

# Home-School Learning Collaboration – Key Stage 3 English

<b>Topics in this cycle:</b> Dystopian Fiction	<b>Taught:</b> Summer 1	<b>Year Group:</b> 8
<b>Key knowledge/concepts to be learnt ('Tell me aboutWhat do you know .')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>What do you know about governmental control and oppression?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> historical or current examples of how governments have tried to control or oppress citizens.</li> </ul> <p><b>What do you know about Technological Control?</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> the benefits and drawbacks of the various technology we come across in our daily lives. Does technology enable us or does it hinder us?</li> </ul> <p><b>What do you know about environmental destruction?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> examples of natural disasters where human activity has been described as the cause.</li> </ul> <p><b>What do you know about how oppressive powers leave inhabitants to fend for themselves?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> different ways those in power can oppress those they lead or govern.</li> </ul> <p><b>What do you know about the conventions of Dystopian literature?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> the key 'ingredients' that are required for a text to be considered Dystopian.</li> </ul> <p><b>What do you know about the significance of Dystopian fiction?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> influential texts in the Dystopian genre.</li> <li>• <b>Explain</b> the continuing fascination and thirst for reading Dystopian fiction.</li> </ul> <p><b>What do you know about the difference between Utopia and Dystopia?</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the difference between Utopia and Dystopia.</li> <li>• <b>Discuss</b> whether either is ever fully achievable and why.</li> </ul> <p><b>What do you know about how the loss of individualism is a key characteristic of dystopian fiction?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what it means to lose your individualism, and why this is something we must avoid.</li> </ul> <p><b>What do you know about what the following motifs symbolise: class system; visions of the future; entropy and hope and despair?</b></p> <ul style="list-style-type: none"> <li>• <b>Define</b> motif.</li> <li>• <b>Describe</b> examples of at least one motif as it appears in texts studied in lessons.</li> </ul> <p><b>What do you know about how the overarching theme of 'Big Brother is watching' is presented in Dystopian fiction?</b></p> <ul style="list-style-type: none"> <li>• Describe what 'Big Brother' means.</li> </ul>		<p>Available in the Library or on SORA:  <i>The Hunger Games</i> – Suzanne Collins  <i>Divergent</i> – Veronica Roth  <i>The Giver</i> – Lois Lowry  <i>Floodland</i> – Marcus Sedwick</p> <p><u>General information/resources:</u>          Masterclass  <a href="https://www.masterclass.com/articles/what-is-dystopian-fiction-learn-about-the-5-characteristics-of-dystopian-fiction-with-examples">https://www.masterclass.com/articles/what-is-dystopian-fiction-learn-about-the-5-characteristics-of-dystopian-fiction-with-examples</a></p> <p>Hodder Education:  <a href="https://www.youtube.com/watch?v=lix7Cnkz8HY">https://www.youtube.com/watch?v=lix7Cnkz8HY</a></p> <p><u>Stretch yourself – GCSE and Beyond!</u>          Mark Roberts: Author of <i>Boy's don't Cry?</i> And <i>The Boy Problem</i>  <a href="https://markrobertsteach.wordpress.com/2016/10/12/a-guide-to-dystopian-fiction/">https://markrobertsteach.wordpress.com/2016/10/12/a-guide-to-dystopian-fiction/</a></p> <p>The British Library resources  <a href="https://www.bl.uk/20th-century-literature/articles/freedom-or-oppression-the-fear-of-dystopia">https://www.bl.uk/20th-century-literature/articles/freedom-or-oppression-the-fear-of-dystopia</a></p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Totalitarian (adj)</b>	based on a political system in which ordinary people have no power and are completely controlled by the government	<p>The assessment follows the standard KS3 format:</p> <ul style="list-style-type: none"> <li>Section A: 10 short response questions based on the key knowledge outlined on the first page.</li> <li>Section B: 12 mark extended response in which students compose a short narrative using an image as a stimulus.</li> <li>3 additional marks for spelling, punctuation and grammar.</li> </ul> <p>The entire assessment is work 25 marks and work is awarded in percentages.</p>
<b>Allegory (n)</b>	a story, painting etc in which the events and characters represent ideas or teach a moral lesson	
<b>Dystopian (adj)</b>	Literature portraying life as extremely difficult, with a lot of unfair or immoral things happen	
<b>Setting (n)</b>	the place or time where the events in a book, film etc happen	
<b>Utopian (adj)</b>	Literature portraying an imaginary perfect world where everyone is happy	
<b>Symbolism (n)</b>	the use of symbols to represent ideas or qualities	
<b>Orwellian (n)</b>	of or like the society portrayed by Orwell in his novel Nineteen Eighty-four, in which a totalitarian state exercises almost total control over the public and private activities of the citizens	
<b>Foreshadowing (v)</b>	showing or saying that something will happen in the future	
<b>Protagonist (Anti-hero) (n)</b>	An anti hero is a narrative protagonist (main character) who is defined by their own self-interest. They often feel rejected by society, and veer down a self-destructive path that results in isolation or death	
<b>Antagonist (n)</b>	The character the protagonist is competing with, or arguing or fighting against.	
<b>pathetic fallacy (n)</b>	the idea of describing the sea, rocks, weather etc in literature as if they were human	
<b>Political ideology (n)</b>	a set of beliefs on which a political or economic system is based, or which strongly influence the way people behave	
<b>Intertextuality (n)</b>	the ways in which texts are interrelated and meanings that arise out of this	
<b>Contemporary (adj)</b>	belonging to the present time	
<b>Conflict (n)</b>	a state of disagreement or argument between people, groups, countries or even between internal thoughts and feelings	<h3>Family Learning Opportunities</h3> <p>Reading together – check out some of the Dystopian titles from the Reading Canon below and complete a reading journal for your chosen text:</p> <p><i>The Hunger Games</i> – Suzanne Collins  <i>Divergent</i> – Veronica Roth  <i>The Giver</i> – Lois Lowry  <i>Floodland</i> – Marcus Sedwick</p> <p>Sites for possible journal activities:</p> <ul style="list-style-type: none"> <li><a href="https://literacyideas.com/reading-activities-for-any-book/">https://literacyideas.com/reading-activities-for-any-book/</a></li> <li><a href="https://clpe.org.uk/teaching-resources/teaching-approaches/reading-journals-teaching-approach">https://clpe.org.uk/teaching-resources/teaching-approaches/reading-journals-teaching-approach</a></li> </ul>
<b>Narrative (n)</b>	a story or an account of a series of events	
<b>Iconoclast (n)</b>	An iconoclast is someone who attacks (criticises/challenges) established ideas and customs	
<b>Propaganda (n)</b>	information which is false or which emphasizes just one part of a situation, used by a government or political group to make people agree with them	
<b>Subjugation (n)</b>	The results of being defeated by a person or group and having to obey them	
<b>Entropy (n)</b>	a state of disorder, confusion, and disorganization	