



Subject: English	Year Group: 8	Unit: Dystopian Writing
Unit objectives: (NC Statements) The students will complete a unit of work, considering the typical features of dystopian writing and then putting them into practice.		

## Context for study:

The Year 8 students will primarily focus on the reading of a range of excerpts taken from dystopian texts from across the last century. The students will consider the stereotypical features of the genre and look to apply them in their own writing. As with the Fiction Writing mini module in Year 7, they will continue to explore use of language, sentences and punctuation for effect.

The final assessment, writing the opening to a narrative and using a picture for stimulus, is reminiscent of the creative writing element of the Language GCSE.

The focus on dystopian fiction is revisited at KS4 before being studied at KS5 in the Literature qualification.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Understand the key differences between a **dystopia** and a **utopia**.
- Know the traditional features of dystopian fiction.
- Know what the word '**archetypal**' means and be able to identify archetypal settings in dystopian fiction.
- Know what the term **symbolism** means and be able to give examples.
- Understand what the society is like in Panem and the systems in place for control.
- Know what the Reaping is and what it involves.
- Know that **Tessera** is a form of voluntary food rationing, offered by the government of Panem to people in the districts.
- Know the conventions of a diary entry including first-person perspective, chronological order and temporal connectives.
- Know what the different types of **narrative hooks** are (revisited from Year 7).
- Know the main details regarding the plot of George Orwell's 1984.
- Know what the word '**propaganda**' means and apply it to 1984. (Revisited from Year 7).
- Understand that '**brainwashing**' is the process of pressurising someone to adopt certain beliefs through repetition of ideas or by using force.
- Understand the words '**oppression**' and '**oppressive**' and how they can be applied to dystopian fiction.
- Know the main 'deliberate' structural features that can be used in creative writing: **prolepsis, analepsis, foreshadowing, dialogue, omission, dual narrative, full circle/ cyclical, one word/ sentence paragraphs, and epistolary narrative**.
- Understand how our world may change in the future as a result of global warming.
- Understand the main issues identified by Sir David Attenborough regarding global warming.
- Know that a **nuclear holocaust** or **nuclear apocalypse** is a theoretical/imaginary situation where the mass detonation of nuclear weapons causes globally widespread destruction and radioactive fallout.

## The Warriner School Subject Curriculum Map

- Understand how Cormac McCarthy’s novel ‘The Road’ shows evidence of a nuclear holocaust.
- Know the difference between **implicit** and **explicit** with reference to description.
- Know the difference between **direct** and **indirect characterisation**.

### **Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.**

Misunderstanding of the difference between fact and fiction due to the blurring of lines in dystopian writing.

Clear and targeted discussion of ideas of oppression and war – this may trigger some emotional response from students, given the current geopolitical situation.

Modelled reading by the teacher.

### **Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject’s discipline?**

The Shard Is burning, and the Thames has run dry...  
Write a dystopian story which includes a description of London in this post-war vision of the capital.

### **Literacy and Oracy development opportunities:**

#### **Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.**

Explicit teaching of Tier 2 and 3 vocabulary, throughout lessons.

Reading of extracts from dystopian novels – modelled reading with various engaging strategies.

Supporting discussions based around ideas of oppression.

Explicit focus on key writing skills through modelling of effective writing.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.