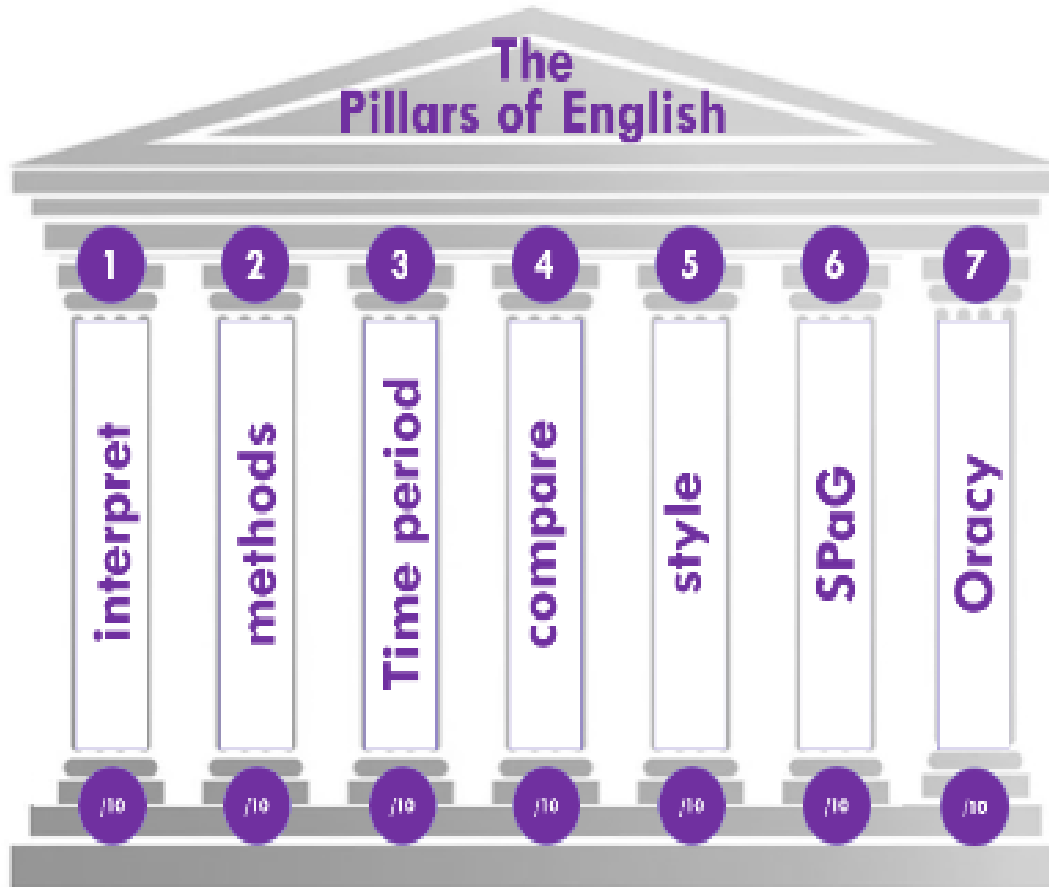


# English Year 8: (Dystopia)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p><b>Personalised:</b> Big Write (% marked for Pillars 1,2,3 ) : To what extent does Katniss subvert expectations of a hero?</p> <p>Analyse how beauty is presented in the Capitol.</p> <p><b>Collective:</b></p> <p>Vocabulary Assessment (% marked): Harrowing, Devoid, Desolate, Derelict, Hellish, Chaotic, Abandoned, Oppressive, Barren, Isolated. Students are tested on synonyms, antonyms, definitions and application of the word in a sentence.</p> <p>Write my own dystopian opening.</p>	<p>Students read the novel: <i>The Hunger Games</i></p> <p>They also read extracts from famous dystopian novels, including: <i>Fahrenheit 451</i>, <i>Animal Farm</i> and <i>Lord of the Flies</i>.</p>	<p>Journalist • Copywriter • Teacher • Marketing executive • Editor • Museum curator • Freelance writer • Librarian • Publisher</p> <p>• Web editor • Author • Social media manager • PR manager. • Reporter. • Paralegal. • Editorial assistant. • Public relations coordinator. • Account manager.</p>

## Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



**Pillar 1 'Interpret':** This assesses a student's ability to make personal inferences about characters and plot events they are studying.

**Pillar 2 'Methods':** This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

**Pillar 3 'Time Period':** This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

**Pillar 4 'Compare':** This assesses a student's ability to make connections between texts- both similarities and differences.

**Pillar 5 'Style':** In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

**Pillar 6 'SPaG':** This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

**Pillar 7 'Oracy':** This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Assessment tasks	Tier 2 Vocabulary:	Target Language:										
<p><b>Lesson 16 : Vocabulary Assessment.</b>  <b>[Self-marked/Collective Feedback]</b></p> <p><b>Lesson 23 - Big Write: How does Katniss Everdeen subvert expectations of a hero? Write a critical piece of analysis articulating your stance. Structure taught in class.</b>  <b>[Personalised feedback – 1 celebration, 3 purple pen questions].</b></p> <p><b>Course Overview:</b>                      The aim of this scheme of learning is to introduce students to the concept of Dystopia, to immerse them in dystopian literature and for them to develop critical thinking skills so that they can assess mechanisms of power for themselves. Students apply their knowledge of dystopian conventions to Suzanne Collins' 'The Hunger Games'. They will apply their knowledge of power, control and societal organisation to an assessed critical piece of writing about how the female protagonist subverts the stereotypical conventions of a hero.                      Reading and writing tasks are wide, varied and challenging. Pupils are expected to read whole texts, in depth, for information and pleasure. Pupils will continue to develop their knowledge of, and skills in writing, refining their drafting skills and developing resilience to write at length. They will be taught to write formal and academic essays, as well as writing imaginatively. They will be taught to write for a variety of purposes and audiences across a range of contexts. Students will develop an increasingly wide knowledge of vocabulary and grammar. Teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.                      Pupils will be taught to consciously control and craft their writing and speaking, understanding why sentences are constructed as they are and to use Standard English. They will understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Pupils will learn the correct grammatical terms in English and that these terms are integrated within teaching.                      Teachers will build on the knowledge and skills that pupils have been taught at Key Stage 2. Decisions about progressions are based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced will be challenged through opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.</p>	<table border="1"> <tr><td>Harrowing</td></tr> <tr><td>Devoid</td></tr> <tr><td>Derelict</td></tr> <tr><td>Desolate</td></tr> <tr><td>Hellish</td></tr> <tr><td>Chaotic</td></tr> <tr><td>Abandoned</td></tr> <tr><td>Oppressive</td></tr> <tr><td>Barren</td></tr> <tr><td>Isolated</td></tr> </table> <p><b>Extra EAL class after school</b></p>	Harrowing	Devoid	Derelict	Desolate	Hellish	Chaotic	Abandoned	Oppressive	Barren	Isolated	<ul style="list-style-type: none"> <li>• Adverb/adverbial</li> <li>• Synonym/antonym</li> <li>• Apostrophe (plural v possessive)</li> <li>• Article</li> <li>• Auxiliary verb</li> <li>• Clause</li> <li>• Cohesion and cohesive devices</li> <li>• Compound</li> <li>• Conjunction</li> <li>• Determiner</li> <li>• Digraph/grapheme/phoneme correspondences</li> <li>• Ellipsis</li> <li>• Etymology</li> <li>• Finite verb</li> <li>• Fronting</li> <li>• Homonym</li> <li>• Homophone</li> <li>• Infinitive</li> <li>• Inflection</li> <li>• Intransitive verb</li> <li>• Dependent/independent clause</li> <li>• Modal verb</li> <li>• Modifier</li> <li>• Morphology</li> <li>• Noun phrase</li> <li>• Object/subject.</li> <li>• Participle</li> <li>• Active/passive voice</li> <li>• Perfect tense</li> <li>• Prefix/suffix.</li> <li>• Preposition</li> <li>• Present continuous</li> <li>• Received pronunciation</li> </ul>
Harrowing												
Devoid												
Derelict												
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Oppressive												
Barren												
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**Links to National Curriculum:**

**Reading:**

**Pupils will be taught to:**

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
- Reading a wide range of fiction and non-fiction, including books, poems, plays and articles with a wide coverage of genres, historical contexts, forms and authors, including:
  - ‘The Importance of being Earnest’, Oscar Wilde
  - Pre-1914 and contemporary English literature, prose, poetry and drama
  - Seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.
- Re-reading books encountered earlier to increase familiarity and provide basis for comparison.
- Understand increasingly challenging texts through:
  - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - Making inferences and referring to evidence in the text
  - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
  - Checking their understanding to make sure that what they have read makes sense.
- Read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
  - Recognising a range of poetic conventions and understanding how these have been used.
  - Studying setting, plot, and characterisation, and the effects of these
  - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- Making critical comparisons across text
- Studying a range of authors, including at least two authors in depth each year.

**Writing:**

**Pupils will be taught to:**

- write accurately, fluently, effectively and at length for pleasure and information through:
- Writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays
- Stories, scripts, poetry and other imaginative writing
- Notes and polished scripts for talks and presentations
- A range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.

**Plan, draft, edit and proof-read through:**

- Considering how their writing reflects the audiences and purposes for which it was intended.
- Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
- Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English.

**Grammar and Vocabulary**

**Pupils will be taught to:**

Consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying the grammatical knowledge set out in key stage 1 and 2 programmes of study to analyse more challenging texts.
- Studying the effectiveness and impact of the grammatical features of the texts they read
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
- Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
- Using Standard English confidently in their own writing and speech
- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

**Spoken English**

**Pupils will be taught to:**

speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

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Lesson	Learning objective	Prepare for learning	New information	Clarify understanding	Apply learning	Review learning	Homework
1	<b>TBAT: Define Dystopia and dystopian conventions.</b>	Compare Dystopia v Utopia Define 'dystopia' and reduce information Identify dystopian conventions in literature.	Introduction to a new concept	Comprehension questions Information reduction	Analysis Summary	What is dystopia? What conventions might dystopian fiction include? What type of characters may you find in dystopian fiction?	VOCABULARY REVISION IN PERSONAL VOCAB BOOK  VOCABULARY REVISION IN PERSONAL VOCAB BOOK
2	<b>TBAT: Identify conventions of dystopian literature.</b>	Read a plot summary of a dystopian novel.	Methods of control	Summarise a dystopian plot Create and present a fact-file on a dystopian novel	Find 3 distinct examples of dystopian literature	DIN task recall next lesson	
3	<b>TBAT: Make comparisons and connections between Dystopian novels.</b>	Using the plot summary from the previous lesson, read the plot summary from 1984 and make links between the novels.	Big Brother/surveillance	Create a comparison table	Create a dystopian plot and draw the setting	Present Dystopian plot to peers	
4	<b>TBAT: Analyse and Evaluate 'narrative hooks'</b>	Using the image, what do you think a 'narrative hook' means?	Narrative Hooks	Connect the narrative hook to the story	Identify 3 narrative hooks and explain the effect on the reader.  Justify your favourite hook.	Narrative Hooks quiz	
5	<b>TBAT: Connect Dystopian elements to Lord of the Flies.</b>	Why is the title of the novel dystopian?	Stranded on a desert island. Think about survival in the short, medium and long term.	Highlight dystopian conventions	Write a short narrative from your perspective about school being invaded and your escape.	Evaluate students' understanding through a paragraph of analysis.	
6	<b>TBAT: Analyse the difference between</b>	Conformity v obedience	The perfect human society	As we read, highlight references to a loss of	Annotate highlighted text showing what freedoms have been	How is Jack presented as a 'dystopian' leader?	

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	<b>conformity and obedience</b>			human freedom and methods of control	lost and what control measures implemented	How is Robert presented as subordinate?
7	<b>TBAT: Identify significant narrative features.</b>	Structural devices	Are there different types of power?	How has the writer structured the text to interest you as a reader?	Analysis paragraph on structure of extract.	Describe your own version of a 'hunt'
8	<b>TBAT: Design a new Utopia</b>	How to construct a perfect human society	What problems does society need to eliminate?	What profound changes could be implemented with absolute control?	What values lay the foundation for your new society?	Present ideas to the class and vote on the most popular
9	<b>TBAT: Identify what inspired George Orwell</b>	'All power makes people evil' – discuss in pairs and be prepared to justify your answer.	Revolution and betrayal	Intro to Orwell – list 5 facts from the extract.	Plot predictions and context – what inspired Orwell?	Evaluate students' understanding through a class discussion and participation
10	<b>TBAT: Explain the Context of Animal Farm</b>	Rank farm animals in order of status - Introduce hierarchy and propaganda	Corruption and propaganda	Chapter 1 class reading	Chapter 1 comprehension and how is Old Major presented?	Evaluate students' understanding through a class discussion and participation
11	<b>TBAT: Analyse hierarchies and societal organisation in Animal Farm</b>	Recall 5	Social class	Summarise 7 commandments and analyse significance	Mind-map Napoleon character	Evaluate students' understanding through exit tickets
12	<b>TBAT: Explain how Napoleon is presented as a leader</b>	What does 'battle' make you think of?	Power	Class reading Chapter 4	Battle of the Cowshed analysis	Summarise today's learning in three sentences
13	<b>TBAT: Create a detailed plan for my own dystopian story opening.</b>	Plot the story in the correct order.	Using a diagram to structure a narrative.	Connect an unseen extract to a novel using new knowledge of narrative structure.	Use the diagram to create a dystopian plot structure.	Present labelled diagram

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14	<b>TBAT: Write my own Dystopian story opening</b>	Review narrative hooks	Practice pathetic fallacy	Combine narrative hooks and a descriptive setting with similes, metaphors and new vocabulary	Craft opening paragraph	Public readings of story openers
15	<b>TBAT: Infer dystopian conventions from visual representations.</b>	Using parodies of the novel's front cover, evaluate why it might be called 'The Hunger Games'?	'Symbolism'	Discussing connotations of imagery	Infer information from a short description of 'The Hunger Games'.	Having read the blurb, write three questions to ask the author and justify whether or not you have been 'hooked'.
16	<b>TBAT: Complete Vocabulary Assessment and Utilise more tier 2 vocabulary in my work</b>	Students to complete vocabulary. Green pen mark answers.	Introduce students to the importance of Tier 2 vocabulary- students to identify ambitious words in example writing.	Can you match the correct word to the correct definition on your sheet?  Quiz time: Which Tier 2 word does the image represent?	Today's task: Green Pen Editing Re-write your description from last lesson using as many Tier 2 words that you can!	Using your worksheet, test your partner by reading out the definition of the word. Can they say which word you are describing?
17	<b>TBAT: Analyse and Evaluate how Collins hooks the reader in 'The Hunger Games'</b>	Write 3 narrative hooks to engage a reader	Place The Hunger Games in context by discussing real-world dystopian events.	Read Chapter 1 Hunger Games	Chapter 1 comprehension.	Comprehension quiz
18/19	<b>TBAT: Explore the presentation of Prim in Chapter One.</b>	Infer a definition for the 'reaping'	Justify answers with evidence from the text.	Connect dystopian meanings to key quotes	Analyse how language is used to present Prim in chapter 1.	Write 2 WHW paragraphs.
20/21	<b>TBAT: Analyse how Katniss is presented as a 'hero' in Chapter 2</b>	Points-based recall quiz on knowledge so far.	Sacrifice	Find quotes to show Katniss as a hero at 'the reaping'	Analyse whether Katniss conforms or subverts to the expectations of a hero?	Write 2 WHW paragraphs.



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22	<b>TBAT: Plan a written piece of critical analysis.</b>	Points-based recall quiz on knowledge so far.	Discuss the morality of the Hunger Games	Arguments for v against the Hunger Games in our society	<b>Plan arguments around WEARESTARS</b>	Write an opening hook to your speech	
<b>23</b> <b>Assessment: Big Write</b>	<b>TBAT: Complete assessment on the extent to which Katniss Everdeen subverts the expectations of a hero</b>	How does Katniss Everdeen subvert expectations of a hero? Write a piece of critical analysis arguing your point of view. Students can access plan.	Explore moral panics related to human rights issues (e.g., LGBTQ+ rights, religious freedom)				
<b>24</b> <b>Feedback lesson</b>	<b>TBAT: Improve Analytical Writing</b>  <b>Select the highest quality response from your class as a model.</b>	What skills was our Big Write testing? <ol style="list-style-type: none"> <li>Can you make an interpretation of a character and find a supporting quote?</li> <li>Can you label a key word and explain its effect on you as a reader?</li> <li>Can you link back to the time period of the novel?</li> </ol>	In one colour, highlight anywhere in the model response that the student has made their own point or interpretation about Katniss. In a different colour, highlight the quotes they have included. In a different colour, highlight any use of subject terminology (nouns, verbs, similes, zoomorphism) and what they have said is the impact of that word. In your final colour, highlight where they have referred to dystopian conventions.	Green pen improvements: Could you discuss how Katniss links to modern feminist ideals? How is Katniss similar or different to Lady Macbeth? Had you labelled the subject terminology in your quote?	Write one sentence in green pen explaining how your Big Write has been improved. Is it any of the below? <ul style="list-style-type: none"> <li>I have made a greater range of comments about Katniss.</li> <li>I have discussed more contextual factors such as stereotypes and subversion</li> <li>I compared Katniss to Lady Macbeth to show comparison</li> <li>I labelled the key words in my quotes.</li> </ul>		

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25/26	<b>TBAT: Infer meaning about characters.</b>	Write 3 narrative hooks to engage the reader for the following title.... 'All the Light we Cannot See'.	Representation and symbolism	Mind-map 4 characters from the Hunger Games and make inferences about their personalities based on the text.	Rank each character in terms of importance and justify why.	Create your own tribute.
27	<b>TBAT: Connect 'District 12' to 'Dystopian Town'</b>	<i>Recall thematic knowledge</i>	'Dystopian Town'	Identify dystopian conventions	Justify a personal response to Dystopian Town'	Make comparisons between Dystopian Town and District 12
28/29	<b>TBAT: Conceptually connect 'social class' to 'The Hunger Games'</b>	<b>Rank the characters in terms of 'social class'</b>	Exploration of social class through visual representation	Class read Chapter 4	Class differences between District 12 and The Capitol	Class-assessed
30	<b>TBAT: Explore the writer's allusions to modern society within 'The Hunger Games'</b>	In your opinion, what does a fair and equal society look like?	Are some people more equal than others?.	In what ways are inequalities presented in 'The Hunger Games'?	Is inequality in 'The Hunger Games' representative of inequality in our society?	Venn diagram
31/32	<b>TBAT: Analyse how beauty is presented in the Capitol</b>	Create 2 5 dystopian sentences using new vocabulary.	Do we place too much importance on beauty?	Connect meaning around social class to descriptions from the Capitol	Write 1 analytical paragraph (WHW) about how beauty is perceived in the capitol	3 steps to analysis
33/34	<b>TBAT: Analyse Katniss and Peeta's partnership</b>	Write a sentence about each character on the board using tier 2 vocab	Reading chapters 6 and 7	Summarising chapters 6 and 7	What are the pros and cons of Katniss and Peeta being coached together?	How could this relate to their developing friendship?
35	<b>TBAT: Plan a convincing report</b>	What are the pros and cons of Katniss and Peeta	Rebellion	Decide purpose, format, audience and tone of report.	Plan 3 problems and 3 solutions regarding	Model WAGOLL

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		being coached together?			Katniss' involvement in the games.	
36	<b>TBAT: Write a convincing report.</b>	What is a report and why are they written?			Write report using model template	Consciously annotate and justify report features and techniques
37	<b>TBAT: Summarise and transform language</b>	Transform the quote into an image	Mind map chapter 8	Summarise previous two chapters using discourse markers	Transform summary into 3 images.	Self-assess
38/39	<b>TBAT: Explore the motivations of Katniss Everdeen</b>	List Dystopian themes in the novel	Summarise chapter 9	Using 15 words and our new words, what is your opinion of Katniss?	Reading chapters 9 and 10	Imagine your partner was absent yesterday, what would you tell them we learned?
40	<b>TBAT: Explore characterisation</b>	Transform metaphors into images	Interview question writing	Question exploration	Write responses as Katniss	Write a question for Peeta Mellark and answer in character
41	<b>TBAT: Plan a write a cliff-hanger</b>	Recap part one of the Hunger Games.	Cliff-hangers	Use the cliff-hanger narrative structure diagram to plot your own	Make every word count in the last line.	Part one comprehension
42/43	<b>TBAT: Analyse how 'confidence' is explored in Chapter 10</b>	If you were a tribute, how would you be feeling?	Reading Chapter 10	Would you run away, or toward the supplies?	Copy and complete the comparison table	In green pen, improve or edit previous writing based on extract given yesterday.
44/45	<b>TBAT: Analyse how 'violence' is presented in Chapter 11?</b>	If you knew in advance, how would you prepare for 'The Hunger Games'?	Reading Chapter 11	Extract based word association	How human is violence?	Highlight references to 'violence' in the extract
45/46	<b>TBAT: Evaluate the extent to which The Hunger Games is a 'microcosm' of our society.</b>	Can you ever have a smaller version of something else?	Microcosms	Gap-fill making links between the society of Pan Am and the UK	Conjectured thinking – imagine a scenario where...	Design the front cover for a newspaper about the 25 <sup>th</sup> anniversary

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		E.g. fish tank v ocean				of the Hunger Games.
47/48	<b>TBAT: Create an appealing front-page for a newspaper</b>	List the features of a newspaper's front page.	Complete reading of chapter 12.	Brain dump chapter 12	Create a front-page for a newspaper about the 25 <sup>th</sup> Hunger Games	
49/50	<b>TBAT: Analyse the importance of friendship and loyalty in a Dystopian society</b>	Use our new vocabulary to create 5 sentences about friendship.	Why is the friendship between Katniss and Rue unhelpful for the Capitol?	How can friendship be a threat to Totalitarianism?	Conjectured thinking – imagine a scenario where...	Imagine your partner was absent yesterday, what would you tell them we learned?
51/52	<b>TBAT: Analyse how rebellion through friendship could affect the Capitol</b>	Write own definition of rebellion What acts of rebellion do we see in the modern world? Why does rebellion happen?	Class reading chapters 18 and 19	List acts of rebellion from the reading What makes the behaviour rebellious? How could it affect the Capitol?	Analytical writing – how is rebellion presented in chapters 18 and 19?	
53	TBAT: Identify and Analyse rebellion in The Hunger Games	Predict how Rue's death will affect Katniss	Infer meaning from Rue's lullaby	Comprehension on the significance of the lullaby	Why is Katniss' behaviour an act of rebellion?	Summarise learning in 3 sentences.
54/55	<b>TBAT: Plan/Write a letter in character</b>	Students to identify conventions of a letter	Matching tone, style and audience and show examples	Plan letter	Write letter	Peer review
56/57	<b>TBAT: Imagine and create a dystopian world</b>	Recall everything you know about dystopian literature	City design	Create fact-file for your own dystopian setting	Design and label your own dystopian world	Students to read the feedback left by their peer.