

## Year 8. 'Of Mice and Men'. English Department Scheme of Learning.

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>● Builds on the teaching of novels in year seven: 'Trash', 'A Monster Calls' and 'Welcome to Nowhere'.</li> <li>● The unit prepares students for the study of whole novels at GCSE.</li> <li>● The unit follows the chronological sequence of the novel. This enables the teaching of:               <ul style="list-style-type: none"> <li>-How the author creates setting and the use of foreshadowing throughout the text.</li> <li>-the introduction of characters and how they are developed.</li> <li>-The introduction of themes.</li> <li>-Structure within chapters and at a whole text level.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of the content of a whole text and the ability to retain information relating to character, theme and plot as this is a crucial skill for GCSE Literature.</li> <li>● Skills include:               <ul style="list-style-type: none"> <li><u>Literature</u>: locating and retrieval of quotations, forming interpretations of characters, applying an understanding of social and historical context and understanding the structure of the novel.</li> <li><u>Language</u>: considering a statement and evaluating whether you agree or disagree with it. Descriptive/creative writing. Writing about language and structure. Reading and working with non fiction material.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Assumption</li> <li>● Derogatory</li> <li>● Prejudice</li> <li>● Submissive</li> <li>● American Dream</li> <li>● Foreshadowing</li> <li>● Unalienable rights</li> <li>● turmoil</li> <li>● acquisition</li> <li>● ostracised</li> <li>● Hero</li> <li>● Tension (re visited from year seven)</li> <li>● Vicious</li> </ul>
<b>Challenge and Support:</b>	<b>World wide learning/ links to 21<sup>st</sup> century:</b>	<b>Cultural capital/ Industry/ Enrichment:</b>
		<ul style="list-style-type: none"> <li>● Cultural capital is enriched through the study of 20th century American Literature. This</li> </ul>

<ul style="list-style-type: none"> <li>● Students will be stretched and challenged through the themes and content of the text, along with the vocabulary used.</li> <li>● This scheme is ambitious in terms of: context, vocabulary and empathy needed from students to relate to characters and the situations they are in.</li> </ul>	<ul style="list-style-type: none"> <li>● Exploration of Culey's Wife's and Crooks' positions on the ranch as a woman and a black man compared to today.</li> <li>● Migrant workers and their place in society.</li> </ul>	<p>enables the study of another country's history and the beliefs from the period when the novel was set. The unit broadens students' cultural capital as they are learning through a novel that takes them out of their comfort zone and beyond rural Norfolk.</p>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<ul style="list-style-type: none"> <li>● See the cross curricular information for historical context. Moral and Spiritual development through the character of Crooks the opportunity to reflect on prejudice behaviour. Through the character of Curley's Wife and Crooks at outcast the skills of empathy and how it feels to be an outsider.</li> <li>● Personal development opportunities come from the empathy with characters and their individual situations and making comparisons with our lives and the opportunities we have today.</li> </ul>	<ul style="list-style-type: none"> <li>● Many links to history: The Wall Street Crash and the depression, the American Civil Right's Movement, The American Dream.</li> <li>● Numeracy skills are utilised through the sequencing of events from the novel. Also the tracking of quotations/key moments when exploring character and theme.</li> <li>● Opportunities for reading aloud every lesson and a focus on encouraging all students to read aloud new vocabulary.</li> <li>● Extended writing opportunities throughout.</li> </ul>	
<p><b>Assessment timeline:</b></p>		
<ul style="list-style-type: none"> <li>● Mid term assessment and end of unit assessment. Rapid recall starters/information retrieval grids to be used at intervals throughout the unit.</li> <li>● Mid Term Assessment builds on the descriptive writing carried out in year seven: the prison task and the tourist brochure in 'Trash' and the writing from a soldier's perspective in the World War One poetry unit. End of unit assessment builds on work on character and theme from the year seven texts.</li> <li>● Mid Term Assessment mirrors GCSE Language Paper One Section B: <b>Write a description of a mountainous area as suggested by the picture.</b></li> </ul>		

- End of unit Assessment mirrors the style of the GCSE Literature Paper Two Section A: **‘How does Steinbeck present the character of Curley’s Wife in the novel?’**
- Gaps in skills and knowledge can then be addressed by individual teachers.

## Home learning

- **Home Learning:**
  - American Dream Task (lesson 4)
  - Research into the American Civil Right’s Movement (lesson 6)
  - Script of George and Slim’s conversation (lesson 24)

The above homework tasks are written into the schemes of learning. There will also be a grid of tasks provided at the start of the unit with a selection of tasks designed to suit different abilities to use alongside the reading of each chapter. These can be set in line with the school homework policy by teachers.

- Further reading to be set around the social and historical context of the novel. Suggestions are:
  - The American Dream.
  - The American Civil Right’s Movement.
  - Researching the difference in America then and now.

## Feedback

- Detailed individual feedback to be given every half term (descriptive writing and analytical essay about character or theme)
- A variety of peer and self assessment to be used throughout the unit alongside checklists to guide writing.

**Length of unit (duration indicated in lessons)**

1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
<b>Unit 1</b>				<b>Unit 2</b>							<b>Unit 3</b>						<b>Unit 4</b>				<b>Unit 5</b>				<b>Unit 6</b>													
Love and Relationships Poetry				19 <sup>th</sup> C Novel: the Woman In Black							Modern Novel: To Kill A Mockingbird <i>or</i> Of Mice and Men						Modern Novel: To Kill A Mockingbird <i>or</i> Of Mice and Men				Shakespeare: Hamlet				Free choice/over-run													