

Rainhill High School			Scheme of Work Outline
Subject	English	Topic	Y7 T1: Dystopian Worlds
What KEY KNOWLEDGE and KEY SKILLS will learners have at the end of the unit?		Coverage of National Curriculum	Personal Development
<ul style="list-style-type: none"> Understand the main differences between different genres of fiction, focusing on understanding and recognising the difference between utopian and dystopian settings and societies. Articulate understanding of plot, setting and characterisation of <i>The Hunger Games</i> (21st Century world fiction). Explore and understand some connections between author's context and the historical context in which literature is produced and received. Begin to show an understanding of how this influences the meaning. Understand the relevance of literature as a means to highlight the significant societal issues of the world e.g. poverty and discrimination in <i>The Hunger Games</i>. Make informed inferences and predictions when reading and be able to describe own reasoning. Understand new vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. discrimination in analytical responses (both verbal and written). Use relationships between words (e.g. antonyms and synonyms) to aid understanding and be able to identify patterns in words including root words, suffixes and prefixes. Distinguish between connotations and denotations when analysing language. Identify conventions and language devices used by writers of non-fiction to create effective arguments and to create meanings. Be able to comment on the effects created. Write arguments and informative non-fiction texts in different formats to meet the needs of various audiences and purposes. Spell new and previously learned terminology correctly. Using increasingly challenging vocabulary and a growing range of punctuation. Identify language, figurative language and vocabulary choices, using some more complex terminology. Begin to comment on the effects created. Use more complex grammatical and structural features for effect: simple, compound and complex sentences. Paragraph effectively. Use the analytical structure of Point/Evidence/Explain or similar writing frame with more effect and a developing sense of detail in the responses. 		<p>Reading:</p> <ul style="list-style-type: none"> Develop an appreciation and love of reading through contemporary prose. 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. Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Studying setting, plot, and characterisation, and the effects of these. One of the two authors studied in depth in Y7. <p>Writing:</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length. Well-structured formal expository and narrative essays. Writing stories. Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. <p>Spoken English:</p> <ul style="list-style-type: none"> Speak confidently and effectively in group discussions and debates, expressing their own ideas and keeping to the point. 	<p>Personal and Cultural Capital: Learners will gain an insight into government and lack of democracy within the fictional dystopian world of the novel. Through the use of real world examples (non-fiction articles about social media, rioting, reality television surveillance etc. to link to how it is not as far removed from our society as it may seem.</p> <p>This will also involve an understanding of human rights.</p> <p>Learners will develop their fluency with language and oracy through debates and discussion of interpretations and responses to topical issues.</p> <p>Moral development: Moral development (SMSC) will be through the discussion of the circumstances surrounding the experiences of the characters within the dystopian world.</p> <p>Careers: the importance of understanding human rights will be discussed and will be relevant for future development, both personal and within the workspace.</p>

- Plan and draft own writing to meet the needs of different audiences with some success.
- Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher, peer and self-evaluation.
- Use Standard English in spoken and written language.
- Be able to speak at length to an audience.

Assessment:

HT1 Assessment 1: *Reading Comprehension* – based on Chapter 1 of *The Hunger Games* [15]

Assessment 1 Resources

HT1 Assessment 2: *Persuasive writing* - Informal letter from the perspective of Katniss [20]

Assessment 2 Resources

HT2 Assessment 3: *Reading Comprehension* – extract from Chapter 11 [15]

Assessment 3 Resources

HT2 Assessment 4: *Narrative writing* redrafting a moment from *The Hunger Games* [20]

Assessment 4 Resources

How are writing skills being developed?

Reading skills: what will this be, when is it relevant to include?

Oracy: when will learners have the opportunity to develop communication skills

All lessons will feature some element of writing focusing on a range of skills that will be explicitly taught and modelled to learners. Some of the explicit lessons are listed below:

Lesson 4: Note taking

Lesson 6: Analytical writing using non-fiction texts.

Lesson 13-16: Persuasive writing.

Lesson 21-23: Narrative and imaginative writing.

All lessons will centre around reading of the key modern prose text, *The Hunger Games*; this is complemented by non-fiction and contextual reading also.

Reading strategies are taught and reinforced throughout the scheme. Some specific examples:

Lesson 6: Summarising key information

Lesson 7: Analysis and close reading skills.

Lesson 19: Shared reading and close analytical reading.

Debates and discussions feature in all lessons. Explicit planning and participation in class debate is featured in **Lesson 11**.