

**English Year 9 – Term 3 – Dystopian Genre – Unit Intent** – In this Unit students will continue their study of different genres of Literature, focusing on a very popular contemporary genre: Dystopia. Dystopian Literature is essential for students to study because it is heavily influenced by the societal fears at the time and gives the reader a glimpse into potential dark futures or realities. This Unit will develop students' contextual understanding of the 20<sup>th</sup> Century and what was happening that influenced these great texts, which they will then apply to our own society today, exploring the current political climate. Students will build upon the knowledge acquired in Year 8 when they studied 'Animal Farm', which will feed forward into the study of 'The Lord of the Flies' and 'Of Mice and Men', both 20<sup>th</sup> Century texts, as well as 'An Inspector Calls' and some of the Anthology Poetry at GCSE.

|                                                                                                                                                                                | <b><u>Lesson Intent</u></b><br>(i.e. how does support learning in the next lesson/future lesson/exam prep, etc)                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>                         | <b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>                                                                                                                                                                                                                                                                                                 | <b><u>Homework/Literacy Map</u></b> |
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| <p><u>Week 1: KG/s and Overview</u><br/> <b>Lesson 1 – To explain</b> the conventions of the Dystopian genre and <b>analyse</b> how these are presented in different texts</p> | <p><b>Lesson 1</b> – This lessons continues students' exploration into the concept of genre and the commonality between texts of this type. It allows them to begin to think about what societal and political events influenced the beginnings of the genre.<br/> <i>Feeds on from the study of the Detective genre last term, where students considered the conventions of that genre.</i><br/> <i>Feeds forward to next lesson where students will read their first Dystopian text and identify the Dystopian features.</i></p> | <p><b>Lesson 1 - New:</b> Totalitarian<br/> <b>Retrieve:</b> Repression/Dubious</p> | <p><b>Lesson 1 -</b><br/> <b>1.)</b> Vocabulary and prior knowledge daily retrieval slides.<br/> <b>2.)</b> Explore what the Dystopian genre is and what its conventions are. Why is it a popular genre? Students read paragraphs from different Dystopian texts and identify the Dystopian elements. Write an explanation of what the conventions of the Dystopian genre is.</p> |                                     |

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|                                                                                         | <p>Feeds forward to the study of 'The Lord of the Flies', a GCSE Dystopian text they will be reading next term.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                     |                                                                                                                                                                                                                                                                                         |  |
| <p><b>Lesson 2</b> – To <b>identify</b> the Dystopian elements of Chapter 1 of 1984</p> | <p><b>Lesson 2</b> – This lesson allows students to build upon their knowledge of the Dystopian genre by beginning to identify the conventions of the genre is a famous Dystopian Literary text, allowing students to begin to consider how language is used to create a Dystopian mood and atmosphere.</p> <p>Feeds on from the study of previous genres, such as the Romantic Poetry genre and the Detective Genre.</p> <p>Feeds forward to next lesson her students will do the same to the second half of Chapter 1 and analyse how Orwell uses language to create fear and tension.</p> <p>Feeds forward to the study 'The Lord of the Flies' in</p> | <p><b>Lesson 2 -</b><br/> <b>New:</b> Scrutinise<br/> <b>Retrieve:</b><br/> Totalitarian/Meagre</p> | <p><b>Lesson 2 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the context of 1984. Read the first half of Chapter 1 of 1984 and identify the Dystopian elements of the text.</li> </ol> |  |

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|                                                                                                                                                | Term 4 and the study of texts such as 'An Inspector Calls' at GCSE by picking out conventions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <p><b>Lesson 3</b> - To <b>identify</b> the Dystopian elements of Chapter 1 of 1984 and <b>analyse</b> how Orwell creates fear and tension</p> | <p><b>Lesson 3</b> – This lesson allows students to build upon their knowledge of the Dystopian genre by beginning to identify the conventions of the genre is a famous Dystopian Literary text, allowing students to begin to consider how language is used to create a Dystopian a tense and fearful mood and atmosphere.</p> <p>Feeds on from the study of previous genres, such as the Romantic Poetry genre and the Detective Genre.</p> <p>Feeds forward to next lesson by students exploring the Dystopian features of Chapter 2 of 1984 and explore contextual influences.</p> <p>Feeds forward to the study 'The Lord of the Flies' in Term 4 and the study of texts such as 'An Inspector Calls' at GCSE by picking out conventions.</p> | <p><b>Lesson 3</b> -</p> <p><b>New:</b> Predicament</p> <p><b>Retrieve:</b> Scrutinise/Platitude</p> | <p><b>Lesson 3</b> -</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read the second half of Chapter 1 of 1984 and identify the Dystopian conventions used. Identify examples of language that Orwell uses the create tension and write a mini PEE exploring how the language creates fear and tension.</li> </ol> |  |

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| <p><b>Lesson 4</b> – To <b>explain</b> the contextual influences on Orwell and how these are presented in Chapter 2 of 1984</p>         | <p><b>Lesson 4</b> – This lesson allows students to build their contextual understanding of the novel and how this influenced Orwell.<br/> This feeds back to the study of the 19<sup>th</sup> Century Literature and the focus on context in Term 1 of Year 9, and the context of previous texts studied, such as Shakespeare in Years 7 and 8.<br/> Feeds forward to next lesson where students will explore a final extract from 1984 and explore the contextual influences on Orwell.<br/> This feeds forward to the study of ‘A Christmas Carol’ and the ‘Anthology Poetry’ at GCSE where context must be explicitly referenced, as well as the study of ‘The Lord of the Flies’ next term.</p> | <p><b>Lesson 4 -</b><br/> <b>New:</b> Surveillance<br/> <b>Retrieve:</b><br/> Predicament/<br/> Condemnation</p> | <p><b>Lesson 4 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revisit the context of 1984 and how the events during and after WW2 influenced Orwell. Explore the Hitler Youth. Read extract from Chapter 2 and explain how the Hitler Youth influenced the events of this chapter.</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |
| <p><u>Week 2: KG/s and Overview</u><br/> <b>Lesson 5</b> – To <b>identify</b> the techniques Orwell uses to create fear and tension</p> | <p><b>Lesson 5</b> – This lesson allows students to continue to identify the Dystopian elements of 1984 and consider how Orwell presents Winston’s lack of human rights. Students will begin to consider how</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Lesson 5 -</b><br/> <b>New:</b> Endure<br/> <b>Retrieve:</b><br/> Surveillance/Solitary</p>                | <p><b>Lesson 5 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Discuss what techniques can be used to create fear and tension. Read</li> </ol>                                                                                                                                                 |                                                  |

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|                                                                                                                    | <p>Orwell uses language techniques to create fear and tension. Feeds on from the identification of techniques in past texts such as 'Animal Farm' and 'The Crucible'. Feeds forward to next lesson by students focusing on a shorter version of the same extract in preparation for an assessment.</p> <p>Feeds forward to the identification and analysis of writer's techniques in all future texts stupid, such as 'The Lord of the Flies' and 'Of Mice and Men', as well as the GCSE Literature texts.</p> |                                                                                              | <p>the extract and identify the Dystopian elements. How is this a violation of Winston's human rights? Begin to identify the techniques Orwell uses to create fear and tension.</p>                                                                                                                                                                |  |
| <p><b>Lesson 6</b> – To <b>analyse</b> and <b>evaluate</b> how Orwell uses language to create fear and tension</p> | <p><b>Lesson 6</b> – This lesson allows students to continue to develop their analytical writing (mini PEE technique). Feeds on from all previous analytical reading assessments, such as their assessment on 'Animal Farm', 'The Crucible', 'Macbeth', Chaucer etc. Feeds forward to next lesson where students complete their assessment.</p>                                                                                                                                                                | <p><b>Lesson 6</b> -<br/><b>New:</b> Apprehension<br/><b>Retrieve:</b><br/>Endure/Wretch</p> | <p><b>Lesson 6</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read the shortened version of the extract from Chapter 5 and identify the techniques that create fear and tension. Identify 4 – 6 short quotations that answer the following question: How does</li> </ol> |  |

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|                                                                                                                    | <p>Feeds forward to future analytical writing assessments, such as when they study 'The Lord of the Flies', 'Of Mice and Men' and 'Much Ado About Nothing', as well as the GCSE Literature texts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      | <p>Orwell create fear and tension in the extract? Teacher models an overview and the first mini PEE paragraph.</p>                                                                                                              |                                                  |
| <p><b>Lesson 7</b> – To <b>analyse</b> and <b>evaluate</b> how Orwell uses language to create fear and tension</p> | <p><b>Lesson 7</b> – This lesson allows students to continue to develop their analytical writing (mini PEE technique).<br/>         Feeds on from all previous analytical reading assessments, such as their assessment on 'Animal Farm', 'The Crucible', 'Macbeth', Chaucer etc.<br/>         Feeds forward to next lesson where students will identify the Dystopian features in a second Dystopian text.<br/>         Feeds forward to future analytical writing assessments, such as when they study 'Lord of the Flies', 'Of Mice and Men' and 'Much Ado About Nothing', as well as the GCSE Literature texts.</p> | <p><b>Lesson 7 - New:</b> Interrogate<br/> <b>Retrieve:</b> Apprehension/Haggard</p> | <p><b>Lesson 7</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Complete assessment: How does Orwell create fear and tension in the extract?</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |
| <p><u>Week 3: KG/s and Overview</u></p>                                                                            | <p><b>Lesson 8</b> – In this lesson students will examine an extract that explains how</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Lesson 8 - New:</b> Censorship</p>                                             | <p><b>Lesson 8</b> –</p>                                                                                                                                                                                                        |                                                  |

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| <p><b>Lesson 8</b> – To <b>identify</b> the Dystopian elements in A Handmaid’s Tale and <b>describe</b> how the writer presents the horror of her situation</p>                 | <p>the Totalitarian Government was able to form in the USA in the novel. Students will draw parallels between the events of the extract and the events of our society. Students will explore why Dystopia is such a frightening genre.<br/> <b>Feeds on from the study of previous genres and their appeal, such as the Detective genre.</b><br/> <b>Feeds forward to next lesson where students will continue to explore the Dystopian features and language choices of a further extract. Feeds forward to the study of ‘The Lord of the Flies’ and how Golding was influenced by his experiences in WW2 and the study of context in ‘A Christmas Carol’ and the Anthology Poetry at GCSE.</b></p> | <p><b>Retrieve:</b><br/>Interrogate/Ostracised</p>                                                       | <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Learn about the plot and the context of The Handmaid’s Tale. Read the first extract and identify the Dystopian elements in the text. Describe how these Dystopian elements present the horror of the narrator’s situation.</li> </ol> |  |
| <p><b>Lesson 9</b> – To <b>analyse</b> how Atwood uses language to present the narrator’s situation in The Handmaid’s Tale and write an <b>explanation</b> of what we learn</p> | <p><b>Lesson 9</b> – In this lessons students will explore the techniques Atwood uses to hint or infer what Offred’s life it like. They will analyse how she uses objects and setting as symbolic of Offred’s situation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Lesson 9 -</b><br/><b>New:</b> Fraternalise<br/><b>Retrieve:</b> Censorship/<br/>Introspective</p> | <p><b>Lesson 9 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Explore the origin of the word ‘Handmaid’ and it’s Biblical origins. Read the</li> </ol>                                                                                                                     |  |

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|                                                                           | <p>Feeds on from the study of symbolism in previous texts such as 'Animal Farm' and 'The Crucible'.</p> <p>Feeds forward to next lesson where students continue to explore the Dystopian elements of The Handmaid's Tale and the society Atwood presents.</p> <p>Feeds forward to the study of symbolism and other literary techniques in future texts to be studied, such as The Lord of the Flies, Of Mice and Men and the Literature texts.</p> |                                                                                                      | <p>extract from Chapter 2 and identify the language Atwood uses to hint at the situation of the narrator. Students write an explanation of what they learn about her situation.</p>                                                                                                                                                                                                         |  |
| <p><b>Lesson 10</b> – To develop GCSE English Language exam technique</p> | <p><b>Lesson 10</b> – In this lesson students will continue to focus on the exam technique to answer the GCSE Language reading questions, which is a more succinct version of their normal mini PEE technique. Feeds on from previous Language assessments, such as the non-fiction studied in Term 1 of Year 9.</p> <p>Feeds forward to next lesson where students will compare the events of 'The</p>                                            | <p><b>Lesson 10 -</b><br/> <b>New:</b> Republic<br/> <b>Retrieve:</b><br/> Fraternise/Repression</p> | <p><b>Lesson 10 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the two questions in the GCSE Language style. Read the extract and identify quotations that could be used to answer the question. Model how to answer a list question and a 10 mark question (succinct 1 sentence</li> </ol> |  |

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|                                                                                                                                   | Handmaid's Tale' to our modern context.<br>Feeds forward to the GCSE English Language exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                          | mini PEE) and students answer the questions.                                                                                                                                                                                                                                                                                                                                                                         |                                           |
| <b>Lesson 11</b> – To explain how the Dystopian elements of 1984 and The Handmaid's Tale could be linked to events in our society | <b>Lesson 11</b> – In this lesson students will draw parallels between the events of the extract and the events of our society. Students will explore why Dystopia is such a frightening genre.<br>Feeds on from the study of previous genres and their appeal, such as the Detective genre.<br>Feeds forward to the study of a further extract of 'The Handmaid's Tale' and the dystopian elements featured.<br>Feeds forward to the study of 'The Lord of the Flies' and how Golding was influenced by his experiences in WW2 and the study of context in 'A Christmas Carol' and the Anthology Poetry at GCSE. | <b>Lesson 11</b> -<br><b>New:</b> Conservatism<br><b>Retrieve:</b><br>Republic/Adversary | <b>Lesson 11</b><br>1.) Vocabulary and prior knowledge daily retrieval slides.<br>2.) Recall the Dystopian elements of 1984. What parallels could students draw between these and our society today? Students read the article about the American anti-abortion laws. Students write an explanation of how attitudes such as those expressed by some in the article could link to the events of The Handmaid's Tale. | Reading Journal and Vocabulary Retrieval. |
| <u>Week 4: KG/s and Overview</u><br><b>Lesson 12</b> – To use deliberate language choices in your own descriptive writing         | <b>Lesson 12</b> – In this lesson students will get the opportunity to develop their writing skills in using vocabulary and descriptive techniques for deliberate                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Lesson 12</b> -<br><b>New:</b> Indoctrinate<br><b>Retrieve:</b><br>Conservatism/Awe   | <b>Lesson 12</b> –<br>1.) Vocabulary and prior knowledge daily retrieval slides.<br>2.) Read the final extract from The Handmaid's                                                                                                                                                                                                                                                                                   |                                           |

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|                                                                                                                  | <p>effect and to convey meaning.</p> <p>Feeds on from previous writing assessments, such as the Detective Fiction unit of work.</p> <p>Feeds forward to next lesson where students will identify further violations of the Human Rights Act in a third Dystopian text.</p> <p>Feeds forward to the narrative and transactional writing in the GCSE English Language exam.</p> |                                                                                                            | <p>Tale and identify the contrasts between the appearance and life of the Handmaid's and that of the tourists.</p> <p>Students imagine they are one of the tourists and write a description of how they view the Handmaid's and what they think about them and their life.</p> <p>Use deliberate language choices to show the difference in the way women are viewed and treated.</p> |  |
| <p><b>Lesson 13</b> – To identify the Dystopian elements in 'Never Let Me Go' and how Ishiguro presents them</p> | <p><b>Lesson 13</b> – In this lesson students will watch the adaptation of a contemporary Dystopian text and consider how the Dystopian conventions are presented across the whole narrative of the film.</p> <p>Students will consider the similarities and differences between our own society.</p>                                                                         | <p><b>Lesson 13</b> -<br/><b>New:</b> Guardian<br/><b>Retrieve:</b><br/>Indoctrination/<br/>Oscracised</p> | <p><b>Lesson 13</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the context of Never Let Me Go and watch the film. Students will fill in the notes resource as they watch the film.</li> </ol>                                                                                         |  |

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|                                                                                                                         | <p>Feeds on from the film studies element of the Detective genre Unit of work last term.</p> <p>Feeds forward to next lesson where students will continue to watch the film.</p> <p>Feeds forward to the study of 'The Lord of the Flies' next term, where students will study a full Dystopian text.</p>                                                                                                                                                                                                                                                                                            |                                                                                                       |                                                                                                                                                                                                                                                           |                                                  |
| <p><b>Lesson 14</b> – To <b>identify</b> the Dystopian elements in 'Never Let Me Go' and how Ishiguro presents them</p> | <p><b>Lesson 14</b> – In this lesson students will watch the adaptation of a contemporary Dystopian text and consider how the Dystopian conventions are presented across the whole narrative of the film. Students will consider the similarities and differences between our own society.</p> <p>Feeds on from the film studies element of the Detective genre Unit of work last term.</p> <p>Feeds forward to nest lesson where students will finish to watch the film.</p> <p>Feeds forward to the study of The Lord of the Flies next term, where students will study a full Dystopian text.</p> | <p><b>Lesson 14</b> -<br/> <b>New:</b> Privileged<br/> <b>Retrieve:</b> Guardian/<br/> Malefactor</p> | <p><b>Lesson 14</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Continue watching Never Let Me Go with students filling in the notes resource as they watch the film.</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |

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| <p><u>Week 5: KG/s and Overview</u><br/> <b>Lesson 15</b> – To <b>identify</b> the Dystopian elements in ‘Never Let Me Go’ and how Ishiguro presents them</p> | <p><b>Lesson 15</b> – In this lesson students will watch the adaptation of a contemporary Dystopian text and consider how the Dystopian conventions are presented across the whole narrative of the film. Students will consider the similarities and differences between our own society.<br/> <b>Feeds on from the film studies element of the Detective genre Unit of work last term.</b><br/> <b>Feeds forward to next lesson where students will prepare to write a film review of ‘Never Let Me Go’.</b><br/> <b>Feeds forward to the study of ‘The Lord of the Flies’ next term, where students will study a full Dystopian text.</b></p> | <p><b>Lesson 15 -</b><br/> <b>New:</b> Acquiescence<br/> <b>Retrieve:</b> Privileged/ Abhorrent</p> | <p><b>Lesson 15 –</b><br/> 1.) Vocabulary and prior knowledge daily retrieval slides.<br/> 2.) Continue watching Never Let Me Go with students filling in the notes resource as they watch the film.</p>                  |  |
| <p><b>Lesson 16</b> – To understand how to structure a film review and use the DAFOREST techniques for deliberate effect</p>                                  | <p><b>Lesson 16</b> – This lesson gives students the opportunity to develop their understanding of how to write a film review and use techniques such as DAFOREST for deliberate effect in their writing.<br/> <b>This feeds on from previous transactional writing</b></p>                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Lesson 16 -</b><br/> <b>New:</b> Profound<br/> <b>Retrieve:</b> Acquiescence/ Adaptation</p>  | <p><b>Lesson 16 –</b><br/> 1.) Vocabulary and prior knowledge daily retrieval slides.<br/> 2.) Students will review the DAFOREST techniques and then read a film review of Never Let Me Go and identify the structure</p> |  |

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|                                                                                                                                                             | <p>assessments, such as the 'Workhouse Report' in Term 1 of Year 9.</p> <p>Feeds forward to next lesson where students will write their film review.</p> <p>This feeds forward to the GCSE English Language transactional writing exam.</p>                                                                                                                                                                                                                                                  |                                                                                                      | <p>and the techniques used. Students will then use their notes from the film to plan their own film review.</p>                                                                                                                                                                   |                                                  |
| <p><b>Lesson 17</b> – To write a film review of Never Let Me Go using the DAFOREST techniques for deliberate effect</p>                                     | <p><b>Lesson 17</b> – This lesson gives students the opportunity to write a film review and use techniques such as DAFOREST for deliberate effect in their writing.</p> <p>This feeds on from previous transactional writing assessments, such as the workhouse report in Term 1 of Year 9.</p> <p>Feeds forward to next lesson as students will study an extract from the book of 'Never Let Me Go'.</p> <p>This feeds forward to the GCSE English Language transactional writing exam.</p> | <p><b>Lesson 17 -</b><br/> <b>New:</b> Sombre<br/> <b>Retrieve:</b> Profound/<br/> Incarceration</p> | <p><b>Lesson 17 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students use their planning from last lesson to write their film review, using the DAFOREST techniques for deliberate effect.</li> </ol> |                                                  |
| <p><b>Lesson 18</b> – To <b>identify</b> the Dystopian elements in Never Let Me Go and <b>describe</b> how Ishiguro captures the interest of the reader</p> | <p><b>Lesson 18</b> – This lesson gives students the opportunity to continue to identify the Dystopian elements from a text of genre and consider how Ishiguro's use of</p>                                                                                                                                                                                                                                                                                                                  | <p><b>Lesson 18 -</b><br/> <b>New:</b> Conjecture<br/> <b>Retrieve:</b><br/> Sombre/Enigmatic</p>    | <p><b>Lesson 18 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read the extract from Chapter 1 of</li> </ol>                                                                                            | <p>Reading Journal and Vocabulary Retrieval.</p> |

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|                                                                                                                                                                                               | <p>language ‘hooks’ the reader at the start of the novel.</p> <p>Feeds on from the study of previous texts such as ‘The Crucible’, ‘Animal Farm’ and ‘Macbeth’.</p> <p>Feeds forward to next lesson where students study a further extract from ‘Never Let Me Go’.</p> <p>Feeds forward to the study of future texts, such as The Lord of the Flies, Much Ado About Nothing and Of Mice and Men, as well as the GCSE Literature texts.</p>                                                       |                                                                                                    | <p>Never Let Me Go and identify the Dystopian elements. Consider how Ishiguro uses language to create mystery and write a description of how Ishiguro captures the interest of the reader in this opening chapter.</p>                                                                                                                                                                         |  |
| <p><u>Week 6: KG/s and Overview</u></p> <p><b>Lesson 19</b> - To <b>analyse</b> and <b>evaluate</b> how Ishiguro uses language to make the reader feel horror and sympathy in the extract</p> | <p><b>Lesson 19</b> – In this lesson students will be given the opportunity to consider Ishiguro’s intentions and how he uses language to create emotion in his reader.</p> <p>Feeds on from the study of previous texts such as ‘The Crucible’, ‘Animal Farm’ and ‘Macbeth’.</p> <p>Feeds forward to next lesson where students will explore Ishiguro’s use of language in a further extract.</p> <p>Feeds forward to the study of future texts, such as ‘The Lord of the Flies’, ‘Much Ado</p> | <p><b>Lesson 19 -</b><br/> <b>New:</b> Beguile<br/> <b>Retrieve:</b><br/> Conjecture/Obstinate</p> | <p><b>Lesson 19-</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read the second extract where Miss Lucy reveals the reality of their lives as donors. Students use evidence from the extract to answer the following question: ‘In this extract Ishiguro effectively creates a feeling of both sympathy and</li> </ol> |  |

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|                                                                                                         | About Nothing' and 'Of Mice and Men', as well as the GCSE Literature texts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                  | horror.' How far do you agree with this statement?                                                                                                                                                                                                                                                                                                                                |  |
| Lesson 20 – To analyse and evaluate how Ishiguro conveys the emotions of Cathy and Tommy in the extract | Lesson 20 – In this lessons students will be given the opportunity to consider how Ishiguro uses language to convey the emotions of Cathy and Tommy and the effect of his use of language.<br>Feeds on from the study of previous texts such as 'The Crucible', 'Animal Farm' and 'Macbeth'.<br>Feeds forward to next lesson where students will begin reading a full Dystopian text 'The Lord of the Flies'.<br>Feeds forward to the study of future texts, such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men', as well as the GCSE Literature texts. | Lesson 20 -<br>New: Disconsolate<br>Retrieve:<br>Beguile/Blunder | Lesson 20-<br>1.) Vocabulary and prior knowledge daily retrieval slides.<br>2.) Read the third extract and identify evidence from Cathy and Tommy's speech and behaviour that shows their emotion. Students answer the following question:<br>How does Ishiguro present the emotions of Cathy and Tommy in the extract?<br>Students should write one mini PEE for each character. |  |

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