|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show an clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Comparing texts** | Demonstrate a competent and clear understanding of two texts |  |  |  |
| Compare ideas and perspectives in a meaningful manner |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Chapter 1: Who is Old Major? What does he want for all the animals? | Analysis of Act 1, Scene 1 | revolutioncommunismproletariatpropagandacyclicalmanifestopolitical dictatorrepublicsloganmantrastrategy |
| **2** | What is Communism? How would a communist society work? Who was Karl Marx? | Contextual study |
| **3&4** | Who are the other characters? Explore first impressions. | Extended write |
| **5** | Chapter 2: What happens? Write a 50 word summary. | Notes and summary |
| **6** | What is propaganda? How is Squealer a propagandist? Extended write on Squealer | Extended write |
| **7** | What was the Russian Revolution? Who were the main figures? | Peer assess |
| **8** | Chapter 3: Why is education important? What is Orwell’s message about education? | Self assess |
| **9** | Feedback on extended write | Green pen |
| **10&11** | Chapter 4: What are the different leadership styles of Snowball and Napoleon? | Self assess |
| **12&13** | Assessment preparation and assessment. | Assessment |
| **14** | Chapter 5: Read and write a summary. How is the farm changing? Why?  | Peer assess/ green pen |
| **15** | Chapter 6: How can language be manipulating? | Self assess |
| **16** | Assessment feedback | Green pen |
| **17-18** | Read chapters 7-8 and discuss what is happening and why. | Self assess |
| **19-20** | Read chapters 9-10 – how has the novel become cyclical? Extended write. | Extended write. |
| **21-23** | Spoken language assessment: presentations on what makes a good leader and why. | Presentations/peer |
| **24** | Feedback on extended write. | Green pen |

****

**Communications Faculty- Reading Curriculum Intent - Year 7 Unit: Modern Texts – Animal Farm**