

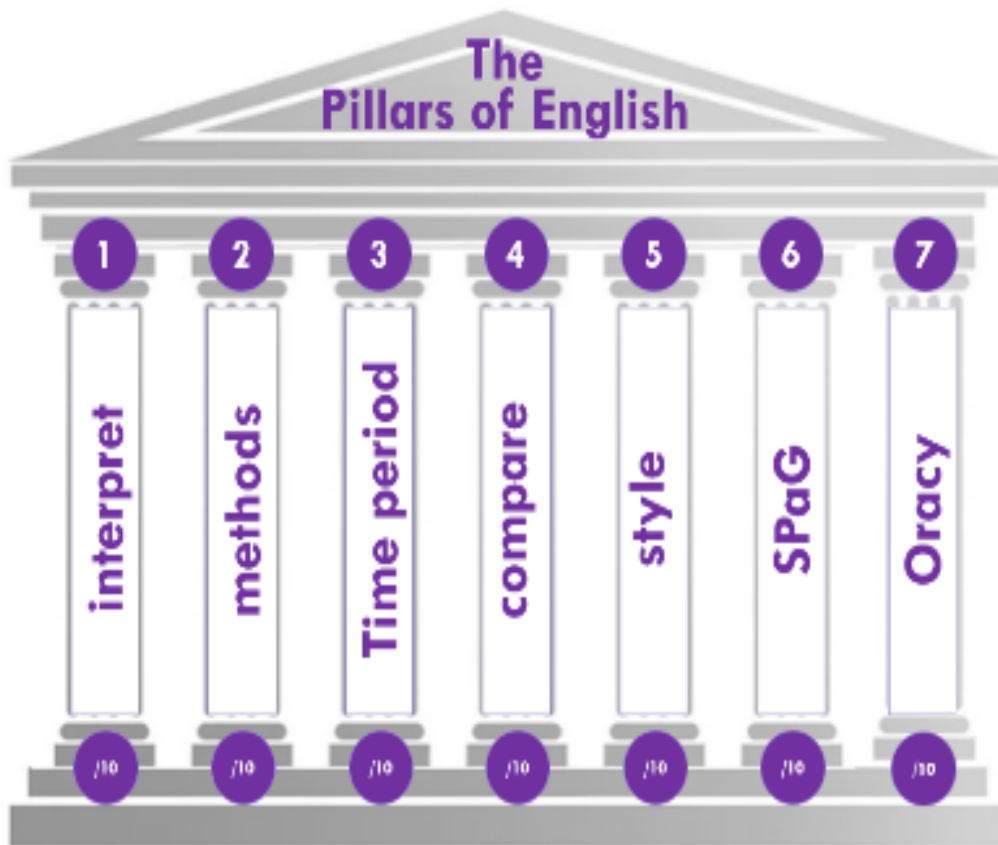
English

Year 9: (Power)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links	Tier 2 Vocabulary
<p>Big Write: Write a speech in which you argue for the overthrow of Napoleon and a return to democracy. [Personal feedback]</p> <p>Oracy: Deliver a speech about your views on the following statement “Women should not be slaves to their husbands but should have freedom to do as they please. I understand why Mrs Maloney did what she did” [P/M/D]</p> <p>Vocabulary Assessment. [Self-marked/Collective feedback sheet]</p>	<p>Students will study one main text: Animal Farm by George Orwell.</p> <p>Throughout the scheme, students also have the opportunity to discuss power across different literary works including poetry, fables and short stories.</p> <p>Additionally, there will be a focus on non-fiction and persuasive rhetoric where students will study famous historical speeches to help inform their own writing.</p>	<ul style="list-style-type: none"> - Historian - Politician - Councillor - Social Work - Speech Writing - Journalism / Non-fiction writing 	<ol style="list-style-type: none"> 1. Dictator 2. Tyrant 3. Discontent 4. Lament 5. Rebellion. 6. Oppose. 7. Displeasure 8. Hazardous 9. Severe 10. Protest

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



Pillar 1 'Interpret': This assesses a student's ability to make personal inferences about characters and plot events they are studying.

Pillar 2 'Methods': This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

Pillar 3 'Time Period': This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

Pillar 4 'Compare': This assesses a student's ability to make connections between texts- both similarities and differences.

Pillar 5 'Style': In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

Pillar 6 'SPaG': This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

Pillar 7 'Oracy': This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Lesson	Learning objective	Prepare for learning	New information	Clarify understanding	Apply learning	Review learning	Homework
1	TBAT: interpret different types of power	What is power? Discussion about different types of power.	What has power? How do you know? Why do you think those things have power? What would be signs of something having power?	What other characters from texts you have studied or read have power? Encourage students to recap over texts studied in Y7 and Y8.	You are now going to produce a description of a powerful character. You could describe: <ul style="list-style-type: none"> • A character from literature, film or tv. • A character you have created yourself. 		Vocabulary: Week one homework to hand out
2	TBAT: Annotate the poem: Hitcher.	What is happening in this image?	Summarise what the poem is about. Reduce the poem into 5 key events.	Produce a table to record information you know or can infer about each character. Challenge: What makes the hitcher different from the main character?	In the poem, the driver can be considered to be powerful. Find three examples from the poem that suggest this, then explode them individually to take a closer look.	How is power presented in the poem 'Hitcher'? WHW paragraph. Extension Task: Use the poem to help you write one of the following...	
3	TBAT: Annotate Storm on the Island	Debate: <i>"Men are more powerful than women"</i> .	Think about the word storm. What two differing meanings does this word have?	What do you predict the poem is going to be about based on the title? Who or what do you think is going to be presented as powerful in this poem?	Summarise what the poem is about in one sentence. Reduce the poem into 5 key words. In the poem, the storm can be considered to be powerful. Find three examples from the poem that suggest this, then explode them	How is power presented in Storm on the Island? WHW paragraph	

					4individually to take a cl5oser look.		
4	TBAT: Compare how power is presented across two poems	Which of the following are comparative connectives?	SOTI vs Hitcher Venn diagram What are the similarities and differences?	Read the model comparison and annotate WWW and EBI	How is power presented in Storm on the Island and Hitcher?		
5	TBAT: Express what contextual influences inspired George Orwell	"All power makes people evil." In pairs, DISCUSS how far you agree/disagree with this statement. Be prepared to justify your answer.	Introduction to George Orwell video.	Read the fact sheet and identify 10 biographical facts about George Orwell. These may include date of birth, places lived, major works, personal and private life etc. Make sure you write them in full sentences and in your own words.	What do you think Animal Farm is going to be about? What events in history do you think may have inspired Orwell?	1945: What was going on in the world at this time? Tell me everything that you know.	Vocabulary: Week Two Homework
6	TBAT: Explain the concepts of Marxism, Communism and Socialism.	Write down your FIVE favourite facts about George Orwell.	Watch the trailer to the film adaptation of Orwell's classic dystopian novel, published in 1949: What do you think might have inspired him to write such a story?	1984 – What may have inspired Orwell? Explore labour movement, political spectrum, Marxism, communism and socialism. Social and political context video.	<i>Animal Farm</i> was clearly heavily influenced by real world events. What were they?	Define: hierarchy	
7	TBAT: Explore the Communist	RECALL: What are the different types of power?	KEY WORDS: Bourgeoisie Oppression Ideology	Read the three extracts from the Communist Manifesto and answer the questions	Class debate	What type of debater are you?	

	Manifesto through debate	What types of power do the following public figures have?					
8	TBAT: Read Chapter 1 and answer- How is Old Major presented?	We are now going to read Chapter 1 of Animal Farm, together.	Who is at the top of the hierarchy in the farm? Why?	Chapter 1 comprehension questions.	Old Major character mind-map.	How is Old Major presented in Chapter 1?	Vocabulary: Week Three Homework
9	TBAT: Explore how Orwell uses persuasive rhetoric in Chapter 1	What was the message of Old Major's speech? What was Orwell trying to teach his readers?	Find 3 quotes that show Orwell's view of power?	Exploding Quotations	How does Orwell present his view of power through Old Major?		
10	TBAT: Read Chapter 2 and 3- How is Napoleon presented?	List FIVE characters from chapter 1 of Animal Farm List FOUR things about George Orwell List THREE types of power. List TWO historical events that could have influenced the novel. What is the ONE ideology that Old Major suggests?	We are now going to read Chapters 2 and 3 of Animal Farm, together.	Battle- What does this word make you think of? 2. Use this word in TWO sentences. 3. Write down THREE synonyms of the word. 4. How do you think it will relate to Animal Farm?	Summarise the seven commandments in your book. What do you think their significance is? Napoleon mind-map. Fill in table.	How is Napoleon presented in Chapter 3?	

11	TBAT: Read Chapter 4 and annotate the 'Battle of the Cowshed'	Should we advocate for more animal rights in the UK?	Using the words/themes in the table, make as many connections as you can. Example: Old Major presents animalism as a way for animals to gain freedom.	We are now going to read Chapter 4 of Animal Farm, together.	Thinking Hard challenges.	Quote exploding of key quotes from Battle of the Cowshed.	
12	TBAT: Rank the characters in Animal Farm according to how powerful they are (Chapter 5)	What are these types of posters used for? Explain in as much detail as possible.	We are now going to read Chapter 5 of Animal Farm, together.	Introduce totalitarianism, propaganda, winning friends and influencing people.	Produce a propaganda poster designed to: spread the rebellion to other farms. or convince animals that work is satisfying and joyful. Success Criteria An effective poster will include: a powerful slogan connotations and symbolism consideration of audience.		
13	TBAT: Explain the change in Animal Farm from democracy to dictatorship.	SPAG and grammar challenge.	In your books, write down at least 5 adjectives you would use to describe Napoleon and another 5 that you would use to describe Snowball.	How does the farm change after Napoleon takes over? How does he make these changes?	Answer the following questions about the events of chapter five? 1. How could Napoleon be classed as a dictator? 2. Why do you think Napoleon	Go back to the adjectives about Napoleon and Snowball you wrote at the start of the lesson. Add two more for each character based on what we have looked at today.	Vocabulary: Week Four Homework

					<p>planned to banish Snowball?</p> <p>3. How does Napoleon take control of the farm?</p> <p>4. What evidence is there that Napoleon was always planning to take over the farm?</p> <p>5. What could the dogs be an allegory (a symbol revealing a hidden meaning) for?</p>	<p>Challenge: Which political figures do Snowball and Napoleon represent.</p>	
14	<p>TBAT: Read Chapter 6 and complete tiered comprehension tasks</p>	<p>Is our country a democracy? Why?</p>	<p>We are now going to read Chapter 6 of Animal Farm together.</p>	<p>Thinking Hard challenges.</p>			
15	<p>TBAT: Explore democracy through Pankhurst's "Freedom or Death" speech</p>	<p>Mind map: freedom.</p> <p>Why is freedom so important to people?</p> <p>What different things are we 'free' to?</p>	<p>Pankhurst context – Suffragettes</p>	<p>Watch 'Freedom or Death' speech.</p> <p>Read along</p> <p>Independent annotation</p>	<p>Write a paragraph from the perspective of an animal on the farm in the style of Pankhurst</p>		

16	TBAT: Read Aesop's fables and explain why Animal Farm conforms to such conventions.	What is a fable?	<p>How have the seven commandments been amended and violated by those in power?</p> <p>How have the pigs justified this to the other animals?</p> <p>Why have the other animals not complained?</p>	<p>List as many conventions of fairy stories as you can- how many of these conventions are ticked off in Animal Farm?</p> <p>Fables can be defined as short stories that are designed to convey a moral message to the reader.</p> <p>TASK: what do you think the moral message of Animal Farm may be?</p> <p>Justify your opinion with reference to context and the novel.</p>	Is animal farm a fable?		
17	TBAT: Read Chapter 7	Spag and grammar challenge.	<p>How does Orwell use language to persuade us that the animals are just like humans?</p> <p>Define anthropomorphism.</p> <p>We are now going to read Chapter 7 of Animal Farm, together.</p>	Read Chapter 7	Comprehension Questions		Vocabulary Homework: Week Five
18	TBAT: Explore persuasive rhetoric through MLK's I have a dream speech	<p>Write a persuasive argument about one of the following topics.</p> <ul style="list-style-type: none"> the Earth is flat; 	MLK / Civil Rights Movement context	Old Major's Speech versus MLK's speech.	Write a paragraph about your dream in the style of Martin Luther King, using the persuasive techniques you have explored. You can stick as closely	Annotate where you have used WE ARE STARS	

		<ul style="list-style-type: none"> animals can talk; you are the cleverest person in the universe! <p>To be as persuasive as possible when we are writing, we can incorporate some of the techniques from WE ARE STARS.</p> <p>Write them down in your book!</p>			to the original text as you need to.		
19	TBAT: Explain how Chaplain uses persuasive language in 'The Great Dictator' speech.	From the poster, what do you think the film 'The Great Dictator' is about?	Context about movie – Banned in Nazi occupied countries. Anti-war Critique through comedy	Watch clip and read along. Independent annotations	What connects all of the speeches we have read? <i>I have a Dream.</i> <i>Freedom or Death</i> <i>Old Major'</i>		
20	TBAT: Explore how a writer uses language to persuade	What was the message of 'The Great Dictator' speech? What was the film trying to teach its' audience	Find 3 quotes that show the writer is against dictatorships	Exploding Quotations	How does the writer use language to show they are against dictatorships?		
21	TBAT: Practise persuasive writing	Persuade the person next to you that the earth is flat.	WE ARE STARS – match the techniques to the examples	Agree /Disagree table. Write down three reasons someone would agree	Read the model paragraph and rewrite it to improve		Vocabulary Homework: Week Six

		Use as many WE ARE STARS techniques as you can		and three reasons someone would disagree with the statement			
22	TBAT: Use model answers to prepare for assessment	<p>“NAPOLEON’S REIGN OF TERROR”</p> <p>List everything that Napoleon has done wrong since the beginning of the novella.</p>	<p>Read the following stimulus: Write a speech in which you argue for the overthrow of Napoleon and a return to democracy.</p> <p>Why would someone agree?</p> <p>Why would someone disagree?</p>	<p>How would the following characters react to Napoleons reign?</p> <p>Boxer Snowball Squealer Old Major</p>	<p>Read the example responses – rank them from best to worst</p>		
23	TBAT: Prepare for our upcoming Big Write	<p>Name 5 rhetoric devices for the art of persuasion.</p>	<p>What do you think this quote means?</p> <p>What is the significance of this oxymoron?</p> <p>How does this quote reflect everyday life?</p>	<p>What reasons could we make for the overthrow of dictator Napoleon?</p>	<p>Paragraph 1- Make your opinion very clear. <i>"I stand here today before you all to tell you that..."</i></p> <p>Paragraph 2- Introduce your first reason for believing what you do. <i>Firstly, I feel that... because.... Did you know?</i></p> <p>Paragraph 3- Introduce another reason you think what you do. <i>Secondly, another reason I feel this way is because...</i></p>		

					<p>Over 70% of people believe...</p> <p>Paragraph 4- raise a counter argument, then discredit it! Some people may disagree with me and say... however...</p> <p>Paragraph 4- Say your final point. Think about what you want people to do now they have heard your speech. How do you want them to act? Finally, ... We all need to...</p>	
24	<p>TBAT: Complete our Big Write Assessment: Write a speech in which you argue for the overthrow of Napoleon and a return to democracy.</p>	<p>Students to be given full hour for assessment Big Write.</p>				
25	<p>TBAT: Read Lamb to the Slaughter- how is power presented?</p>	<p>Draw a spider diagram with predictions about what a story named 'Lamb to the Slaughter' could be about.</p>	<p>If someone does something or goes somewhere like a lamb to the slaughter – what do you think it is suggesting about them?</p>	<p>Reciprocal Reading</p>	<p>Let us read the story, Lamb to the Slaughter.</p> <p>Point to consider:</p> <p>How is power shown in the story?</p>	<p>Vocabulary Homework: Week Seven</p>

					Who would you expect to have power and why? How is it challenged in the story?		
26	TBAT: Explore power in Lamb to the Slaughter	Write down everything you remember about Lamb to the Slaughter	Re-read the extract	WHW planning grid – How is power presented in the story?	How is power presented in Lamb to the Slaughter?		
27	TBAT: Improve on my speech-writing skills	Spag and grammar challenge.	Today, you are going to produce a feminist speech arguing the following: “Women should not be slaves to their husbands but should have freedom to do as they please. I understand why Mrs Maloney did what she did”	Planning grid.	Write up.		
28	TBAT: Deliver my speech to the class	Read over your speech	P/M/D overview	Deliver speech to class			
29	TBAT: Plot the power of the pigs in Animal Farm so far and Read Chapter 8.	Spag and grammar challenge.	In the last few chapters, we have seen the pigs get more power than ever. Copy and complete the diagram in your books and plot 10 points you can remember from the story so far which have	Chapter 8 summary video.	Chapter 8 comprehension questions.		Vocabulary Homework: Week Eight

			seen the pigs' power grow!				
30	TBAT: Answer comprehension questions on Chapter 8.	Spag and grammar challenge.	Discussion questions on Chapter 8.	<p>You will be split into groups of 4 or 5. In your groups, you must decide who is going to take on the following roles:</p> <ul style="list-style-type: none"> • Interviewer • Napoleon • Boxer • Benjamin • Squealer • <p>You need to produce a series of questions about the events of chapter 8 which the interviewer will ask. Everyone else must answer these questions in the way they feel their character would.</p>	Here are some possible questions.		
31	TBAT: Take on the role of interviewer of key characters	Drama/active lesson for interviewing of class members.					
32	TBAT: Evaluate which characters are most liked.	<p>Rank the following characters from most liked to least liked:</p> <ul style="list-style-type: none"> • Clover • Squealer • Benjamin • Snowball • Boxer • Napoleon 	<p>What does this picture suggest about the text?</p> <p>This photo suggests that....</p> <p>What could it foreshadow?</p>	Read Chapter 9.	Now that we have finished reading Chapter 9, write a summary of the key events!	<p>Complete the following tasks:</p> <ol style="list-style-type: none"> 1. Find 3 quotes that show that Boxer is a hard-working character . What is the effect of this on the reader? 	

		<p>Challenge: Write a sentence explaining the reason for each of your choices.</p>	<p>It could foreshadow...</p> <p>Has the artist used history to inform our context?</p> <p>The artist has used history to inform our understanding by...</p>			<ol style="list-style-type: none"> 2. How do the other animals feel about Boxer? Find a quote to support your answer? 3. How does Orwell create a sense of panic and tension in this extract? (Look out for words, phrases, sentence types and use of punctuation). 4. How do Napoleon's actions make you feel? What do they show us about his character? 5. What did Boxer want to do with his retirement? What does this suggest about his character and how does it effect the reader? 	
33	<p>TBAT: Complete vocabulary assessment</p>	<p>1 hour for assessment completion and self-marking in green pen.</p>					<p>Vocabulary Homework: Week Nine</p>
34	<p>TBAT: Produce a speech reporting on the truth of Animal Farm</p>	<p>Spag and grammar challenge.</p>	<p>Re-cap of key speech conventions.</p>	<p>Remainder of the lesson to produce speech</p>			

35	TBAT: Reflect on which commandment have been broken- Read Chapter 10	Spag and grammar challenge.	Pick one of the seven commandments from the start of the novel. Make a list of all of the ways in which it has been broken.	We are now going to read Chapter 10 of Animal Farm together.	Chapter 10 comprehension questions.	How have the seven commandments been amended and violated by those in power? How have the pigs justified this to the other animals? Why have the other animals not complained?	
36	TBAT: Discuss the ending of the novella	Spag and grammar challenge.	What did you think of the ending of Animal Farm? Was it what you expected? Did it disappoint you in any way?	Thinking Hard challenges.	Unscramble the quote, write it down correctly and explain its significance.		
37	TBAT: Plan an answer to 'how does Orwell satirise the Russian Revolution?'	Mind-map all of the contextual influences that helped shape Orwell's writing.	Complete activity- which character represents which political figure?	Plan essay- which key characters will we explore in our argument?	Extension: How will you use the words dictatorship and democracy in your answer?		Vocabulary Homework: Week Ten
	TBAT: Answer 'how does Orwell satirise the Russian Revolution?'	Students to have 45 minutes to write.	Best response annotated under the visualiser.	Students to green pen improve their own work.			

	TBAT: Watch the film 'Animal Farm' and compare to the novel.						
35	TBAT: Re-write history in our class project	This can take up to 3 lessons.	As a class, you are going to create an alternative history for Animal Farm, imagining that Snowball emerged victorious in the leadership battle instead of Napoleon.	As historians, your job is to create the following historical documents: <ul style="list-style-type: none"> • Diary entries from the major characters • Transcripts from interviews with characters connected to the farm. • Letters to Frederick and Pilkington • Local newspaper reports • Productivity charts • Commissioned portraits and landscape paintings 	Write down your idea about what actually did happen to Snowball. Was he executed by Napoleon? If so, how? Did he remain in hiding for the rest of his days? Did he lead a rebellion on another farm far away?		
36	TBAT: Re-write history in our class project	This can take up to 3 lessons.	As a class, you are going to create an alternative history for Animal Farm, imagining that Snowball emerged victorious in the leadership battle instead of Napoleon.	As historians, your job is to create the following historical documents: <ul style="list-style-type: none"> • Diary entries from the major characters • Transcripts from interviews with characters connected to the farm. 	Write down your idea about what actually did happen to Snowball. Was he executed by Napoleon? If so, how? Did he remain in hiding for the rest of his days?		Vocabulary: Week Eleven Homework

				<ul style="list-style-type: none"> • Letters to Frederick and Pilkington • Local newspaper reports • Productivity charts • Commissioned portraits and landscape paintings 	Did he lead a rebellion on another farm far away?		
37	TBAT: Re-write history in our class project	This can take up to 3 lessons.	As a class, you are going to create an alternative history for Animal Farm, imagining that Snowball emerged victorious in the leadership battle instead of Napoleon.	As historians, your job is to create the following historical documents: <ul style="list-style-type: none"> • Diary entries from the major characters • Transcripts from interviews with characters connected to the farm. • Letters to Frederick and Pilkington • Local newspaper reports • Productivity charts • Commissioned portraits and landscape paintings 	Write down your idea about what actually did happen to Snowball. Was he executed by Napoleon? If so, how? Did he remain in hiding for the rest of his days? Did he lead a rebellion on another farm far away?		
38	TBAT: Revisit creative writing techniques	Match the technique to the example	Create a recipe for the perfect piece of creative writing	Find and correct the SPAG mistakes in the model answer	Improve the model answer using the techniques we mentioned earlier		
39	TBAT: Produce a piece of creative	What would Manor Farm look like 5 years later?	Who is the most interesting character in the novella? Why?	Plan: Write a piece of creative writing from the perspective of an animal	Write a piece of creative writing from the perspective of an		

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	writing based on Animal Farm			on the farm explaining how it looks five years later. STYLE -STRUCTURE - VOCAB	animal on the farm explaining how it looks five years later.		
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