

**English Department**

### ***Year 8***

**Topic: Year 8 Animal Farm**

## Learning Journey

**Prior learning:**

- *reading narrative story of 'The Windrush Child' - Y7*
- *Explored development of the character of Scrooge ('A Christmas Carol' - Y7) in oppose to Napoleon's development ('Animal Farm' - Y8).*
- *Referred to context of the Windrush and how this impacts a character's life (Y7).*

Learning sequence – topic title												Endpoint
Main learning steps	Chapter 1: Introduction to themes, characters and context of Russian Revolution. (e.g. power, class, greed, loyalty, allegory)	Chapter 1 and 2: character and theme analysis with quotes. (e.g. Boxer, Squealer, Snowball)	Chapter 3: Explore the use of language (e.g. rhetorical devices, propaganda) through the character of Squealer.	Chapter 4: Identify quotes for Napoleon, Snowball, Boxer, Squealer and Mollie. Themes of Loyalty, Royalty (Molly), power and working class.	Chapter 5: Diary entry from a character to emphasise and explain main events.	Chapter 6: Analyse developments of plotlines, characterisation and themes. (e.g. hierarchy, corruption)	Chapter 7: Focus on the role of the Pigs (Scapegoats and duplicity of the Pigs.)	Chapter 8: Analysis of Napoleon and links to themes of power.	Chapter 9: Study the character of Boxer with quotes to support. Note: Themes of working class	Chapter 10: Consider the end of the novel and draw on morals/themes taught by George Orwell. (e.g. link to allegory)	Revision lesson of the key themes, characters and quotes.	Summative assessment: How is a theme/character presented in this extract? (Challenge: link to whole novella)
	Key Vocab: Satire fable Russian Revolution Marxism animalism rebellion duplicity											

	Propaganda media scapegoat proletariat themes allegory metaphor hyperbole persuasion rhetorical devices rhetorical questions repetition characterisation working class communism socialism capitalism Hierarchy corruption	
<b>Possible Assessment Topics</b>	PEE on a key a key character. Complete a diary entry from the perspective of one character. How does George Orwell present Napoleon so far in the novella? How does Orwell present a character or theme in this extract? In the novella as a whole?	Teacher to use ATD sheet to tick and provide targets. Students to reflect and complete WWW and EBI.

***Where will we use these ideas again:***

Y8 Tempest

Y9 Macbeth SOW

Y9 Non-Fiction/Role of Women

Y11 Romeo and Juliet

All key vocab will be relevant to future learning