Lord of the Flies: Year 9 Half Term Plan (from the Scheme of Work)

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Overview

The 18 lessons in your scheme of work run in order across six weeks, with six added lessons (marked Added) giving 24 lessons in total: reading and retrieval, a theme review, a timed assessment and feedback.

Week	Scheme lessons	Chapters	Added lesson	Homework pack
1	1 to 3	1 to 2	Reading and retrieval	Week 1: William Golding's background
2	4 to 7	3 to 4	None	Week 2: analysing language
3	8 to 10	5 to 7	Retrieval and consolidation	Week 3: literary theory and schools of criticism
4	11 to 13	7 to 9	Discussion and written response	Week 4: The Coral Island and allusions
5	14 to 16	10 to 12	Theme review	Week 5: assessment preparation
6	17 and 18	Whole text	Timed assessment and feedback (2 lessons)	Week 6 of the pack (not described in the scheme)

Every scheme lesson has three levels of outcome: describe, explain and evaluate. Each lesson row below keeps them in that order.

Assessment objectives from the scheme

- **AO1:** read, understand and respond to the text, with an informed personal response and textual references including quotations.
- **AO2:** analyse the writer's language, form and structure, using subject terminology.
- **AO3:** show understanding of the links between the text and its contexts.
- **AO4:** use varied vocabulary and sentence structures with accurate spelling and punctuation.

Week 1: Introduction and the opening chapters (Chapters 1 to 2)

By the end of Week 1, students can describe and explain how the first characters are presented, and evaluate how context and the conch shape the opening.

Lesson	Focus	Learning outcomes	Key activities
1	Scheme 1: Introduction	Describe the main characters in the first part of the novel. Explain how and why they are presented as they are. Evaluate how context changes the way we read them.	Starter: stranded with your class and no adults, what would you decide? Discuss why the pilot dropped the children on this island. Explain what an atomic bomb is and how it differs from an ordinary bomb. Read the opening and complete character profiles for Ralph and Piggy. Plenary: pie chart of how much of the objectives you have met.
2	Scheme 2: Chapter 1 continued, the conch	Describe how the new characters are presented. Explain the significance of the conch. Evaluate how the conch affects the characters' behaviour.	Recap who is in charge, Ralph or Piggy. Read the passages where Ralph uses the conch and the boys react. While reading, note how Jack differs from the others and how Piggy behaves around Jack and Ralph. Predict what the boys will do next and how it changes their behaviour.

Lesson	Focus	Learning outcomes	Key activities
3	Scheme 3: Chapter 2, Fire on the Mountain	Describe how the characters are presented in Chapter 2. Explain this using key quotations. Evaluate what the quotations show about characters or themes.	Starter: imagine you are Ralph, Simon or Jack calling a meeting after exploring, and decide what to tell the boys and how. Group work on a quotation: describe what is happening and explain how the characters feel. Read the rest of the chapter and decide whether the way Piggy is treated is right or wrong.
4	Added: reading and retrieval, Chapters 1 to 2	Describe the main events of Chapters 1 and 2. Explain how Ralph, Piggy and Jack differ. Evaluate which character holds the most power so far.	Ten-question retrieval quiz. Finish any reading not covered. Complete and compare character profiles for Ralph, Piggy, Jack and Simon. Write a short paragraph on power with evidence.

Key vocabulary: characters, setting, context, atomic bomb, Cold War, conch, symbol, quotations, analysis, morality, empathy.

Homework: homework pack Week 1, differentiated tasks on William Golding's background.

Week 2: Language, relationships and power (Chapters 3 to 4)

By the end of Week 2, students can analyse the effects of language techniques and explain how Jack and Ralph's relationship is changing.

Lesson	Focus	Learning outcomes	Key activities
5	Scheme 4: Chapter 3, Huts on the Beach	Describe key language techniques and how they work. Explain their effects on the reader in an extract from Chapter 3. Evaluate the effectiveness of our analytical paragraphs.	Starter: list five techniques you remember and the effect each can have on a reader. Discuss why technique spotting is a poor approach in an exam. Compare two student answers and say what makes one stronger. Write an analytical paragraph on a Chapter 3 extract and evaluate it against the success criteria.
6	Scheme 5: Chapter 3 continued	Describe how Jack and Ralph think and feel. Explain how Jack′s behaviour is changing and why. Evaluate the relationship between Jack and Ralph at this point.	Starter: you have been asked to build a shelter, so what would you need to do and what difficulties might arise? Answer one set of differentiated comprehension questions. Read the conversation between Jack and Ralph, noting what each is thinking and how differently. Plenary: paint a picture of what you have learnt.
7	Scheme 6: Chapter 4, Painted Faces and Long Hair	Describe how the characters develop in Chapter 4. Explain how Roger and Jack are changing. Evaluate how Jack′s use of language conveys his sense of change.	Starter: choose an adjective for Simon and say how he differs from Ralph and Jack. Discuss why describing setting matters in this novel. Study what Roger and Maurice do to the younger boys and what has happened to Roger. Read to the point where the mask takes hold and find a quotation showing the change.

Lesson	Focus	Learning outcomes	Key activities
8	Scheme 7: Chapter 4 continued	Describe the conflicts in Chapter 4. Explain how Jack and Ralph interact. Evaluate the struggle for power.	Starter: find quotations showing what the other boys think of Piggy and explain your choices. Discuss what the boys' chant shows about them. Debate whether Ralph or Jack is right when Ralph objects that the fire went out during the hunt. Read on to the end of the chapter.

Key vocabulary: analysis, analytical paragraphs, success criteria, language, techniques, effects, writer, reader, relationships, interpretations, quotations, convey.

Homework: homework pack Week 2, differentiated tasks on analysing language.

Week 3: Speeches, fear and the beast (Chapters 5 to 7)

By the end of Week 3, students can explain how power shifts in the speeches, how the beast is introduced, and how structure conveys Ralph's feelings.

Lesson	Focus	Learning outcomes	Key activities
9	Scheme 8: Chapter 5, Beast from Water	Describe the speeches in Chapter 5. Explain how the boys respond to Ralph's speech. Evaluate how the boys' thoughts change through this part of the chapter.	Starter: Ralph must reassert his position as chief, so what should he say and how? After reading his speech, complete a power graph with at least five points and supporting quotations. Read Jack's speech and add a new line to the graph for it. While reading, note what the boys think of Piggy and the beast.

Lesson	Focus	Learning outcomes	Key activities
10	Scheme 9: Chapter 5 and the start of Chapter 6, Ghosts	Describe the key events at the beginning of Chapter 6. Explain how the boys react to the news of the beast. Evaluate how and why the writer introduces the beast in this way.	Starter: the meeting falls into chaos, so why are rules important in society and what happens if the boys stop listening to Ralph? Find quotations showing that Piggy is scared of Jack and that Ralph wishes for rules and order. Read the twins' news of the beast and the other boys' reactions, then discuss.
11	Scheme 10: Chapters 6 and 7	Describe how Ralph feels in Chapter 7. Explain how the writer conveys Ralph's nostalgia. Evaluate the writer's use of structure to emphasise it.	Starter: Ralph takes control of the search and volunteers to go ahead alone, so why, and how might the others see him? Discuss what Ralph might be nostalgic for. Mark where his feelings sit on a diagram and support the choice with a quotation. Read the passage where Ralph remembers following his father.
12	Added: retrieval and consolidation, Chapters 1 to 7	Describe the key events and characters so far. Explain how Jack and Ralph lead differently. Evaluate which symbol matters most at this point.	Retrieval quiz on Chapters 1 to 7. Update character profiles and the power graph. Write one analytical paragraph on a leader or a symbol using the Week 2 success criteria, then self-assess.

Key vocabulary: rules, order, society, dramatic irony, structure, language, techniques, nostalgia, emphasis, interpretations.

Homework: homework pack Week 3, differentiated tasks on literary theory and schools of criticism.

Week 4: Foreshadowing, Simon and the loss of control (Chapters 7 to 9)

By the end of Week 4, students can evaluate how foreshadowing builds tension and explain how the group loses control around Simon's discoveries and death.

Lesson	Focus	Learning outcomes	Key activities
13	Scheme 11: Chapters 7 and 8	Describe the key events in these parts of the text. Explain how foreshadowing helps a writer engage readers. Evaluate the use of foreshadowing here.	Starter: read the hunting game where the boys jab at one of their own and say how their behaviour changes. Discuss why a writer would use this technique when the boys re-enact a hunt. Discuss what the thing they have seen might be. While reading, note what Jack says about Ralph and Piggy. Plenary: Head, Heart, Heave, Hold.
14	Scheme 12: Chapter 8, Gift for the Darkness	Describe the key events of Chapter 8 and the start of Chapter 9. Explain the importance of Simon's discoveries. Evaluate the importance of Simon's news.	Starter: Jack challenges the boys to vote against Ralph as chief, so how would you vote and what happens if Ralph loses? Discuss what Ralph should do next. Read Simon's encounter with the Lord of the Flies and say how he feels. Read what Simon finds on the mountain and how the news might change the boys. Plenary: predictions.

Lesson	Focus	Learning outcomes	Key activities
15	Scheme 13: Chapter 9, A View to a Death	Describe how Ralph and Piggy feel visiting the feast. Explain how the boys change as they dance and chant. Evaluate how Ralph and Piggy react to what happens to Simon and the beast.	Starter: draw and explain how Ralph and Piggy feel about visiting Jack's feast. Read the build-up to the dance and chant and say what has happened to Jack. Read the next section independently using the differentiated challenges. Listen to the opening of Chapter 10 and discuss how you now feel about Piggy and Ralph, and whether Ralph is right to feel guilt. Plenary: learning magpies. Give a content note first (see Resources).
16	Added: discussion and written response, Chapters 7 to 9	Describe what happens to Simon and why it matters. Explain how Golding shows the group losing control. Evaluate what most causes the boys to turn on Simon.	Structured discussion using evidence from Chapters 7 to 9, with speaking frames. Plan and write an analytical paragraph, then give peer feedback against the success criteria. Use any spare time for catch-up reading.

Key vocabulary: foreshadowing, evaluation, explanation, predictions, effects, clues, plot, events, democracy, power, animalistic, empathy.

Homework: homework pack Week 4, differentiated tasks on The Coral Island and allusions.

Week 5: Climax, ending and assessment preparation (Chapters 10 to 12)

By the end of Week 5, students can evaluate the climax and ending, and have group notes on key quotations and language ready for the assessment.

Lesson	Focus	Learning outcomes	Key activities
17	Scheme 14: Chapter 10, The Shell and The Glasses (and Chapter 11)	Describe how Jack, Piggy and Ralph are presented in Chapters 10 and 11. Explain the significance of the conch and the glasses. Evaluate how tension builds as Ralph and Jack confront each other.	Starter: note what Jack has done since becoming chief and how he leads differently from Ralph. Read the rest of Chapter 10 independently, predict what happens to Piggy and why Jack targets him. Discuss why the boys did not steal the conch and how Piggy's plan will go. Listen to the confrontation and note what Jack and Ralph say and how they behave. Plenary: predictions.
18	Scheme 15: The end of the novel	Describe the type of ending in the novel. Explain how far the ending works and why. Evaluate what type of ending Golding chose and why.	Starter: Roger is by the boulder and the lever while Ralph and Piggy stand below with the conch, so predict what happens and how it changes the plot. Read on to the end of the chapter and choose the images that best represent Jack, Ralph and Roger. Decide which ending you would choose and which would not work. Discuss endings in other novels, films or programmes.

Lesson	Focus	Learning outcomes	Key activities
19	Added: Chapter 12 and theme review	Describe the final events of the novel. Explain how themes such as civilisation, power and fear develop. Evaluate which theme matters most.	Read or listen to Chapter 12 if it has not been covered, noting how the ending links back to the opening. Build a theme map using evidence from the whole novel. Discuss which theme matters most and why.
20	Scheme 16: Assessment preparation	Describe what breaks up in the novel. Explain how Golding presents things breaking up. Evaluate how he uses language to show how and why.	Starter: list what breaks up in the novel and match a quotation to each. Group task: complete six boxes of key quotations with notes on language, sharing the areas out among group members. Merge groups twice to add to and extend the notes.

Key vocabulary: tension, significance, structure, predictions, endings, effects, cyclical structure, deus ex machina, cliff-hanger, happy ending, sad ending, assessment, themes, key quotations, interpretations.

Homework: homework pack Week 5, differentiated tasks on assessment preparation.

Week 6: Revision, context and assessment (whole text)

By the end of Week 6, students have revised characters, themes and context, completed a timed assessment and set targets from their feedback.

Lesson	Focus	Learning outcomes	Key activities
21	Scheme 17: Escape room	Describe the key characters in the novel. Explain the key themes. Evaluate the importance of the key characters.	Escape-room recap in groups or individually. Students complete a series of challenges on terminology, skills and concepts to find the key and escape.

Lesson	Focus	Learning outcomes	Key activities
22	Scheme 18: Context	Describe the contexts of the novel. Explain how they affected Golding's writing. Evaluate the messages Golding may have wanted to convey about them.	Starter: Golding served in the navy in the Second World War and the book was published nine years after it ended, so what effects might that have had and how do his experiences come through? Groups use four information posters around the room to complete worksheets with specific examples or statistics. Consider how the novel works as an allegory and what the characters might represent.
23	Added: timed assessment	Show AO1 to AO4 in a timed response: a clear argument, quotations, analysis of language and structure, links to context, and accurate writing.	Timed essay of about 50 minutes on how Golding presents things breaking up in the novel, following on from the Week 5 preparation. Replace this question with your own set assessment if you have one. Students may use their plan only.
24	Added: feedback and next steps	Describe strengths and targets from feedback. Explain how to improve one paragraph. Evaluate progress across the half term.	Return marked essays with what went well and even better if. Students redraft one paragraph in green pen and set a target against each of AO1 to AO4. Finish with the pie-chart reflection from Lesson 1: how much of the unit's objectives have they met?

Key vocabulary: conventions, themes, characters, elements, revision, analysis, context, psychoanalytical criticism, Cold War, atomic age, humanity and evil, literary criticism.

Homework: homework pack Week 6 (your scheme does not describe this week, so check the pack).

Assessment and homework

Learning is checked through questioning in every lesson, eight planned checkpoints, and one timed assessment in Lesson 23.

- **Each scheme lesson:** students start with the task on the board as they enter, with differentiated challenges and support. You question the class throughout and speak to students individually or in groups.
- **Homework:** one differentiated task each week from the six-week homework pack (see the Overview table).

Lesson	Checkpoint	Assessment objectives
4	Retrieval quiz and character profiles, Chapters 1 to 2	AO1
5	Analytical paragraph evaluated against the success criteria	AO1, AO2, AO4
12	Retrieval quiz on Chapters 1 to 7 and an analytical paragraph	AO1, AO2
16	Evidence-based paragraph with peer feedback	AO1, AO2, AO4
20	Group notes on key quotations and language	AO1, AO2
22	Context worksheets	AO3
23	Timed essay, marked against all four objectives	AO1 to AO4
24	Redraft of one paragraph and targets	AO1 to AO4

Checkpoints in the added Lessons 4, 12, 16, 23 and 24 are my suggestions; the rest come from your scheme. Marking time: allow one to two days between Lessons 23 and 24.

Resources and adjustments

Your scheme points to a resources pack with a PowerPoint and handouts for each lesson, plus two ready-made packs listed below. The links come from your scheme and I have not opened them.

- **Escape room (Lesson 21):** EC Publishing or TES

- **Six-week homework pack:** EC Publishing or TES

Adjustments to check

- Scheme lesson 9 is titled Chapter 5, Ghosts, but its outcomes cover the start of Chapter 6. The plan follows the outcomes.
- The scheme has no separate lesson for Chapter 12, so added Lesson 19 covers it. Use that lesson differently if the chapter is already read.
- The six added lessons are 4, 12, 16, 19, 23 and 24. Swap them freely for your own priorities.
- The Lesson 23 question is my proposal, based on the Lesson 20 theme. Replace it with your set assessment.
- Your scheme does not describe the Week 6 homework.

Sensitive content: Chapters 4, 7 and 11 include hunting and violence, and Chapters 9 and 11 include the deaths of Simon and Piggy. Give a content note beforehand, check in with students afterwards, and agree an alternative way to take part if needed.

Home tuition: in one-to-one or small-group teaching, turn group tasks such as the posters, shared notes and escape room into guided discussion, and shorten reading extracts.