Home-School Learning Collaboration – Key Stage 3 English

Topics in this cycle:	Taught:	Year Group:
Dystopian Fiction	Summer 1	8

Key knowledge/concepts to be learnt ('Tell me aboutWhat do you know .')	Websites/blogs/YouTube links and further reading to deepen and consolidate learning
What do you know about governmental control and oppression? • **Identify** historical or current examples of how governments have tried to control or oppress citizens. **What do you know about Technological Control?** • **Discuss** the benefits and drawbacks of the various technology we come across in our daily lives. Does technology enable us or does it hinder us? **What do you know about environmental destruction?** • **Identify** examples of natural disasters where human activity has been described as the cause. **What do you know about how oppressive powers leave inhabitants to fend for themselves?** • **Explain** different ways those in power can oppress those they lead or govern. **What do you know about the conventions of Dystopian literature?** • **Explain** the key 'ingredients' that are required for a text to be considered Dystopian. **What do you know about the significance of Dystopian fiction?** • **Identify** influential texts in the Dystopian genre. • **Explain** the continuing fascination and thirst for reading Dystopian fiction. **What do you know about the difference between Utopia and Dystopia?** • **Describe** the difference between Utopia and Dystopia. • **Discuss** whether either is ever fully achievable and why. **What do you know about how the loss of individualism is a key characteristic of dystopian fiction?** • **Explain** what it means to lose your individualism, and why this is something we must avoid. **What do you know about what the following motifs symbolise: class system; visions of the future; entropy and hope and despair?** • **Define** motif. • **Describe** examples of at least one motif as it appears in texts studied in lessons. **What do you know about how the overarching theme of 'Big Brother is watching' is presented in Dystopian fiction?** • Describe what 'Big Brother' means.	<u>Available in the Library or on SORA:</u> *The Hunger Games* – Suzanne Collins *Divergent* – Veronica Roth *The Giver* – Lois Lowry *Floodland* – Marcus Sedwick <u>General information/resources:</u> Masterclass https://www.masterclass.com/articles/what-is-dystopian-fiction-learn-about-the-5-characteristics-of-dystopian-fiction-with-examples Hodder Education: https://www.youtube.com/watch?v=lix7Cnkz8HY <u>Stretch yourself – GCSE and Beyond!</u> Mark Roberts: Author of *Boy's don't Cry?* And *The Boy Problem* https://markrobertsteach.wordpress.com/2016/10/12/a-guide-to-dystopian-fiction/ The British Library resources https://www.bl.uk/20th-century-literature/articles/freedom-or-oppression-the-fear-of-dystopia

Home-School Learning Collaboration – Key Stage 3 English

Key Vocabulary and Definitions To Be Learnt	
Totalitarian (adj)	based on a political system in which ordinary people have no power and are completely controlled by the government
Allegory (n)	a story, painting etc in which the events and characters represent ideas or teach a moral lesson
Dystopian (adj)	Literature portraying life as extremely difficult, with a lot of unfair or immoral things happen
Setting (n)	the place or time where the events in a book, film etc happen
Utopian (adj)	Literature portraying an imaginary perfect world where everyone is happy
Symbolism (n)	the use of symbols to represent ideas or qualities
Orwellian (n)	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
Foreshadowing (v)	showing or saying that something will happen in the future
Protagonist (Anti-hero) (n)	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
Antagonist (n)	The character the protagonist is competing with, or arguing or fighting against.
pathetic fallacy (n)	the idea of describing the sea, rocks, weather etc in literature as if they were human
Political ideology (n)	a set of beliefs on which a political or economic system is based, or which strongly influence the way people behave
Intertextuality (n)	the ways in which texts are interrelated and meanings that arise out of this
Contemporary (adj)	belonging to the present time
Conflict (n)	a state of disagreement or argument between people, groups, countries or even between internal thoughts and feelings
Narrative (n)	a story or an account of a series of events
Iconoclast (n)	An iconoclast is someone who attacks (criticises/challenges) established ideas and customs
Propaganda (n)	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
Subjugation (n)	The results of being defeated by a person or group and having to obey them
Entropy (n)	a state of disorder, confusion, and disorganization

What Will The Assessment Look Like?

Students will complete a deliberate practice task on creative writing at the end of this unit of work, where teachers will determine how secure a student is in this area, ready to close gaps for the Trust-Wide BASE assessment in November of Year 9.

Family Learning Opportunities

Reading together – check out some of the Dystopian titles from the Reading Canon below and complete a reading journal for your chosen text:

The Hunger Games – Suzanne Collins
Divergent – Veronica Roth
The Giver – Lois Lowry
Floodland – Marcus Sedwick

Sites for possible journal activities:

- https://literacyideas.com/reading-activities-for-any-book/
- https://clpe.org.uk/teaching-resources/teaching-approaches/reading-journals-teaching-approach