Birkdale High School	English Department Curriculum Map	
Unit:	**Dystopian themed Language Paper 1 approaches Year Group: 10**	
INTENT: Aims of the Unit	**IMPLEMENTATION:** Knowledge and delivery	**IMPACT:** Assessment
- To prepare students for the AQA GCSE Language paper 1 reading section of the GCSE Exam. - To embed the four reciprocal reading strategies of predicting, clarifying, questioning and summarising to enable students to adopt these independently in the exam. - To practise the tight timings of the examination. - To ensure students develop their metacognitive awareness of this exam paper and their ability to meet the mark scheme requirements for each of the question. - To expose students to a diverse range of dystopian texts	- Teachers should familiarise themselves with the Knowledge Organiser as well as the texts in this booklet prior to delivery. - The unit starts with question 3, question 2 and question four. Then there are whole papers for the students to tackle. This format enables learning for Lang Paper 2 in Year 11. - There will be fortnightly imaginative writing challenges to build upon prior knowledge and allow students to craft the skills that they are analysing into their own writing. - The Knowledge Organiser should be given to students at the start of the unit – these should be constantly referred to and learnt. The teacher should then use multi-choice quizzes to assess this knowledge. - The Tier 2 vocabulary choices are all words that link to our theme of dystopia. These will be beneficial for LP1:Q5 and LP2:Q5. These should be explicitly taught. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences.	Formative assessment is key to this unit and there are multiple choice questions built in to the unit's student booklet. Students will be summatively assessed with a reading paper 1 in timed conditions for tracking point two. The impact of this unit should go further than the traditional sense. Students should be able to make connections between well-crafted and imaginative writing in the reading section and should be able to utilise these skills within their own writing. Students should be able to analyse features of the dystopian genre and be able to comment on what forms an oppressive and controlling society. Hopefully, pupils should then be able to identify how a society should function and how power can be easily abused for the wrong reasons.

- To build on prior knowledge from Year 9 regarding imaginative writing.
- For students to revise language and structural features and craft these within their own writing.

Enabling Learning

Students have analysed language in year 7, 8 and 9. ('Of Mice and Men'; 'Marginalised Voices'; 'Frankenstein', 'Richard III'; 'Animal Farm' and 'In the Sea there are Crocodiles'.)

The idea of the abuse of power and marginalisation, which links to dystopia, has been built upon in the units studied in Year 8 and 9 (please see English Curriculum Maps). This

- We are going to be using the Reciprocal Reading method of reading a text: predict, clarify, question and summarise. This process should be modelled for each of the key extracts in the student resource booklet.
- Students should be developing their analytical skills throughout the unit. We encourage that students use the what, how and why method of analysis. The teacher should model this process before students are expected to write their own. We recommend using the 'I do' 'we do' then 'you do' approach.

- Timing is very tight in this exam so students need to build confidence in writing responses in narrow time frames.
- Students should be practising and developing their creative writing skills throughout this unit – the dystopian themed texts should be used as inspiration build upon their skills.
- Teachers should use the descriptive writing structure that is outlined on the knowledge organisers and the writing challenges in preparation for LP1:Q5.

also acts as springboard for our key literature texts at GCSE: 'Blood Brothers', 'Macbeth' and 'A Christmas Carol'. They have also practised imaginative writing within the foundation curriculum and in year 9. Students in year 7,8 and 9 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students' Long-Term Memories. Students have studied and used some structural techniques within their own writing in the foundation curriculum. The format of this scheme enables learning for Language Paper 2 which is studied in Year 11. The use of reciprocal reading as a strategy will cross over into paper 2		

reading non-fiction as well. These strategies can also be used for our key literature texts.		
	Key Vocabulary	**Wider Learning**
Tier 2: High frequency / Multiple meaning See Knowledge Organiser for tier 2 vocabulary selected and separate tier 2 vocabulary sheet with definitions of examples.	*Tier 3: Subject related.* See knowledge organiser for list of language and structural devices to be covered.	**SMSC / RWCM / CEIAG** Students will explore the concepts of oppression, dictatorships and inequality within society. They will be developing their ability to read challenging texts and given the four reciprocal reading strategies as tools to use when unlocking the meaning in any challenging text.

Lesson by lesson questions:

Week 1 –	What is structure?	How do film directors use structure to engage the audiences' emotions?
Week 2 -	Recap: What are structural techniques?	How does the director of *Up* use structure to engage the audiences' emotions?
Week 3	Can I identify the structural techniques used in the short film of *The Man Who was Afraid of Falling*?	How does the director of *The Man Who's was Afraid of Falling* use structural features to engage the audience? Can I use structural features in my own creative writing piece?
Week 4	Am I clear on the differences between language and structural techniques? Can I apply my knowledge of structure to a text?	Can I identify the structural techniques used in 'Jurassic Park' and comment on why they are effective? Can I answer the question, 'how has the writer structured the text to interest you as a reader?'
Week 5	Introducing dystopia: Can I explain the conventions of a dystopian novel? Can I apply my knowledge of structure to a dystopian text?	Recap: what language techniques can I remember and what ones do I need to revise?
Week 6	How does the writer use language to describe Montag's experience? How does the writer use language to create a dystopian setting?	How does the writer use language to describe to describe the house? How does the writer use language here to describe her name?

Week 7	What does it mean to 'evaluate' in English? Am I clear on the approach needed for Q4 on this language paper?	Do I understand that I can use relevant responses from Q2 and Q3 in this question? Can I pick out and evaluate relevant quotations that answer the question regarding *The Giver*?
Week 8	Can I evaluate the statement, 'this part of the text shows Tao lives in a very controlling society and I feel sorry for her' focusing on <u>language</u> and <u>structural</u> techniques?	Can I apply my knowledge of language and structure to answer Q4 on Language Paper 1? 'Focus this part of your answer on the second part of the Source from line 15 to the end. A student, having read this section of the text said: "The author makes the crow seem terrifying. It is easy to see why Kingshaw felt afraid.' **To what extent do you agree?'**
Week 9	Can I apply my learning to a whole paper 1 reading exam?	Can I apply my learning to a whole paper 1 reading exam?

English Language Paper 1

- 1 hour to read the fiction extract and answer the 4 questions for the reading section (40 marks).
- 45 minutes to plan and write your own creative writing piece based on the ~~reading section~~ (~~40~~ marks).

Question expectations:

Question 1 (4 marks) Find and retrieve.	List four details regarding a certain section of the source.	List only four details only from the section that is asked of you. Read the text carefully.
Question 2: (8 marks) The language analysis question.	How does the writer use **language** to…	Focus and analyse only the section that is given to you. Look closely at individual words and explore the connotations (associations). Use the what, how and why structure.
Question 3: (8 marks) The structure analysis question.	How does the writer use **structure** to…	Focus on the whole source. Track through the text chronologically and look structural techniques and analyse why they have been used. Use the what, how and why structure.
Question 4: (20 marks) The evaluation question.	To what extent do you agree? Evaluate how the writer…	Focus on the section of the source that is asked of you. Evaluate the statement using your knowledge of language and structural techniques. Use the what, how and why structure.

1. Contrast	2. Drop in	3.Shift	4. Zoom in	5. Zoom out	6. Revisit contrast

Tier Two vocabulary:

All of these words have been chosen as they link to dystopia (our chosen genre) and could be used to upgrade your vocabulary for Paper 1:Q5 and Paper 2: Q5.

Dystopia (noun): a terrible, frightening, imaginary and futuristic society in which there is lots of suffering.

Utopia (noun): an imagined perfect society in which people work well with each other and are happy.

Dignity (noun): the right of a person to be valued and respected.

Inequality (noun): the unfair situation in society when some people have more opportunities and money than other people.

Dictator (noun): a leader who has complete power in a country and has not been elected by the people.

Intolerance (noun):the fact of refusing to accept ideas, beliefs or behaviour that is different from your own.

Oppression (noun): a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom.

Bigotry (noun): the fact of having and expressing strong, unreasonable beliefs and disliking people who have different beliefs or a different way of life.

Post-apocalyptic (adjective):a society set in a world after a major disaster or catastrophe.

Language techniques:

- **Simile:** comparison using like or as.
- **Metaphor:** a direct comparison where one thing is another.
- **Personification:** giving human qualities to a non human object.
- **Adjective** – describing word.
- **Superlative adjectives** – end in 'est' or start with most.
- **Comparative adjectives** – end in 'er' or start with more.
- **Noun**- naming word.
- **Abstract noun** – a concept such as 'hate.'
- **Concrete noun** – an object you can touch/see.
- **Verb** – an action word.
- **Adverb** – gives more information about how a verb is performed – often ends in ly.
- **Personal pronouns** – he/you/us/I/we
- **Collective personal pronouns**- we/us/our
- **Oxymoron** – two opposite words next to each other.
- **Hyperbole** – exaggeration.
- **Listing**
- **Connotations** – the associations of a word.

Structural techniques

- **Foregrounding:** when the writer brings something specific to the reader's attention at the beginning of the text.
- **Topic shift:** when the writer changes topic from one subject to another.
- **Foreshadowing:** when the writer hints at something that will happen later on.
- **Zooming in:** When the writer focuses in on smaller details.
- **Cyclical structure:** when a text ends with a reference to something that was mentioned in the beginning.
- **Zooming out:** when the writer broadens out onto the bigger picture.
- **Motif:** a reoccurring symbol throughout a text.
- **Juxtaposition:** contrasted ideas.
- **Flashback:** a scene or event from the past.
- **Flash forward:** a scene or event from the future.
- **Topic sentence:** the first line of a paragraph.

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
Dystopia (noun) **Dystopian** (adjective)	A terrible, frightening, imaginary and futuristic society in which there is lots of suffering.	From Ancient Greek – 'dus' meaning bad and 'topos' meaning place or region. Literally meaning = 'a bad place'.	The film is set in 2700 on an uninhabitable earth, a **dystopia** covered in towers of garbage and pain. Government control, surveillance, poverty and secrecy are all features of **dystopian** fiction.	Do you know of any **dystopian** films or books? How are these **dystopian**?
Utopia (noun) **Utopian** (adjective)	An imagined perfect society in which people work well with each other and are happy.	From Ancient Greek – 'ou' meaning not and 'topos' meaning place. Literally meaning = 'no place'. Could this be because a society like this doesn't exist?	Birds sung, sycamores danced, peace prevailed: a true **utopia** was found. The politician's ideas were somewhat **utopian** – he envisaged a world of ideal perfection, especially in laws, government and social conditions.	Do you think we could ever achieve a **utopia?**
Dignity (noun)	The right of a person to be valued and respected.	From Latin – 'dignus' meaning 'worthy'.	The government made him feel as if he had lost all **dignity** – he wasn't treated as if he was a human being. She acted with **dignity**, even though she was treated in a malevolent way.	Are there any societies that don't treat their citizens with **dignity**?

Inequality (noun)	The unfair situation in society when some people have more opportunities and money than other people.	From Latin – 'inaequalitas'. 'In' meaning not and 'aequalitas' meaning equal. So literally meaning 'not equal.	The law has done very little to prevent racial discrimination and **inequality.** When the Prime Minister decided to raise university fees, **inequality** swept over the nation like a wave.	What are the repercussions of **inequality** in society?
Dictator (noun) **Dictatorship** (noun)	A leader who has complete power in a country and has not been elected by the people. A country or state ruled by a dictator.		The citizens lived in constant fear of their cruel **dictator –** they never knew what day would be their last. They risk their lives to flee from **dictatorships**, conflict and misery.	Do **dictators** always have to be cruel?
Intolerance (noun) **Intolerant** (adjective)	The fact of refusing to accept ideas, beliefs or behaviour that is different from your own.	From Latin *intolerant.'* In' meaning not and 'tolerant' meaning enduring. Enduring means to not last for a long time. So this literally means to not last for a long time – such as patience and tolerance for other people.	The **intolerance** of human beings is what leads to conflict over race, religion, and differing ideologies Abrupt and prejudiced, the leader proved himself to be **intolerant** when he refused to accept the beliefs of his people.	Why do you think some people have **intolerant** beliefs?

Oppression (noun)	A situation in which people are governed in an unfair and cruel way and are prevented from having opportunities and freedom.	From Medieval Latin '*oppressare*' meaning 'press against, press together, press down'	Gazing mournfully at the dystopian society, Rebecca sobbed at the **oppression** that was ubiquitous within her city. The **oppression** was evident in their malnourished faces; it was clear who was treated fairly and who was not.	Do you think any modern day societies are **oppressed?**
Bigotry (noun)	The fact of having and expressing strong, unreasonable beliefs and disliking people who have different beliefs or a different way of life.		It seemed as if a thousand years of **bigotry** had been engrained into his wicked soul. Her **bigotry** isolated her from her friends, family and colleagues; they refused to condone her behaviour for any longer.	Could you describe any politicians or leaders as **bigots**? Why?
Post-apocalyptic (adjective)	A society set in a world after a major disaster or catastrophe.	The Latin prefix, 'post' meaning after. From Middle English *apocalypticism* meaning "belief in a looming end of the present world".	Death, destruction, decay: this **post-apocalyptic** world was worse than any of his most terrifying nightmares. The uniforms, dirt, rubble and charred remains led him to believe that it was a **post-apocalyptic** society.	Why do you think there is such a fascination with **post-apocalyptic** films and books?