

English Department: Scheme of Learning

Year 8- Dystopia (Hunger Games)

Term 1

KS3 Rationale:

To instil core skills of reading and writing, spoken language and vocabulary development in a creative, relevant and inspiring way; complimenting previous knowledge and understanding of KS2 and mirroring attributes needed to succeed at KS4. This will provide opportunities for students to engage with several texts as well as learning the skills needed to throughout their study of English.

SOW Rationale:

Students to read a range of dystopian extracts in order to understand conventions and to be familiar with narrative techniques. Conventions dictate a key independent figure. Developing strong views and opinions through themes covered in texts.

Unit learning objectives:

- Examine a range of texts with the theme of Dystopia
- Identify and comment on writer's craft- techniques, structures (effect on audience)
- Composition- idea collection, planning, drafting and redrafting
- Identify and utilise key literary terms when analysing writing- simile, metaphor, structure, description, dialogue.
- Demonstrate understanding of comparisons between texts

Assessment Foci:

- . Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts
 - . Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- . Evaluate texts critically and support this with appropriate textual references
 - . Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
 - . Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
 - . Demonstrate presentation skills in a formal setting
 - . Listen and respond appropriately to spoken language, including to questions and feedback on presentations
 - . Use spoken standard English effectively in speeches and presentations.

Assessments/ Marked pieces:

WEEK 3- Write the opening of a dystopian novel- students can be given an image as stimuli

WEEK 9- Imagine you were being kept from something you need in order to survive. Write a description of how that feels. Think about how it would make your body feel/ how it would affect your everyday activities/ what else would it effect?

WEEK 14- EOU Reading Assessment

Prior learning

KS2 students will have experiences English studies and will have some familiarity with reading and writing skills and some subject terminology, such as grammar terms.

Students should have been taught to recognise themes and have had opportunities to compare characters. Students should be able to discuss viewpoints within a text and across more than one text.

Links to KS4

Preparation for viewpoint writing (Lang 2)

Linked to literature text and analysis of characters.

Extract- based work supporting Lang 1.

Creative writing (Lang 1)

Bedrock Lessons

All students will have access to Bedrock for 1 hour across the two week timetable.

Homework

Following the academy's homework policy, students should be set 40 minutes of homework a week.

Homework should reinforce class work or prepare students for future learning.

Seneca learning may be used to set homework.

Speaking and listening opportunities:

Students should be encouraged, as much as possible, to be presenting and speaking confidently in front of their peers. This will support students in several subjects as well as developing their speaking and listening ability for later in their school life.

SPAG

SPAG should be taught throughout the scheme. 5 a day low stake quiz to be used as a starter in the lesson.

Seneca homework can also be used to support students with SPAG.

Marking for SPAG is crucial and should be a key focus of our marking. Teachers to use the marking of books to inform their teaching in terms of SPAG.

Essential Knowledge

- Conventions of a dystopian fiction
- Narrative hooks
- Protagonists

Key vocabulary

Power, inequality, friendship, protagonists, antagonists, rebellion, discrimination, disparities, perspective, viewpoint, voice.

Forms covered

- Speech
- Report
- Empathetic response
- Article