

Year 7: Animal Farm Part 1:

Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking and leadership.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

What are students going to be studying?	The Novel Animal Farm and the Rhetoric contained within – Newspaper writing Conventions – Literary Analysis
Why are students studying this content and what are the links to our rational and ambition?	<p>Studying George Orwell's Animal Farm aligns perfectly with the aims of our English curriculum, as it encompasses various facets that promote cultural enrichment, empathy, critical thinking, and the development of essential life skills.</p> <p>Firstly, Animal Farm allows students to explore diverse voices within society, reflecting the aim of our curriculum to transmit culturally enriching knowledge. The novel portrays the animals on the farm as symbols for different social classes and political ideologies. Through these allegorical characters, Orwell effectively addresses contemporary concerns and debates about class, power, and inequality. By studying Animal Farm, students gain a deeper understanding of these issues, enabling them to analyze and critique societal structures and power dynamics that impact their own lives. This empowers them to become active participants in shaping a more just and equitable society.</p> <p>Furthermore, Animal Farm fosters empathy and engaged citizenship, core ideals of our curriculum. The animal characters in the story face hardships, oppression, and manipulation, which mirror real-world struggles. As students immerse themselves in the narrative, they develop an emotional connection with these characters and are compelled to empathize with their experiences. This cultivates a sense of compassion and understanding towards others, regardless of their backgrounds or circumstances. By studying Animal Farm, students learn to question authority, challenge injustice, and advocate for positive change, ultimately becoming empathetic and engaged citizens.</p> <p>Animal Farm also supports the development of confident self-expression, another vital aim of our English curriculum. Through analyzing the novel's themes, characters, and symbolism, students are encouraged to form and articulate their own views and opinions. The story's thought-provoking nature stimulates critical thinking and encourages students to engage in meaningful discussions and debates. This fosters an environment where students feel comfortable expressing their thoughts, ideas, and perspectives. As they gain confidence in their ability to communicate effectively, students can navigate and contribute meaningfully to various personal and professional contexts.</p> <p>In addition to academic growth, Animal Farm equips students with essential soft skills necessary for success in both work and life. The novel presents numerous opportunities to develop communication, teamwork, adaptability, problem-solving, public speaking, and leadership skills. Analyzing the text, crafting arguments, and presenting ideas to peers nurtures effective communication and teamwork capabilities, enabling students to collaborate efficiently and contribute meaningfully to group endeavors. The complexities and moral dilemmas within the story necessitate adaptability and problem-solving, which cultivate resilience and creative thinking. Furthermore, Animal Farm encourages students to engage in public speaking and leadership, as they take on roles such as presenting their own analyses or organizing discussions. These skills empower students to face challenges confidently and excel academically and professionally.</p> <p>Lastly, Animal Farm provides suitable challenges for students of all abilities, aligning with the aim of our curriculum. The novel offers multiple layers of meaning, symbolism, and themes, allowing students to engage with the text at various levels of complexity. This ensures that every student, regardless of their abilities, is appropriately challenged and provided with opportunities for growth and learning.</p> <p>In conclusion, studying Animal Farm fulfills the aims of our English curriculum by providing culturally enriching knowledge, developing empathy and engaged citizenship, empowering students to express their own views, cultivating essential life skills, and offering suitable challenges for all</p>

	<p>students. Through the exploration of Orwell's masterpiece, students are not only immersed in a compelling narrative but also equipped with valuable tools to navigate an ever-evolving world.</p>
<p>How does this unit link back to content of prior learning?</p>	<p>KS2 Curriculum:</p> <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
<p>What is the essential Knowledge</p>	<p>Knowledge linked to the text:</p> <ul style="list-style-type: none"> • Knowledge that Animal Farm is an allegorical text. • Knowledge that Animal Farm is a dystopian text. • Knowledge of the plot of Animal Farm - • Knowledge of the characterisation in Animal Farm. • Knowledge of the rhetorical devices used in Old Major's speech. • Knowledge of how the battle of the cowshed is presented which may include ideas about violence and pacing of the battle. • Knowledge of how Orwell presents the attack dogs and the animals' reactions to them. • Knowledge of how to write a newspaper article about the battle of the cowshed – lead, body, tail, headlines etc • Knowledge of how Animal Farm characters and ideas are linked to Russia. • Knowledge of vocabulary: Deceit Influence Scapegoat Dictatorship Manipulated Corruption Equality Commandment Tyranny Allegory Satire Comrade Democracy Rhetoric Propaganda <p>Knowledge linked to the literary analysis mat:</p> <ul style="list-style-type: none"> • Big Ideas: Knowledge of how to write developed and detailed 'Big Idea' sentences. • Evidence: Knowledge of how to select a range of quotations and references to support their big idea sentences from a short- given extract • Evidence: Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences. • Impact: Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases • Methods: Knowledge of Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects. • Context: Knowledge of simple context such as that the dogs are representative of the KGB. • Context: Knowledge of how characters and themes are linked to Russian revolution

<p>How will this unit link to the content of future learning?</p>	<p>All future years –</p> <ul style="list-style-type: none"> • knowing that the writer’s intention sometimes is hidden beneath the text is a key disciplinary skill. • Introduction to the literary analysis is built upon in later assessments throughout literary studies. <p>Rhetoric – Introduction to rhetoric in the text developed further in focused units in y8 and y9. Newspaper article – a key form of writing revisited later and necessary for GCSE level and revisited prior to this. Dystopian genre revisited in Y9 – including revisiting Orwell in exploration of opening of 1984. Allegory – revisited in ‘Once Upon a Time’ Nadine Gorrimer / Inspector Calls</p>
<p>Assessment 1:</p>	<p>➤ Using the extract, how does Orwell present the animals in the rebellion?</p> <ul style="list-style-type: none"> • Show knowledge of the text. • Plan and write two analytical paragraphs focusing on the presentation of ‘the Battle of the cowshed’ as violent and as fast paced. • Big idea sentences – To know how to write developed big idea sentences at the start of each paragraph using terms like <i>when</i> and <i>because</i> to extend ideas about how the Battle of the Cowshed is presented as violent and fast paced. • Evidence – With support from teacher and resourcing, to know how to select a range of quotations and references to support their big idea sentences from a short- given extract. • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences. • Impact / Effect: Show a personal response to how chosen quotations might make them and other readers feel commenting on individual words and/or phrases
<p>Assessment 2:</p>	<p>➤ Using the extract, how does Orwell present the dogs and the reactions to them of the animals?</p> <ul style="list-style-type: none"> • Show knowledge of the text. • Plan and write, at least, two analytical paragraphs focusing on the presentation of ‘the dogs’ and one on ‘the reactions of the animals to them’ • Big ideas – write developed big idea sentences at the start of each paragraph using <i>when and because</i> to extend ideas. • Evidence – With support from teacher and resourcing, select a range of quotations and references to support their big idea sentences from a short-given extract. • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences. • Impact: Show a personal response to how chosen quotations might make readers feel. • Methods: Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects. • Context: Make simple comment on the notion of the text being an allegory and the dogs being representative of the KGB.