



# English Mastery

## Year 8 Unit of Work

### Literature Unit 3: *Animal Farm* by George Orwell

#### Foundation Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	George Orwell Allegory Animal Farm	George Orwell was influenced by his context to challenge the status quo; an allegory is a story with a moral; a farm has a variety of animals who perform different functions.	
Week 2	Old Major's Dream The Rebellion First Harvest	Old Major makes a speech about making a better life for the animals; this will be achieved by having a rebellion; Mr Jones is a tyrant who exploits the animals; the rebellion is successful; Napoleon, Snowball and Squealer are the main pigs on the farm; the animals have a good harvest; Napoleon and Snowball disagree on key issues; the pigs take the milk and apples for themselves.	
Week 3	The Battle of the Cowshed Napoleon and Snowball Corruption	The animals develop the seven commandments; Boxer and Snowball are heroes in a battle against Farmer Jones trying to retake the farm; Napoleon has Snowball violently run out of the farm; the pigs are corrupt and edit the commandments; the pigs use the other animals for their own gain.	
Week 4	Propaganda Show-Trials Cult of Personality	Squealer spread propaganda to manipulate the other animals; the windmill is destroyed by a storm; the pigs want to create Snowball as an enemy so say he destroyed it; Napoleon uses show trials and public executions to scare the animals; Napoleon creates a cult of personality around himself.	
Week 5	The Battle of the Windmill Boxer Treachery	The animals sustain heavy losses when the neighbouring farms attack them; the pigs continue to abuse their power; Boxer is weak and is sent to the knacker's year; evaluating whether Boxer is a hero or a fool; The pigs are completely corrupt and become like humans.	
Week 6	Two legs better Moral	The corruption of the pigs leads to the failure of Animalism; creating revision resources on the main plot and characters.	

	Animal Farm Revision		
<b>Week 7</b>	Assessment preparation		

# Week 1

**Key terms:**  
moral, influence, authority, allegory, third person, literal

Lesson 1

Mastery Content

- George Orwell was a modern British writer
- He wrote Animal Farm
- He was influenced and inspired by contemporary events
- His writing often challenges authority
- He has influenced others

Lesson guide

### Do Now

When were 'The Tempest' and 'Oliver Twist' written? What was happening in the world when these books were written? How did these events influence the books? Extension: What other morals were in 'The Tempest' and 'Oliver Twist'.

### Introduction

Part a) Slide 5 Explain that writers often write a story to teach us something or to make a comment on the world they live in. Ask students to discuss in pairs what was happening in society to influence Charles Dickens.

### Reading

Read the biographical information sheet about George Orwell. Discuss the information sheet together and recap the key information.

**Check for understanding** Ask students to complete the comprehension questions in pairs. Do you want students to write down the answer?

### Development

Use slides 11 & 12 to explain that Orwell has influenced many other writers and musicians. He is a popular writer because he challenges the status quo.

### Consolidation

Explain that Orwell's writing often challenges authority. Link back to the earlier discussions about writer's intentions. Students complete the activity on slide 13 independently.

### Mastery Quiz

Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Resources

George Orwell biography

Texts studied

Lesson 2

Mastery Content

- An allegory is a story that has a hidden meaning, especially a moral one
- It is similar to an extended metaphor
- Animal Farm is an allegory
- Animal Farm is a novel written in the third person

Lesson guide

### Do Now

Ask students to complete questions 1-3. What does the metaphor mean? What is the tenor? What is the vehicle? Extension Can a metaphor be longer than a few lines?

### Introduction

Introduce the concept of allegory. You might ask students to note down the definition. Read the example allegories and discuss the moral of each allegory. Ask students to complete the questions for The Shepherd's Boy independently. What do all the allegories we have read have in common? Discuss in pairs and list three things. Take feedback and share answers found on slide 15.

### Recap

Revise what is meant by the third person. Revise what is meant by prose. Use examples from Oliver & Sherlock to support explanation.

### Development

Recap the three main features of an allegory and explain why allegories are written in that way using slide 19.

### Narrative perspective

Use the picture activity to illustrate how a third person narrative perspective gives a wider view. This viewpoint is perfect for this form as it allows the reader to see more of the situation which helps us better understand the moral.

### Independent thinking

Ask students to consider the two questions and write down their answer independently.

### Mastery Quiz

Students to complete mastery quiz.

Resources

# Week 1

**Key terms:**  
moral, influence, authority, allegory, third person, literal

Lesson 3

Mastery Content

- On the farm there are pigs, dogs, hens, pigeons, sheep, cows, horses, a goat, a donkey, ducks, a cat and a raven.
- These animals have different uses on the farm
- Horses are used to do a lot of the physical labour on a farm

Lesson guide

**Do Now**

Ask students to label the cartoon of a farm.

**Extension:** What is a plough? Why is it used? Why do hens have their own house? Run through the answers to check everyone is correct.

**Reading**

Read the first few pages of 'Animal Farm'.

**Check for understanding:**

Students to discuss and complete comprehension questions in pairs.

**Farmyard trivia**

Students complete the factsheet about farmyard animals. They have until the end of the song to complete the worksheet. Run through answers. It is important students have the correct answers noted down as it will enhance their understanding of the main characters in the story.

**Farming in 1945**

Prep students for the video they are about to watch. It shows how a number of things were done on a farm in 1945. The audio will start automatically. Make sure you click the play icon on the video. Students to watch video. Following the video, there are a number of questions about farming in 1945. Students discuss and then write down their answers to the questions.

**Mastery quiz**

Students complete mastery quiz

Resources

Visualising the Farm  
Farm animals

# Week 2

**Key terms:**  
 tyrant, rebellion, inspired, Snowball, Napoleon, Squealer, commandment, harvest

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 4</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Old Major says that life on the farm is hard and miserable for all of the animals</li> <li>• Old Major describe Jones' rule as a tyranny</li> <li>• Old Major says that a rebellion will lead the animals to happiness</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b>        What was life like for a horse on a farm in 1945? Extension: Would life be better or worse for a pig on a farm? Why? Why not?</p> <p><b>Reading</b>        Chapter 1 – Old Major's Dream. Read from 'All the animals were present ...' Read to '... in the nearest pond.'</p> <p><b>Writing activity</b>        How is life hard for the animals on Animal Farm? Make notes specific to each animal under the following headings: Cows        Chicken Horses Pigs Dogs        Answers provided on slides 12-14. Ensure students have the correct answers. It is the animals' collective hardships and misery that unites them in the need for a rebellion.</p> <p><b>Vocabulary</b>        Tier 2 – tyrant Introduce students to the word tyrant. Give students the opportunity to practise saying the word and then complete the quiz and pair activity. Why does Old Major think that Mr Jones is a tyrant? Take verbal feedback.</p> <p><b>Reading</b>        Read till the end of chapter 1 (page 9).</p> <p><b>Discuss in pairs</b>        Why does Old Major think a rebellion is necessary?</p> <p><b>Written response – independent</b>        What does Old Major think life will be like after the rebellion?</p> <p><b>Mastery quiz</b>        Students complete mastery quiz</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 5</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• The animals stage a rebellion against Jones</li> <li>• Napoleon, Snowball and Squealer are the three main pigs on the farm</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b>        Why do the animals want to start a rebellion on the farm?</p> <p><b>Extension:</b> Give one way in which life would be better for the animals after a rebellion?</p> <p><b>Plot and vocabulary recap</b></p> <ul style="list-style-type: none"> <li>• Tyrant</li> <li>• Life without Man</li> </ul> <p><b>Reading</b>        Read from, 'Three nights later...' Read to, 'the Manor Farm was theirs.'</p> <p><b>Check for understanding</b>        In pairs, students discuss questions 1-5 Links to other books we have studied:</p> <ul style="list-style-type: none"> <li>• The rebellion takes place on Midsummer's Eve</li> <li>• The animals usurp Mr Jones</li> </ul> <p><b>Reading</b>        Read from, 'For the first few minutes...' Read to, '... the milk had disappeared'</p> <p><b>Character sheet</b>        Ask student to stick this resource in their books. They will complete the resources as the unit progresses.</p> <p><b>The three pigs</b>        In pairs, ask students to discuss what each of the pigs are like? How are they similar and/or different? Ask students to make detailed notes on the three pigs in their Character List resource.</p> <p><b>The Commandments</b>        Introduce students to the commandments and explain what a commandment is. Give them the commandment worksheet to stick into books. Discuss why each commandment is important.</p> <p><b>Mastery Quiz</b>        Students complete mastery quiz</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Animal Farm Character List</p>

# Week 2

## Key terms:

tyrant, rebellion, inspired, Snowball, Napoleon, Squealer, commandment, harvest

Lesson 6

Mastery Content

- The animals complete a successful harvest
- Napoleon and Snowball disagree on a number of issues
- The pigs take the apples and milk for themselves
- The pigs convince the other animals that they need the milk and apples more than the other animals
- George Orwell wants us to question the behaviour of the pigs

Lesson guide

### Do Now

Why is the following commandment important: Whatever goes upon four legs, or has wings, is a friend?

### Extension:

What other commandments can you remember?

### Introduction

Use slide 4 to support the feedback taken from the 'Do Now' and to cement the idea that the commandment is designed to unite the animals in their common purpose.

### Reading

Students to read from 'How they toiled' to 'was given up to recreation.'

### Text exploration

With a partner, list 5 reasons why the animals' first harvest was so successful.

### Reading

Read to the end of chapter 3.

### Character List

In pairs, students discuss what more we have learnt about Napoleon and Snowball. Students to add notes for these two characters.

### The mystery of the apples and the milk

Read the final three paragraphs of Chapter 3 again. What happened to the apples and milk? Ask students to discuss the questions on slide 27 together and then ask them to complete the questions on slide 28 in their English books independently.

### Stretch question

Why is this such an important part of the story? What does this mean for Animalism and Animal Farm?

### Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

# Week 3

**Key terms:**  
**Allegory, animalism, corrupt, scandal**

Lesson 7

Mastery Content

- The commandments are important for the success of the farm
- Jones returns and tries to fight for the farm; he is unsuccessful
- Snowball and Boxer are the heroes of the Battle of the Cowshed

**Do Now**

Why is it important to have rules in society? What should happen to people who break the rules in society?

**Extension:**

The pigs simplified the seven commandments to one line. What was the line? Why was it important to simplify the commandments?

**The seven commandments**

Students look closely at the seven commandments and explain why each of them are important rules. Students will return to this resource as the commandments are broken and changed, so make sure it is kept safe.

**Reading**

Read Chapter 4 from, 'By the late summer ...'  
Read to the end of the chapter, '... the anniversary of the Rebellion.'

**The Battle of the Cowshed**

The battle is over quite quickly, and a lot happens. Watch the video of the battle and look at how Boxer and Snowball are the heroes for the animals. Students can discuss why they are the two heroes. There is also an activity that allows you to check for understanding to see that students know which characters took which actions.

**The Battle of the Cowshed**

Following the discussion and 'checking for understanding' tasks, students need to write their answer to why Snowball and Boxer were the heroes of the Battle of the Cowshed.

**Mastery quiz**

Students to complete the mastery quiz.  
Note – there is more for students to consider in this quiz, so only three options are offered.

**The Seven Commandments F**

Resources

Lesson 8

Mastery Content

- Napoleon and Snowball debate about whether to build a windmill
- Napoleon has trained the puppies to defend him and attack others
- Napoleon chases Snowball off the farm
- Napoleon takes control on the farm
- Napoleon has been planning to take control of the farm for a while

Lesson guide

**Do Now**

Why was Snowball awarded 'Animal Hero, First Class'? Extension: Which character was not involved in the Battle of the Cowshed? Recap correct answers.

**Reading** Recap events of Chapter 4, emphasising that Snowball was the hero. He helped to save the animals from Farmer Jones's reclaiming of the farm. There is a video to demonstrate what a windmill is and how it can be used to mill grain. Read Chapter 5: The Windmill

Read from, 'As winter drew on ...'  
Read to, '... ever heard him utter before.'

**Paired Discussion**

Use the image to help you discuss what happened in the extract we just read. Take student feedback. Ensure the first half of the chapter is understood.

**Reading**

Read from, 'By the time he had finished ...' Read to, '... without further questions.'

**Paired discussion**

Use the second image to discuss, in pairs, what happened in the second half of the chapter. Again, recap and ensure that the chapter was understood.

**Napoleon the leader**

Provide students with a list of the things Napoleon has done to make himself the leader on the farm. Students need to explain how each of these actions has helped to make him the leader of the farm. There is an example completed as a model with the class. Take feedback. Explore how Napoleon takes advantage of the other animals and has acted to make himself the leader of the farm.

**Mastery quiz**

Students to complete mastery quiz.

**Napoleon takes control of Animal Farm**

Resources

# Week 3

**Key terms:**  
**Allegory, animalism, corrupt, scandal**

Lesson 9

Mastery Content

- The pigs are corrupt
- The animals work on building the windmill
- The pigs take advantage of the other animals on the farm
- The animals on the farm do nothing to stop the corruption on the farm
- The pigs edit the commandments

Lesson guide

### Do Now

How has commandment 2 been broken? By whom? Extension: Is there a good reason to break this commandment?

### Vocabulary work

Introduce the word corrupt in the context of the story. Display the different examples of the word corrupt in context. Which situations describe something that is corrupt? Display the correct answers and discuss any misconceptions. Revise the word scandal from Scandal in Bohemia and link back to the text. The pigs are corrupt. Why won't this lead to a public scandal?

### Reading

Chapter 6 – Corruption on Animal Farm. Read from, 'All that year ...' Read to, '... no one was able to imagine.' As we read, look for examples of how the pigs are becoming more corrupt.

### Text zoom – 10 minutes maximum

Reread the quotation from the opening of chapter 6. In pairs, discuss the questions. Note that the first two questions are essentially comprehension to check that they have understood the events of the first part of the chapter. The third and fourth questions require students to read more carefully into the story and what has occurred. You may want to lead discussions of the last two questions.

### Reading

Chapter 6 – Corruption on Animal Farm. Read from, 'One Sunday morning ...' Read to, '... no complaint was made about that either.'

### Commandment number 4

Reread commandment number 4. How has the commandment changed? How do the pigs justify this? Students to edit their commandment sheet accordingly and make notes on the commandment change.

### Text analysis of Boxer's maxims

Boxer's two rules show his admirable strength and determination and his blind ignorance. Students need to write about how Boxer works hard because of his personality and because the corrupt pigs exploit him.

### Mastery Quiz

Students complete mastery quiz.

Resources

The Seven Commandments F

# Week 4

**Key terms:**  
propaganda, show trials, cult of personality

Lesson 10

Mastery Content

- The pigs are corrupt
- The meaning of the word propaganda
- Why and how propaganda is used
- The pigs lie to the other animals
- The windmill is destroyed by bad weather
- The pigs want the other animals to think that Snowball is an enemy of the farm
- The pigs use propaganda to control the animals

Lesson guide

### Do Now

Explain how the images show the corruption of the pigs.

**Extension:** What other examples are there of the pigs' corruption?

Take feedback and display answers

### Introduction

The pigs lie to the other animals on the farm. Think of examples of the lies the pigs tell the other animals.

The pigs also make the other animals hate Snowball. This stops them from hating Napoleon.

Explain that these are examples of propaganda. Define propaganda.

### Reading

Read from page 50 to the end of chapter 6

### Check for understanding

In pairs, discuss the comprehension questions. Take feedback and use the answers on slide 15.

### Battle of the Cowshed recap

In chapter 7, the pigs rewrite history by telling the animals that Snowball is a traitor. To fully understand this lie they need to have a secure knowledge of what ACTUALLY happened at the Battle of the Cowshed.

### Reading - chapter 7

Read from page 54 – 60. Recap the main events of chapter 7 using slide 30.

### The pigs' lies

The pigs use propaganda in two main ways. Look at the extracts and explore how and why the pigs are using propaganda to influence the humans and the other animals.

### Mastery quiz

Students to complete mastery quiz

Resources

The pigs' propaganda

Lesson 11

Mastery Content

- The pigs kill animals in a show trial
- The show trials terrorise the animals and scare them into doing what the pigs tell them
- Boxer blames himself for the deaths of the animals and vows to work harder

Lesson guide

### Do Now

What kinds of propaganda have the pigs used on Animal Farm?

### Extension

What examples of propaganda are there in 'Animal Farm'?

Take feedback and run through answers on slide 4.

### Introduction

Ask students to independently review the commandments and ask them to answer questions 1-3 in their English books

### Reading

Read pages 60 -66

### Check for understanding

In pairs, ask students to discuss the comprehension questions.

### The Seven Commandments

Ask students to return to The Seven Commandments worksheet and edit commandment 6 accordingly. Ask them to make notes beneath on how the pigs justify the executions and change to the commandment.

### Why don't the animals on the farm get angry about the executions?

Make it explicit that the animals were killed by Napoleon even though they were innocent. They had committed no crime.

Napoleon wanted to consolidate his power by making the other animals too scared to speak out against him, for fear of their lives.

### Why don't the animals on the farm get angry about the executions?

Look at an example response to this question. Students need to read the response and discuss how the paragraph could be improved. Some ideas:

Remove the 'point, evidence, explain' titles, improve grammar (run on sentences), punctuate quotation accurately, develop each point in more detail.

Following this, students need to re-write the paragraph improving on the points they identified.

### Mastery quiz

Students complete mastery quiz

Resources

The Seven Commandments F

Student response to improve

# Week 4

Key terms:  
propaganda, show trials, cult of personality

Lesson 12

Mastery Content

- Napoleon built a cult of personality around himself on Animal Farm
- The pigs continue to spread propaganda about Snowball
- Napoleon has used many strategies to ensure he is the leader of the farm

Lesson guide

### Do Now

How has Napoleon made the other animals scared of him?

**Extension:** Is Napoleon more terrifying than farmer Jones? Why? Why not?

### Introduction

Use slides 5 & 6 to introduce the idea of cult of personality. Explain how Napoleon wants the animals to fear and respect him, but also to love and admire him.

### Reading

Chapter 8

Read from, 'A few days later ...'

Read to, '... executed by Squealer in white paint.'

### Cult of personality

Ask students to consider how Napoleon makes the other animals love and admire him. Emphasise that the other animals are meant to love and admire Napoleon as well as fear him.

### Reading

Read from, '... in the later summer.'

Read to, '... named Napoleon Mill.'

### Check for understanding

Ask students to discuss questions in pairs. Take feedback and share correct answers.

### Analysis

How has Napoleon made himself the leader of Animal Farm? Encourage students to discuss their ideas in pairs first before starting their response. The ideas on slide 27 will also help to guide them.

### Mastery quiz

Students complete mastery quiz.

Resources

# Week 5

**Key terms:**  
corruption, Boxer, privileges, treacherous, knacker's yard

Lesson 13

Mastery Content

- The animals suffer terrible losses in the Battle of the Windmill
- The battle is less successful than the Battle of the Cowshed
- The pigs continue to abuse their power and re-write the commandments

Lesson guide

### Do Now

How do Napoleon and Squealer lie to hide their corruption? **Extension:** How has Napoleon used propaganda to create a cult of personality around him?

### Recap – chapter 8

Recap the trading plot from last lesson. Ask students to discuss questions in pairs. Take feedback.

### Recap - the Battle of Cowshed

Ask students to complete true/false quiz about the Battle of Cowshed.

### Reading – chapter 8

The first passage is quite dense – a lot happens. Introduce the questions students will be answering as they read the extract. They will need to answer the questions following the reading. You may want to pause the reading at critical moments to ensure that students will be able to answer these questions accurately.

Read from, 'Meanwhile, the timber was being carted away ...'

Read to, "That is our victory," said Squealer.

### Check for understanding

In pairs, ask students to discuss and answer questions.

### Reading response

How was the Battle of the Windmill different to the Battle of the Cowshed? Ask students to write some bullet points under each heading on the resource to show how the two battles are different.

### Reading – chapter 8

Read from, 'What matter? ...' to the end of chapter 8

### The Seven Commandments

1. Ask students to describe what is happening in the picture and what events led to this?
2. Ask students to return to the Seven Commandments sheet and edit the fifth commandment and explain how it has changed.

### Mastery quiz

Students to complete mastery quiz.

Resources

How was the Battle of the Windmill different to the Battle of the Cowshed

Lesson 14

Mastery Content

- The pigs are leading a more comfortable life than the other animals
- Boxer is injured
- Orwell makes the reader admire Boxer
- Orwell makes the reader feel frustrated by Boxer

Lesson guide

### Do now:

What is Boxer's best feature? Why do you think that?

### Extension:

Does Boxer have any weaknesses?

### Recap

Recap the Battle of the Windmill

### Reading:

Read from, 'Boxer's split hoof ...'

Read to, '... at least part of the time.'

### Checking for understanding:

Comprehension questions

### Reading:

Read from, 'In April ...'

Read to, '... twenty-two letters of the alphabet'

### Checking for understanding:

Comprehension questions

### Character analysis:

On 'Boxer's Emotional Arc' resource, match the emotion with the quotation, then explain your choice.

### Mastery Quiz

Students to complete mastery quiz.

Resources

Boxer's emotional arc

# Week 5

**Key terms:**  
corruption, Boxer, privileges, treacherous, knacker's yard

Lesson 15

Mastery Content

- The pigs are treacherous
- The pigs send Boxer to a knacker's yard
- If Boxer hadn't been so foolish, he could have ended the pigs' tyrannical reign

Lesson guide

**Do Now**

The pigs are the most intelligent animals on the farm. How do they show this?

**Extension**

Do the pigs always use their intelligence for the good of the farm?

**Vocabulary**

Introduce the word **treacherous**. Students to complete the quiz. Which sentences use the word **treacherous** accurately?

**Reading**

'However, Benjamin and Clover could only (p58) ... Boxer was never seen again.' (p60)

**Check for understanding**

Comprehension questions

**Reading**

'Three days later it was announced ... another case of whisky.'

**Check for understanding**

Watch film.

Discuss the two questions

**Character analysis**

Is Boxer the tragic hero of the novel or is he a fool? Ask students to debate these two statements. Following this, there is an opportunity for students to answer with their own personal response to Boxer

**Mastery quiz**

Students complete mastery quiz

Resources

Boxer

# Week 6

**Key terms:**  
rebellion, propaganda, show trials, failure

<p>Lesson 16</p>	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"><li>The farm has got richer, but only the pigs and dogs enjoy a better life than before</li><li>The pigs break the final commandment</li><li>The pigs begin to walk on two legs</li><li>The seven commandments have been replaced by one new commandment: All Animals Are Equal But Some Are More Equal Than Others</li></ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Seven Commandments</p> <ol style="list-style-type: none"><li>Why was commandment 1 important?</li><li>Are humans still the greatest enemy to the animals on the farm?</li></ol> <p><b>Reading</b> Read from, 'Years passed ...' Read to, 'All animals were equal'</p> <p><b>Check for understanding</b> Comprehension questions</p> <p><b>Reading</b> Read from, 'One day in early summer...' Read to, '... had been used to wearing on Sundays'</p> <p><b>Seven commandments</b></p> <ol style="list-style-type: none"><li>Students place themselves in the position of one of the animals as Napoleon comes out wearing clothes, on two legs, with a whip in hand. How do they react to this? Why? Why can they not speak out?</li><li>What does: '<i>All animals are equal but some are more equal than others</i>' mean?</li><li>Ask students to return to their 'Seven Commandments' sheet and edit the 7<sup>th</sup> commandment and explain how it has been changed.</li></ol> <p><b>Mastery Quiz</b> Students to sit mastery quiz</p>	<p><b>Resources</b></p>
<p>Lesson 17</p>	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"><li>The pigs are no better than Man</li><li>The farm is called Manor Farm once again</li><li>'Animal Farm' is an allegory</li><li>There is more than one moral in the story of 'Animal Farm'</li><li>The most important moral is that too much power corrupts</li></ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Complete three sentences about how the pigs live differently from the other animals</p> <p><b>Extension</b> Why do the other animals not challenge the pigs or rebel?</p> <p><b>Reading</b> Read from, 'A week later in the afternoon ...' Read to, '... Mr Pilkington's before emptying it.'</p> <p><b>Check for understanding</b> Comprehension questions</p> <p><b>Reading</b> Read from, 'When the cheering had died down, ...' Read to, '... it was impossible to say which was which.'</p> <p><b>Check for understanding</b> Ask students to discuss in pairs questions 1-3 on slide 48.</p> <p><b>Allegory</b> Remind students that 'Animal Farm' is an allegory. What is the moral of the story? Students work in pairs to discuss the two suggested morals of 'Animal Farm'.</p> <p><b>Writer's intention</b> Ask students to pick the moral they feel is the most important and to write a paragraph explaining why.</p> <p><b>Mastery Quiz</b> Students to sit mastery quiz</p>	<p><b>Resources</b></p> <p><b>The morals of Animal Farm</b></p>

# Week 6

**Key terms:**  
rebellion, propaganda, show trials, failure

Lesson 18

Mastery Content

- Animalism is a vision for all animals to be equal on the farm
- Old Major wanted Animalism to be a success for all animals
- 'Beasts of England' describes what Animalism would have looked like if it had been successful
- Animalism is unsuccessful because of the corruption of the pigs

**Do Now:** What is the name of this character?  
What did he do in 'Animal Farm'?

**Extension:** Which person from the Russian Revolution is this character an allegory for?

**Recap**

Recap the character of Old Major and his role on the farm in Chapter 1.

**Reading: 'Beasts of England'**

Re-read the passage where Old Major explains what Animalism is and why it would be such a good thing for the animals on the farm.

**'Beasts of England'**

Re-read the anthem. In pairs, students need to contrast Old Major's vision for the farm with the reality of life on the farm at the end of the novel.

**Animalism**

Even though Animalism failed, the Rebellion ended up being a huge success for the pigs on the farm. Students need to consider whether the events following the Rebellion could be considered a success for the named characters.

**'Beasts of England'**

Eventually, 'Beasts of England' is banned by Napoleon. Students consider why Napoleon banned the song and how it benefitted him.

**Fortnightly Quiz**

Students to sit fortnightly quiz

**Beasts of England**

# Week 7

Key terms:

Lesson 19

Mastery Content

- The main characters in 'Animal Farm'
- The main events in 'Animal Farm'
- Ideas for how and why the farm fails
- Advice for the assessment

Lesson guide

**Do Now:**

Why do the pigs keep on changing the commandments on the farm?  
Why don't the other animals say anything about it?

**'Animal Farm' revision**

There is a resource that will allow students to recap the main events and characters in 'Animal Farm'. Students need to work through the resource. There are answers as well.

Again, students know the answers to these questions themselves. Take feedback from the group before showing the answers and try to only use the answers to reinforce or confirm the responses students have already provided.

**Why does the farm fail?**

Introduce the assessment conditions and task.

Students have been preparing for this question throughout the unit, thinking about what Napoleon has done to take control, and why Boxer was a fool on the farm.

Students need to make notes on the A3 resource to explain how each character is responsible for the failure of the farm.

Students cannot take this resource into the assessment, but they can use it to revise.

**Exam prep**

Remind students of the key facts for the assessment. Also introduce some tips for writing their assessment.

**Mastery Quiz**

Students to sit mastery quiz

Resources

'Animal Farm' revision

How and why does the farm fail in 'Animal Farm'