Year 9 Term 3: Dystopian Fiction Scheme of Work

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Six weeks and 18 lessons introduce GCSE Language skills through dystopian texts, beginning with *1984* and moving to the exam questions on Paper 1 (Q2 to Q5) and Paper 2 (Q2 and Q4). Students also learn how writers use language to show oppression and to pursue their purposes, drawing on historical events.

Note: these lessons are designed for online delivery. They can be altered according to pupils' progress, for example by spending longer on a skill or moving on sooner.

Term at a glance

Week	Focus and exam skill	Texts	Lessons	Assessment point	Home learning
1	Introduction to dystopian literature; inference; Paper 1 Q2 and Paper 2 Q3	*1984* (Orwell)	1 to 3	Lesson 3: 8-mark summary of the world Winston lives in (10 minutes)	Research another dystopian novel and the historical event behind it; reading task on the writer's intentions
2	Summarising differences; Paper 2 Q2	*Revealing Eden* (Foyt); *Noughts and Crosses* (Blackman)	4 to 6	Lesson 5: Paper 2 Q2, 8 marks (30 minutes)	Read the British Library article on dystopia and oppression (flipped learning)
3	Structure; exam plan for Paper 1 Q3	*The Hunger Games*; *The Weathermonger* (Dickinson); *1984*	7 to 9	Paper 1 Q3 answers in Lessons 7 to 8 and 9, with teacher feedback	Re-read *1984* and find structural features; explain how Orwell engages the reader across beginning, middle and end
4	Language analysis; Paper 1 Q4 and Q2	*Fahrenheit 451*; *The Bees*	10 to 13	Lessons 12 to 13: Paper 1 Q4 statement answer (45 minutes)	Paper 1 Q2 planning sheet on *The Bees*
5	Comparing viewpoints; Paper 2 Q4	*The Handmaid's Tale*; *1984*	14 to 15	Final Paper 2 Q4 paragraph, marked with the mark scheme	Assessment practice questions 1 and 2

Week	Focus and exam skill	Texts	Lessons	Assessment point	Home learning
6	Slow writing; Paper 1 Q5	Four setting pictures; *The Hunger Games* trailer	16 to 18	Lesson 18: opening paragraphs assessed with a Q5 checklist	Write the opening of a story about a place severely affected by a controlling government

Every lesson opens with a **3-a-day starter**. A summary of each week follows.

Weekly overview

Week 1: Introduction to dystopian literature (Lessons 1 to 3). Students meet *1984* and learn how Orwell uses language to present an undesirable, oppressive society. They annotate the extract, infer meaning from key words and phrases, and finish by writing a Paper 1 Q2 summary of the world Winston lives in. *Resources: 1984*, dystopian booklet, context sheet and mark scheme. *Home learning:* research another dystopian novel, such as *The Hunger Games*, and the historical event behind it.

Week 2: Summarising differences, Paper 2 Q2 (Lessons 4 to 6). Using *Revealing Eden* and *Noughts and Crosses*, students practise the Summarise, Quote, Infer format and compare how writers show oppression through race. Lesson 5 is the assessment point (8 marks), and Lesson 6 is a feedback lesson using the WCF sheets. *Home learning:* read the British Library article Freedom or oppression? The fear of dystopia (flipped learning).

Week 3: Structure, Paper 1 Q3 (Lessons 7 to 9). Students learn structural terminology, explore the beginning, middle and end of *The Hunger Games* and *The Weathermonger*, and use Freytag's triangle to plan an answer to *How has the writer structured this extract to interest you as a reader? Home learning:* find the structural features in *1984* and explain how Orwell engages the reader.

Week 4: Language analysis, Paper 1 Q4 and Q2 (Lessons 10 to 13). Using *Fahrenheit 451* and *The Bees*, students practise explicit and implicit meaning, analyse how language portrays Montag as insane, and weigh up the statement that the hive sounds like a confusing place. Lessons 12 to 13 are the assessment point: a 45-minute Paper 1 Q4 answer. *Home learning:* Paper 1 Q2 plan on *The Bees*.

Week 5: Comparing viewpoints, Paper 2 Q4 (Lessons 14 to 15). Students compare how *The Handmaid's Tale* and *1984* convey imprisonment and rebellion, using a Venn diagram to plan three ideas and writing up their answer against the mark scheme, with live feedback from the teacher. *Home learning:* assessment practice questions 1 and 2.

Week 6: Slow writing, Paper 1 Q5 (Lessons 16 to 18). Students use slow writing, sensory language and ambitious vocabulary to write a descriptive opening about a dystopian setting, finishing with a story opening about a place affected by a controlling government. *Home learning:* write the opening part of that story.