

Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 8 Creative Writing - Dystopias

Week Beginning	Lesson Title	Lesson Objective & Instructions	Online Lesson Link
8 th September	Lesson 1: Imagery & Atmosphere	<p>The aim of this lesson is : for students to know what imagery and atmosphere are in the context of literature; to be able to identify how Orwell's use of imagery creates a certain atmosphere; to use imagery to create such an atmosphere.</p> <p>Students should:</p> <ul style="list-style-type: none"> - Note down the following definitions - Imagery – detailed description that creates a vivid image in the reader's mind. This can include any of the five senses and is sometimes called sensory language. - Atmosphere – the mood or feeling that a text creates <p>Students should re-read the 1984 extract from last lesson (use link) and highlight any description of the setting that they think is detailed.</p> <p>Students should then look at the descriptions they have highlighted and write next to each one what mood that description creates.</p> <p>Students should then complete the following extended writing task.</p>	Context, Extracts, & Comprehension.docx

		Using imagery to create an ominous (threatening) and oppressive (harsh; cruel; uncomfortable) atmosphere, describe the setting of a school called 'Totalitarian Academy.'	
	Lesson 2: Paragraphing	<p>The aim of this lesson is for students to understand some of the basic rules of paragraphing and to understand the importance of shifting focus throughout a piece of writing.</p> <p>Students should note down the following into their workbooks:</p> <p>Paragraphing Rules</p> <ul style="list-style-type: none"> • All the sentences within a paragraph should be about the same person, place, time or topic • When the person, place, time or topic changes, you should start a new paragraph • Every new paragraph should start on a new line <p>Focus shift – when the focus of the narrative or description changes</p> <p>Students should re-read the 1984 extract from previous lessons (use link) and label the focus of each paragraph.</p> <p>Students should then complete the following extended writing task:</p> <p>Write a description of a block of flats in a totalitarian society that uses paragraphing and focus shifts</p> <p>Success Criteria</p> <ol style="list-style-type: none"> 1. At least three paragraphs (these need not be long) 2. Each paragraph with a different focus 3. Consistent use of appropriate imagery 4. At least two senses used 	Context, Extracts, & Comprehension.docx

	Lesson 3: Motifs	<p>The aim of this lesson is for students to understand what a motif is and how they can be used in a piece of writing to contribute to its atmosphere. Students will be able to identify the motifs in the extract and comment on their impact, before planning and writing their own descriptive piece that uses motifs to create a particular atmosphere.</p> <p>Students should begin by noting the following into their workbooks:</p> <p>Motif – a theme or idea that is repeated throughout a piece of literature .They can contribute to the atmosphere of a text by providing continuous reminders of certain idea</p> <p>Students should then re-read the extract from 1984 from previous lessons (use link) and highlight any object that is describe multiple times throughout.</p> <p>Students should then write a brief paragraph explaining how this motif/these motifs contribute to the oppressive and ominous atmosphere of the extract.</p> <p>Students should then complete the following extended writing task:</p> <p>Write a description of a totalitarian setting that uses a motif/motifs throughout</p> <p>Success Criteria</p> <ol style="list-style-type: none"> 1. At least one clear motif that recurs throughout 2. At least three paragraphs (these need not be long) 3. Each paragraph with a different focus 4. Consistent use of appropriate imagery 	Context, Extracts, & Comprehension.docx

		5. At least two senses used	
	Lesson 4: Writing Practice	<p>The aim of this lesson is for students to complete an extended piece of independent work that uses each of the skills covered this week.</p> <p>This piece should be a setting description of a totalitarian dystopia.</p> <p>Students are permitted to look back at previous extracts and practices to assist in this.</p>	
	Lesson 5: Implicit & Explicit Characterisation	<p>The aim of this lesson is for students to understand what characterisation is and what the distinction between implicit and explicit characterisation is. By the end of the lesson, students should be able to describe a character in a way that reveals the character's personality without this being explicitly stated.</p> <p>Students should begin by noting the following into their workbooks:</p> <p>Characterisation – building up a character through description of their personality, appearance, actions etc</p> <p>Explicit characterisation – when the writer tells the read explicitly what a character is like e.g., he is lazy</p> <p>Implicit characterisation – when the writer hints and the personality of a character by describing their actions, appearance, interactions etc. e.g. 'he slouched in his chair and dragged his pen across the page' to show laziness/indifference etc</p> <p>Students should then pick a characteristic of their choice e.g. laziness, seriousness etc and write down details of a character's appearance, actions, and environment that show this characteristic</p> <p>Students should then complete the following extended writing task:</p> <p>Write a description of a character using implicit characterisation to reveal their personality</p>	

		<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. At least one clear personality trait that is implied 2. Detailed description of their appearance and their actions 3. At least two senses used 4. Consistent use of imagery 	
15 th September	<p>Lesson 1:</p> <p>Introduction to Fahrenheit 451</p>	<p>The aim of this lesson is: to introduce students briefly to Ray Bradbury and <i>Fahrenheit 451</i>; to gain a solid general understanding of the extract; to begin considering how Montag is characterised (this will be expanded on in tomorrow's lesson)</p> <p>Students should begin this lesson by reading the Bradbury & His Work notes (use link)</p> <p>They should then read the Fahrenheit 451 extract and complete the comprehension questions (use link)</p> <p>They should then re-read the extract with the following question in mind – what about this character do you find interesting and unusual? – highlighting anything they think is relevant.</p> <p>Finally, they should complete the following extended independent task</p> <p>What three details of Montag's characterisation do you find most interesting and why?</p>	Context, Extracts, & Comprehension.docx
	<p>Lesson 2:</p> <p>Implicit Characterisation in Fahrenheit 451</p>	<p>The aim of this lesson is for students to understand how Bradbury's descriptions of Montag's actions reveal his personality. Students will then apply this knowledge to a brief character description.</p>	Context, Extracts, & Comprehension.docx

		<p>Students will begin the lesson by re-read their Fahrenheit 451 extracts from the previous lesson (use link), focussing in particular on what Bradbury does to indicate that Montag is happy and excited by what he does.</p> <p>Students will then complete the following extended writing task:</p> <p>Write a description of a character in a dystopian setting using implicit characterisation to reveal their personality</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. At least one clear personality trait that is implied 2. Detailed description of their appearance and their actions 3. Consistent use of appropriate imagery 4. At least two senses used 	
	<p>Lesson 3:</p> <p>Internal Conflict</p>	<p>The aim of this lesson is for students to understand the role of internal conflict in developing a character. Students should understand how this is shown in this extract and be able to replicate something similar in their own writing.</p> <p>Students should begin the lesson by noting the following into their workbooks:</p> <p>Internal conflict - When your thoughts and/or feelings are in disagreement with each other over something important</p> <p>Character development – the change of a character’s personality throughout a narrative</p> <p>In trying to resolve these conflicts, they develop as characters in often unexpected and interesting ways; they become more vivid and realistic</p>	<p>Context, Extracts, & Comprehension.docx</p>

		<p>Students should then re-read their Fahrenheit 451 extracts from previous lessons (use link), and notice the indication of internal conflict in the final two paragraphs.</p> <p>Students should write a brief response to the following question:</p> <p>How does the introduction of internal conflict in the final two paragraphs change how we see Montag as a character?</p> <p>Students should then complete the following extended writing task:</p> <p>Write a description of a character in which you introduce an element of internal conflict that changes the reader's perception of this character.</p> <p>Success Criteria</p> <ol style="list-style-type: none"> 1. Implicit characterisation 2. Detailed description of their appearance, actions, and environment 3. Detailed description of how they respond to internal conflict 	
	<p>Lesson 4:</p> <p>Writing Practice</p>	<p>The aim of this lesson is for students to complete an extended piece of independent work that uses each of the skills covered this week.</p> <p>This piece should be a description of a character in a dystopian world.</p> <p>Students should complete the following extended written task:</p> <p>Write a description of a character in a dystopian setting.</p> <p>Success Criteria</p>	

		<ol style="list-style-type: none"> 1. Consistent use of imagery to create an atmosphere appropriate to the genre 2. Accurate use of paragraphing/ focus shifts 3. At least one motif that contributes to the atmosphere 4. Implicit characterisation 5. Detailed description of their appearance and actions 6. Internal conflict and character development <p>Students are permitted to look back at previous extracts and practices to assist in this.</p>	
	Lesson 5: Introduction to The Road	<p>The aim of this lesson is: to introduce students briefly to Cormac McCarthy and <i>The Road</i>; to gain a solid general understanding of the extract; to begin considering how McCarthy begins the extract to capture the reader's attention.</p> <p>Students should begin the lesson by reading the McCarthy & His Work section (use link)</p> <p>They should then read the extract and answer the comprehension questions (use link) in their workbooks</p> <p>Students should then complete the following extended task:</p> <p>How does the writer capture the reader's attention in the opening of this novel?</p> <p>Success Criteria</p>	Context, Extracts, & Comprehension.docx

		<ol style="list-style-type: none"> 1. Provide at least three things the writer does that capture the reader's attention 2. Clearly explain how these things capture the reader's attention 	
22 nd September	Lesson 1: In Medias Res	<p>The aim of this lesson is for students to understand the concept of in medias res, how it applies to <i>The Road</i> extract, and how it can be used effectively in their own creative writing.</p> <p>Students should begin by noting the following into their workbooks:</p> <p>In medias res – when a text begins in the middle of action, with no exposition or context provided</p> <p>This can be disorientating (confusing) for reader's as they have little information as to what is happening; for this same reason, it can also be very engaging and exciting</p> <p>Students should then re-read their extract of <i>The Road</i> (use link), focussing specifically on the opening paragraph with the following question in mind – what impact does McCarthy's use of in medias res have in this extract?</p> <p>Students should write a brief response to this question.</p> <p>Students should then complete the following extended written task in their workbooks</p> <p>Write the opening of story set in a dystopian world that begins in medias res.</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. The story should begin in medias res 	Context, Extracts, & Comprehension.docx

		<ol style="list-style-type: none"> 2. Detailed setting description 3. Consistent use of imagery to create an atmosphere appropriate to the genre 4. Accurate use of paragraphing/ focus shifts 	
	Lesson 2: Framing Devices - Dreams	<p>The aim of this lesson is for students to understand what framing devices are and why they are useful.</p> <p>Students should begin the lesson by noting down the following into their workbooks:</p> <p>A framing device is anything that allows you to tell a story within a story, or to contain multiple narratives within one overall narrative</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Descriptions of dreams • Descriptions of pictures • Letters, diaries etc • Character's daydreams or memories etc <p>These can be useful ways of incorporating a variety of settings or events into a narrative or description that may not otherwise coherently fit together</p> <p>Students should then re-read the second paragraph of The Road extract (use link) and answer the following question in their workbooks – What atmosphere</p>	Context, Extracts, & Comprehension.docx

		<p>does this framing device create? Provide and explain at least two examples in your answer.</p> <p>Students should then complete the following extended written task</p> <p>Write the opening of a story set in a dystopia that contains a description of a character's dream or fantasy</p> <p>Success Criteria</p> <ol style="list-style-type: none"> 1. Begin in medias res with a description of a dream 2. Consistent use of imagery to create an atmosphere appropriate to the genre 3. Accurate use of paragraphing/ focus shifts 4. Clear contrast between the dream and the reality 	
	<p>Lesson 3:</p> <p>Formative Assessment</p> <p>Planning</p>	<p>The aim of this lesson is for students to complete a detailed plan for their formative assessment in two lessons time.</p> <p>Planning instructions to be provided by class teacher.</p> <p>Failing this, with the following success criteria in mind, students should plan a five paragraph story:</p> <p>Your story should include a clear description of a dystopian setting and at least one character whose actions, appearance and environment you describe in detail</p> <p>Essential:</p> <ol style="list-style-type: none"> 1. Use of appropriate imagery throughout 	

		<ol style="list-style-type: none"> 2. Accurate use of paragraphing throughout 3. Implicit characterisation of at least one character throughout <p>Challenge:</p> <ol style="list-style-type: none"> 1. Use of a motif to contribute to the atmosphere 2. Provide one instance of internal conflict to promote character development 3. Begin the piece in medias res <p>Use a framing device of your choice</p>	
	Lesson 4: Knowledge Test & Formative Assessment Planning	<p>The aim of this lesson is for students to complete the knowledge test for this half term. This will be peer marked. After this is completed students should continue their plans from yesterday and/or practise for the formative assessment next lesson.</p> <p>Students should spend no longer than 15 minutes on the Knowledge Test and should then continue with their plan from yesterday's lesson. If this is completed, then they are welcome to practise writing the opening of a story set in a dystopian world using their plan to assist.</p>	
	Lesson 5: Formative Assessment	<p>Students will spend the lesson completing the formative assessment. They are allowed to use their plan and refer back to previous lessons.</p> <p>Success criteria to be provided by class teacher.</p> <p>Failing this, provide students with following success criteria:</p> <p>Your story should include a clear description of a dystopian setting and at least one character whose actions, appearance and environment you describe in detail</p> <p>Essential:</p> <ol style="list-style-type: none"> 1. Use of appropriate imagery throughout 	

		<ol style="list-style-type: none"> 2. Accurate use of paragraphing throughout 3. Implicit characterisation of at least one character throughout <p>Challenge:</p> <ol style="list-style-type: none"> 1. Use of a motif to contribute to the atmosphere 2. Provide one instance of internal conflict to promote character development 3. Begin the piece in medias res 4. Use a framing device of your choice 	
29 th September	Lesson 1: Introduction to Never Let Me Go	<p>The aim of this lesson is to introduce the week's extract, for students to gain a solid understanding of it, and to begin considering how the writer uses narrative perspective/voice to establish an intimate/conversational tone (which will be explored in more detail next lesson)</p> <p>Students should begin the lesson by reading Ishiguro & His Work (use link). They should then read the extract and answer the comprehension questions (use link)</p> <p>They should then note down the following into their workbooks:</p> <p>Narrator – the person who tells the story; they are the voice through which the narrative is conveyed to the reader. The narrator determines the story's point of view and can be a fictional character within the story (like in a first-person narrative) or an external observer with varying levels of knowledge (as in third-person narratives)</p> <p>Then, they should re-read the extract and highlight anything that they think reveals something about the personality of the narrator.</p>	Context, Extracts, & Comprehension.docx

		<p>Finally, they should complete the following extended written task:</p> <p>How would you describe the personality of the narrator?</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Clearly state what personality you think the narrator has 2. Provide at least two quotations from the text to support your claim 3. Clearly explain how these quotations support your claim 	
	<p>Lesson 2:</p> <p>Narrative Perspective & Voice</p>	<p>The aim of this lesson is for students to understand what is meant by narrative perspective, what the various perspectives available to them are, what narrative voice is, how the above relate to the extract, and to complete a piece of writing using either the 1st or 2nd person which has a clear narrative voice.</p> <p>Students should begin the lesson by noting the following into their workbooks:</p> <p>Narrative perspective – the point of view from which a story is told</p> <p>1st person – the narrator is a character and narrates the story from their own perspective</p> <p>2nd person – the narrator addresses the story to a particular person (often the reader) using the pronoun 'you'</p> <p>3rd person - the narrator is not a character within the story but an observer who uses pronouns like "he," "she," or "they" to refer to the characters and events of the story</p> <p>Narrative voice – the personality or character of the narrator as expressed through their tone and attitudes etc</p>	

		<p>Students should then plan and complete the following:</p> <p>Using either a 1st or 2nd person perspective, write the opening of story that creates a clear narrative voice of your choice.</p> <p>Success Criteria</p> <ol style="list-style-type: none"> 1. Clear and consistent use of narrative perspective 2. Clear and consistent narrative voice 3. Accurate use of paragraphing/ focus shifts 	
	<p>Lesson 3:</p> <p>Withheld Information</p>	<p>The aim of this lesson is for students to understand what is meant by withheld information, how it relates to the extract, and to write a passage that deliberately uses it to intrigue the reader.</p> <p>Students should begin by noting the following into their workbooks:</p> <p>Withheld information – when the writer deliberately withholds important information from the reader. This can increase the suspense within a narrative as well as the reader’s curiosity.</p> <p>Students should then re-read their Never Let Me Go extract (use link) and write a list of key information that is not provided to them by the narrator.</p> <p>Students should then plan and complete the following extended written task:</p> <p>Write the opening of a story set in a dystopian world that uses either the 1st or 2nd person and deliberately withholds important information from the reader.</p> <p>Success Criteria</p>	<p>Context, Extracts, & Comprehension.docx</p>

		<ol style="list-style-type: none"> 1. Clear and consistent use of narrative perspective 2. Clear and consistent narrative voice 3. Consistent withholding of information, the significance of which only becomes clear near the end of the piece of writing. 4. Accurate use of paragraphing/ focus shifts 	
	Lesson 4: Introduction to Klara & The Sun	<p>The aim of this lesson is to introduce the week's extract, for students to gain a solid understanding of it, and to begin considering how the writer's choice of narrator effects the reader</p> <p>Students should begin by reading Ishiguro & Klara and The Sun (use link). They should then read the extract and answer the comprehension questions (use link) in their workbooks.</p> <p>Students should then re-read the extract and highlight any details that show the narrator's perspective is different from an human being's.</p> <p>Students should then complete the following extended written task:</p> <p>What impact might Ishiguro's use of an unusual narrative perspective have on the reader?</p> <p>Their answer should include comments on what the reader might feel or think.</p>	Context, Extracts, & Comprehension.docx
	Lesson 5: Unconventional Narrative Perspectives	<p>The aim of this lesson is for students to understand what is meant by an unconventional narrative perspective, how this applies to the extract in question, what effects this creates, and to then plan and write their own piece that utilises this knowledge</p> <p>Students should begin by noting the following into their workbooks:</p>	

		<p>An unconventional narrative perspective is one that is unusual, unexpected, and would require the writer to imagine the world from a very different point of view e.g. the perspective of a robot</p> <p>Students should then plan and write a brief description of something familiar to them e.g. their walk to school, but from the perspective of something non-human and unexpected e.g. their mobile phone</p> <p>Students should then plan and complete a response to the following extended written task:</p> <p>Write a description of a dystopian world in either the 1st or 2nd person that uses an unconventional narrative perspective.</p> <p>Success criteria:</p> <ol style="list-style-type: none"> 1. Clear and consistent use of narrative perspective 2. Clear and consistent narrative voice 3. Implicit characterisation through use of narrative voice 4. Accurate use of paragraphing/ focus shifts 	
6 th October	<p>Lesson 1:</p> <p>Introduction to Children of Men</p>	<p>The aim of this lesson is to introduce the week's extract, for students to gain a solid understanding of it, and to begin considering the impact/significance of the extract being written as a diary entry</p> <p>Students should begin the lesson by reading P.D. James & Her Work (use link). They should then read the extract and complete the comprehension questions. (use link)</p> <p>The students have hopefully realised that the extract is written as a diary entry.</p>	<p>Context, Extracts, & Comprehension.docx</p>

		<p>Students should write a brief response to the following question in their workbooks – why might a writer choose to write a story using fictional diary entries? Aim to include at least three reasons</p> <p>Students should then complete the following extended written task:</p> <p>How does the use of a diary entry in this extract impact the reader’s experience?</p>	
	<p>Lesson 2:</p> <p>Epistolary Narratives</p>	<p>The aim of this lesson is for students to understand what an epistolary narrative is, its relevance to this extract, why it can be an effective device to use. Students should also write a piece using an epistolary framing device set in a dystopia.</p> <p>Students should begin the lesson by noting the following into their workbooks:</p> <p>An epistolary narrative is written through fictional letters, diaries, and other documents</p> <p>Students should then plan and complete the following extended writing task:</p> <p>Write either a letter or diary entry from the perspective of someone living in a dystopia of your choice.</p> <ol style="list-style-type: none"> 1. Clear and consistent use of narrative perspective 2. Clear and consistent narrative voice 3. Implicit characterisation through use of narrative voice 	
	<p>Lesson 3:</p> <p>Time Shifts</p>	<p>The aim of this lesson is for students to understand what a time shift is, how it is used in this extract, and why it can be an effective device to use.</p> <p>Students should begin by noting the following into their workbooks:</p>	

		<p>A time shift is when the writer shifts from the present to either the past (flashback/analepsis) or the future (flashforward/prolepsis)</p> <p>This can be an effective device to use as it allows you to describe a broader range of settings, characters, and events as you are not simply limited to describing what is in the present</p> <p>Students should then plan and complete the following extended written task:</p> <p>Write a diary entry or letter that uses both prolepsis and analepsis</p> <p>Success criteria:</p> <ol style="list-style-type: none"> 1. Clear and consistent use of narrative perspective 2. Clear and consistent narrative voice 3. Implicit characterisation through use of narrative voice 4. At least one example of analepsis and prolepsis 	
	<p>Lesson 4:</p> <p>Writing Practice</p>	<p>The aim of this lesson is for students to complete an extended piece of independent work that uses a combination of the skills covered this week and in the prior weeks.</p> <p>With the following success criteria in mind, students should plan a five paragraph story:</p> <p>Your story should include a clear description of a dystopian setting and at least one character whose actions, appearance and environment you describe in detail</p>	

		<p>Success criteria to be shared by class teacher. Failing this, provide students with the following:</p> <p>Essential:</p> <ol style="list-style-type: none"> 1. Consistent use of imagery to create an atmosphere appropriate to the genre 2. Accurate use of paragraphing/ focus shifts 3. At least one motif that contributes to the atmosphere 4. Implicit characterisation 5. Internal conflict and character development <p>Challenge:</p> <ol style="list-style-type: none"> 6. Use of some form of framing device 7. Use of 1st or 2nd person narrative 8. Distinctive and consistent narrative voice 9. Some form of time shift 10. Use an unconventional narrative perspective 	
	Lesson 5: Skills Assessment Planning	<p>The aim of this lesson is for students to complete a detailed plan for their skills assessment.</p> <p>Resources for specific class will provided by class teacher.</p>	
13 th	Lesson 1: Skills Assessment Planning	<p>The aim of this lesson is for students to complete a detailed plan for their skills assessment.</p> <p>Resources for specific class will provided by class teacher.</p>	

October			
20 th October	Lesson 1: Skills Assessment Planning	<p>The aim of this lesson is for students to complete a detailed plan for their skills assessment.</p> <p>Resources for specific class will provided by class teacher.</p>	
	Lesson 2 Skills Assessment	<p>The aim of this lesson is for students to complete their skills assessment. This will be done in silence and will take the whole lesson.</p> <p>Success criteria to be provided by class teacher.</p>	
	Lesson 3 Feedback	<p>The aim of this lesson is for students to receive and implement feedback from their skills assessment.</p> <p>Targets and exercises to be provided by class teacher.</p>	
	Lesson 4 Feedback	<p>The aim of this lesson is for students to receive and implement feedback from their skills assessment.</p> <p>Targets and exercises to be provided by class teacher</p>	
	Lesson 5 Redraft	<p>The aim of this lesson is for students to complete a full redraft of their skills assessment.</p> <p>Success criteria, scaffolds, and models to be provided by class teacher</p>	