

Subject	Year	Term
English	9	Autumn Term 1
Topic		
Dystopian Fiction		
Content (Intent)		
<b>Prior Learning (Topic)</b>		
<p>Year 7: Exploration of concept of genre through 'Ghost Stories' unit.            Year 8: Development of analysis skills taught through 'Animal Farm'. Some transferable themes also (power/corruption/control/hierarchy)</p>		
<p>This unit begins with the key question: what is dystopia? (genre, convention, themes, context etc.)</p> <ul style="list-style-type: none"> <li>✓ Lessons to cover a range of extracts and to aim to develop analysis skills of extracts and fiction</li> <li>✓ Lesson to tighten focus on analysis of structure.</li> <li>✓ Lessons to also build in students own creative writing (narrative and creative writing).</li> </ul> <p>Extracts studied include:</p> <p><i>1984 by George Orwell</i>  <i>Dry by Neal Shusterman</i>  <i>Fahrenheit 451 by Ray Bradbury</i>  <i>Handmaids Tale by Margaret Atwood</i>  <i>Lord of the Flies by William Golding</i>  <i>Never Let Me Go by Kazuo Ishiguro</i>  <i>Noughts and Crosses by Malorie Blackman</i>  <i>The Bees by Laline Paull</i>  <i>The Maze Runner by James Dashner</i>  <i>The Pedestrian by Ray Bradbury</i></p>		
<b>Future Learning (Topic)</b> GCSE: Language Paper One: Section A and B		
How will knowledge and skills will be taught? (Implementation)	How will your understanding be assessed & recorded? (Impact)	
<ul style="list-style-type: none"> <li>-Discussion of genre</li> <li>-Whole class reading and discussion of extracts</li> <li>-Analysis of extract (language and structure)</li> <li>-Revision of creative writing skills</li> <li>-Creative writing – opening of a dystopian story</li> </ul>	<p><b>Mid-term assessment:</b>            Response to Q1-3 of an unseen extract.</p> <p><b>End of term assessment</b>            Response to Q5 unseen creative writing picture prompt(s).</p> <p>Or 'Write a dystopian story opening set in the distant future.' 45 minutes</p>	
How can parents help at home?		
Discussing the extracts with your child: What sort of themes are being explored? What are they learning from the extracts? What is their favourite extract so far?		

Encourage students to extend their reading – all of the texts can be found in the library if your child has enjoyed the extract and would like to read the whole novel.  
Help your child to learn key spellings (these can be found on the vocabulary list below).

### Helpful further reading/discussion

#### Reading

1984 - George Orwell  
All These Things I've Done – Gabrielle Zevin  
Animal Farm – George Orwell  
Divergent – Veronica Roth  
Dry - Neal Shusterman  
Fahrenheit 451 - Ray Bradbury  
Handmaids Tale - Margaret Atwood  
Lord of the Flies - William Golding  
Never Let Me Go - Kazuo Ishiguro  
Noughts and Crosses - Malorie Blackman  
Ready Player One – Ernest Cline  
The Bees - Laline Paull  
The Maze Runner - James Dashner  
The Pedestrian - Ray Bradbury  
The Power – Naomi Alderman  
Uglies – Scott Westerfield

#### Vocabulary Lists

Allusion  
Antagonist  
Apocalypse  
Conformity  
Dystopia  
Perception  
Propaganda  
Protagonist  
Revolution  
Symbolism  
Utopia

#### Careers Links

Author  
Publishing  
Work in TV and film (actor/director).