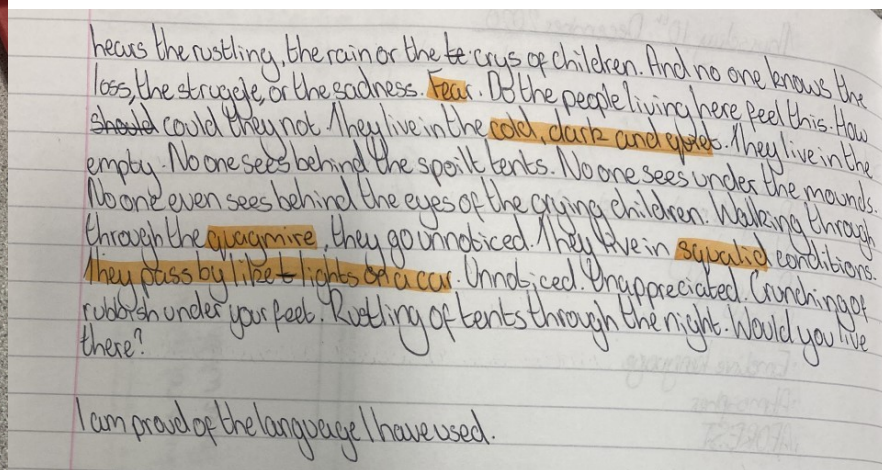
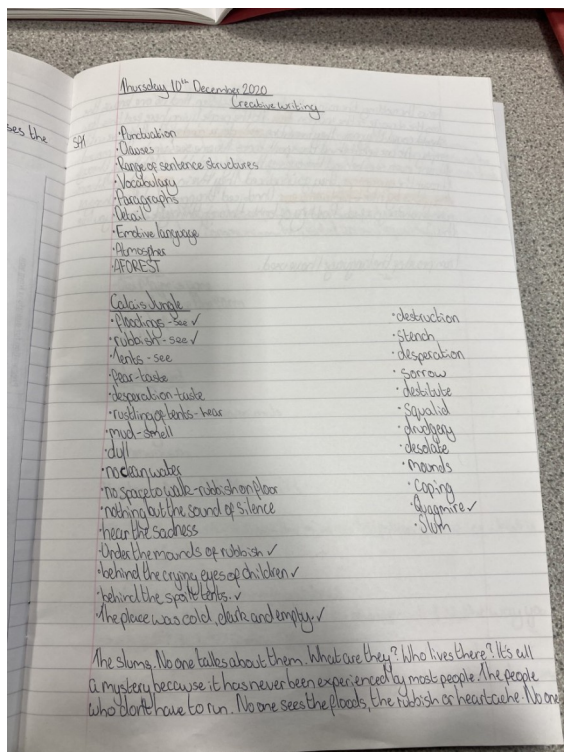


Final report
by Jane Wild

The other staff, students of St Wilfrid's R.C. College, and I were extremely fortunate to be chosen as part of the Orwell Society's Teacher in School Bursary initiative. The support and resources provided by the Orwell Society were invaluable.

The focus of our project was to extend our *Animal Farm* scheme of learning, for Year 8 students (aged 12-13 years old), to incorporate a wider variety of Orwell's work and continue to develop student's critical view of the modern world. We studied extracts from *Nineteen Eighty-Four*, *The Road to Wigan Pier* and *Homage to Catalonia*, alongside a number of Orwell's poems and essays. We have noted how, after engaging with Orwell's work, students have begun reflecting upon current affairs and have felt empowered in challenging issues that they face, whether that is through class debate or their own writing. Students were particularly interested in discussing the current Black Lives Matter movement and the impact racism still has upon society today.

After reading an extract from *The Road to Wigan Pier*, students wrote their own descriptive pieces describing the Calais jungle with the intention of conveying the horrific conditions others were living in.



**Example of student's creative writing following reading an
extract from *The Road to Wigan Pier***

The students' engagement with the novel *Animal Farm* was excellent and they produced some exemplary analytical essays, exploring the impacts of historical and social context within Orwell's work. Students discussed a number of themes including power, control and education in relation to the novel.

Wednesday 4th November 2020
Leadership Styles
Snowball's leadership style is more of a demand democratic role whereas Napoleon more or less takes the role himself instead of asking what the people think.
Napoleon advised no one to vote for the windmill.
How Napoleon is viewed by the other animals.
What does Napoleon behave like with the other animals?
Orwell presents Napoleon as being an exorcisingly fearful and a fairly intimidating leader that no one would dare to challenge.
What does he do in order to be the leader?
In order to become the leader he expels Snowball from Animal Farm and raises the dogs in the loft of the farmhouse and uses them as his bodyguards to intimidate anyone that challenges his authority. He removes any opposition so that he is the only viable leader.
How does Orwell present this? Methods? We see this in the quote "see suddenly, the dogs sitting around Napoleon let out deep, menacing growls". This shows that the dogs are being used to intimidate anyone that may challenge his authority and frightens them into submission. The particular use of the adjectives "deep" and "menacing". The word "menacing" in particular tells the reader that the dogs are terrifying and that the animals feel threatened by their presence. A 'Menace' has connotations of being evil and plotting to cause harm or danger to people.

Starting with this extract, how does Orwell present the theme of power throughout 'Animal Farm'?

What does Orwell suggest about power?	How does he present that idea? Language/character/setting	Why does he want to write about power?
EXTRACT: Orwell presents power through the character Napoleon and he shows this by showing the control he Napoleon has over the other animals.	The quote "There was only one candidate Napoleon, who was elected unanimously." The adjective unanimously shows that they all voted for him to have power and be the ruler of the farm. He had no other candidate because Squealer has used propaganda to convince the other animals that there should be no other leader but Napoleon.	Napoleon represents Joseph Stalin who we know had an over ^{absolute} amount of power over the for ^{Soviet} Russia. Orwell chooses to write the character of Napoleon with lots of power to show the unfair power Stalin had to show how badly he broke working class off with this power.
EXTRACT: Orwell also presents the power through Squealer and he does this by showing Squealer using propaganda and lies to deceive the animals because he has enough power to do so.	The phrase "fresh documents had been discovered." These documents were most likely found by Squealer because he is always working for Napoleon. The word "fresh" shows that they had just been discovered so they had still been looking for something to show ^{show} up after all this time to further deceive the animals that Snowball was bad and they can do this because of their power.	Squealer represents propaganda. Lies that are spread by Napoleon/Squealer like this Orwell chooses to show Squealer like this because it shows the way that Joseph Stalin gained power over Soviet Russia as a mis ^{mis} speaking man. He lies to the people to convince them that the work he was doing was good when he was actually only over ^{over} thinking of what was best for him.
REST OF NOVEL: Orwell presents power through Boxer by showing the maxims he adopts and that he is always working hard to help the animals.	The constant use of the quote "I will work harder." The use of "I will" shows that he is going to do it and he is going to work his best for the animals. There ^{There} is the maxim "Napoleon is always right" which shows Napoleon and Squealer have used their power to brainwash Boxer into thinking that they are doing good by the animals when it is clear they are not.	Boxer represents the working class of Soviet Russia who are lead by Joseph Stalin. Orwell chose to show Boxer like this because it shows how Joseph Stalin deceived the working class. It is important to include this because it shows the disrespect given towards the working class shown by the leaders.
REST OF NOVEL: Orwell finally presents power through Napoleon by showing how he is not afraid to hand out orders to kill just to secure his power.	The phrase "Napoleon acted swiftly and ruthlessly, he ordered the hens to be ^{to be} stop ^{stop} the use of the adverb ^{adverb} swiftly ^{swiftly} suggests that he didn't even need to think about what he was doing. "ordered" shows that Napoleon is making the decision ^{decision} and that the other animals have no choice because "Boxer looked rather than a question." Also the quote "Boxer looked at Napoleon to know whether he should crush the dog to death or let it go." This shows that Boxer needs Napoleon's permission to do something because he has so much power over the animals.	Napoleon/Joseph Stalin use their power so ruthlessly that it makes people question their decisions and they have to turn to their leader for advice because they have so much power. Orwell uses this to show how Joseph Stalin had people "wrapped around his finger" and he wants to show people how he did that.

Working class = Proletariat

6 November 2020

My What-how-why.

W Orwell shows that Napoleon gains power by taking control of the other animals in Animal farm. Napoleon does this by using his guard dogs to intimidate the other animals into submission to him, giving him more power. He uses the dogs to his advantage by stopping any conversation that could lead to him losing power and uses the dogs to intimidate and scare any opposition to his rising power, leaving him the only optional candidate.

H We can see Napoleon gain power over the other animals in Animal farm in the quotes "but suddenly the dogs sitting around Napoleon let out a deep, menacing growl," and "put an end to any chance of discussion." This shows that Napoleon is using and training the dogs/his body guards to know when to intimidate and scare the other animals for Napoleon's power. We know that Napoleon trains the ~~dogs~~ dogs to be intimidating and ~~scary~~ scary in a non-violent way through the adjectives 'deep' and 'menacing'. These two adjectives show that the dogs are ready to pounce or attack even though they won't, the animals get scared and intimidated which gives Napoleon full power to speak while the animals could be scared for possibly their lives.

W Orwell presents Napoleon as being all powerful and taking power through his dogs because Napoleon represents Joseph Stalin. Since Napoleon uses his dogs' rise to power his dogs could represent Stalin's dangerous and violent policies which would give him power. His dogs could also be represented as propaganda because Joseph Stalin used propaganda to spread lies through society, plugging peoples mind while Stalin eliminated his opposition through his violent and dangerous policies that shuts down any "chance of discussion" like in animal farm and propaganda spreading rapidly through society in Russia or through the other animals in animal farm brainwashing them into Napoleons submission.

Conclusion I am a child yet I know about these problems in our world. Please consider my points and even if you change one thing, you're still helping. Thank you!

Our world be a better place

Examples of a speech written and delivered by a year 8 student.

8th October 2020 Key Task 1 prep

2AM Intro Hello my name is Jack. If you didn't know and today I need to make these points clear to you all. I need you all to know and I need your help to make this happen. Without others with me I am just a child asking for things to change, and I won't be taken seriously.

Point 1 I am a child but I know about world hunger and I know people have to pay tax to the government before paying for food. I need you to know about this we need to help. There are homeless people who have to beg for food on the streets. The hunger rates are rising we need to pay taxes after food or to take them away. A couple years ago the Queen spent £300 million on Buckingham Palace and we provide shelter for the house of commons because they used our tax money we give the house of commons shelter before we buy our own food.

Point 2 We now have no world peace. I may be a child but I know we need to stop because no one wins we just lose lives. You spend more money on your and your luxury than your own people. We are losing all of our young men and women in your war. In WW4 Russia sent unarmed men into war, they didn't even give them shoes to fight in. We need to stop.

Point 3 I may be a child but I know people live in poverty. We have 6 billion people living in relative or absolute poverty out of the 7 billion people on the planet. The people in absolute poverty don't have a shelter or water or even food. They have no basic human needs. We all need food, water and shelter and these people don't have them we need to help these people more than anything else please help.

Alongside our scheme of learning, we launched an extracurricular school competition across Key Stage 3 (aged from 12-14 years old) entitled 'Why I Write', asking students to write about the future they imagined. This was an exciting opportunity for students to write independently on a chosen topic and the response was outstanding. Students submitted a variety of fiction, non-fiction and poetic pieces to submit for judging to the Orwell Society. The engagement of the students was superb and we are now beginning to launch another extracurricular club for students to enter the national Orwell Youth Prize this year.

The future we want

The scars come from within the home,
behind closed doors where nobody knows.
But the child that lurks the corridors,
the child whispers at night 'where did you get those scars from?'
'From the battlefield my dear child, from the battlefield'
Another harsh, fearful night passes,
the child hoping to be the knight to save the wounded soldier.
Taking a leap of faith the child cries for help,
the ones that hear arise to their rescue.

The Future We want...

Dear future us,
Our past is forgotten
And our future is misbegotten.
Time goes by stuck in the house,
Struck with covid, wash your hands...

I miss my friends and family,
No one to play with and no one to have fun with.
I don't want my future to be like this.

The future we want is bliss,
Love and fun.
Memories to remember,
Christmas hits, it's December.
What to do? No one knows. Will things ever change?

Wear a face mask,
Stay 2 meters apart,
Wash your hands.

The future we want isn't like this,
We want it to be full of joy,
happiness and full of great times.

Please God help us have the future we want...

Examples of student entries for the 'Why I Write' competition.

Unfortunately, due to the global COVID pandemic, we were unable to host Sylvia Topp at St Wilfrid's as originally planned. We were hoping that Sylvia would host a Q&A with some of our students, following the publication of her biography of Eileen Blair, *Eileen: The Making of George Orwell*.