# Scheme of work: Component 2 - Dystopia

Introduction

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set non-exam assessment (NEA) is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Dystopia, a theme for Component 2 (creative reading and writing). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [our website.](http://www.aqa.org.uk/subjects/english/elc/step-up-to-english-5970)

The scheme of work is organised to reflect the [scope of study](http://www.aqa.org.uk/subjects/english/elc/step-up-to-english-5970/subject-content/scope-of-study) containing:

* reading and comprehension
* writing.

Version 2.0

September 2023

**Contents**

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link)

|  |  |
| --- | --- |
| Section | Page |
| [Resources](#r) | 3 |
| [Unit overview](#uo) | 4 |
| [1.1 Reading and comprehension](#randc) | 5 |
| [Activity 1](#a1) | 5 |
| [Activity 2](#a2) | 6 |
| [Activity 3](#a3) | 7 |
| [Activity 4](#a4) | 8 |
| [Activity 5](#a5) | 9 |
| [Activity 6](#a6) | 9 |
| [Activity 7](#a7) | 10 |
| [Activity 8](#a8) | 10 |
| [Activity 9](#a9) | 11 |
| [Activity 10](#a10) | 13 |
| [Activity 11](#a11) | 14 |
| [3.1.2 Writing](#writing) | 15 |
| [Activity 12](#a12) | 15 |
| [Activity 13](#a13) | 16 |
| [Activity 14](#a14) | 17 |
| [Activity 15](#a15) | 18 |
| [Activity 16](#a16) | 19 |
| [3.1.3 Spoken language](#sl) | 20 |

**Resources**

Suggested extracts for 19th century literary non-fiction

* [In Darkest England and The Way Out- General William Booth](https://historyofsocialwork.org/PDFs/1890Boothdarkestengland.pdf).
* [Commercial Crises of the Nineteenth Century (1892) H. M. Hyndman](http://www.panarchy.org/hyndman/crises.html).
* The Rebecca Riots – [Source A](https://webarchive.nationalarchives.gov.uk/ukgwa/%2B/https%3A/www.nationalarchives.gov.uk/education/lessons/lesson48.htm), [Source B](https://newspapers.library.wales/view/3288803/3288806/15/the%20rebecca%20riots), [Source C](https://newspapers.library.wales/view/3330675/3330679/23/the%20rebecca%20riots), or [Source D](https://newspapers.library.wales/search?range%5Bmin%5D=1804&range%5Bmax%5D=1919&query=the+rebecca+riots&min=1804&max=1919).

Suggested extracts for 20th and 21st century literary texts

* The Complete Robot – Isaac Asimov.
* The Hunger Games – Suzanne Collins.
* Brother in the Land – Robert Swindells.
* The Maze Runner – James Dashner.

Suggestions for Silver text 1

* A Wrinkle in Time: The Graphic Novel – adapted by Hope Larson.
* When the Wind Blows – Raymond Briggs.
* Boffin Boy – David Orme.
* EDGE: Slipstream Graphic Fiction Level 1 Series – Jonny Zucker

Suggestions for Silver text 2

* Four Degrees More – Malcolm Rose.
* Zombie Camp – Jonny Zucker.
* Robots v Humans – Jonny Zucker.
* Virus 21 – Jonny Zucker.
* Rising Tide – Anne Rooney.

Unit overview

**Specification content**

* Read a selection of literary and literary non-fiction texts.
* Use texts to learn how to:
	+ infer
	+ comment on language and structure
	+ compare ideas and perspectives.
	+ learn how plan, write, edit and proofread a story.

**AOs (assessment objectives) to be assessed**

* **AO1:** read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.
* **AO2:** explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
* **AO3:** compare writers’ ideas and perspectives.
* **AO5:** communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
* **AO6:** use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Suggested resources**

* Visual stimuli.
* Video clips.
* Internet access.
* Mini whiteboards and pens.
* Dictionaries.
* Quizzes.
* Video Camera (optional).
* These booklets are free. They are not endorsed by AQA but may be useful for the teaching of this unit:
	+ [Year 8 Dystopian fiction home learning booklet](https://www.bulwellacademy.org.uk/wp-content/uploads/2020/06/KS3-Year-8-English-Booklet.pdf).
	+ [Year 8 Dystopian fiction home learning booklet – learning cycle 2.](https://studylib.net/doc/25780025/-2--yr8-lc2-dystopia--1-)

1.1 Reading and comprehension

* The following teaching ideas have been grouped into a series of reading activities and a series of writing activities but they do not need to be followed in this sequence, allowing you to tailor lessons as appropriate for your students.
* Remember that for Component 2 it is important to study two texts (or extracts of texts) in order to meet the AO3 criteria.

**Activity 1**

Locating information to explain the features of the dystopian genre.

**AOs to be assessed**

AO1

**Starter**

* Ask students to draw what their ideal place/world/society would look like and add labels. (Where appropriate model your own.) Students share their drawing with a partner and who then feeds back one feature to the whole class. Eg enough food for everyone. Everyone gets along with each other. Everyone has enough money.
* Explain that the perfect world/paradise is called a Utopia.
* Watch a video that explains what a dystopia is, such as: [example 1,](https://www.youtube.com/watch?v=HJsEq_XSCm0) [example 2](https://www.youtube.com/watch?v=Vjhcl-TGGA0) or [example 3](https://www.youtube.com/watch?v=6a6kbU88wu0)

**Activity**

* Using the drawings and clips from the starter, ask students to research in small groups what defines Dystopian literature, in terms of:
	+ characters
	+ settings
	+ plot
	+ themes.
* These could be turned into a genre information presentation or information film.

**Activity 2**

Using inference in a dystopian text (Gold Step Non-literary 19th Century text).

**AOs to be assessed**

AO1

**Starter**

* Give students mini whiteboards. Read a number of dystopia-based sentences in which a key word has been replaced by the word banana eg:
	+ ‘We are floating on our banana because the seas have started to rise.’
	+ ‘It is so hot. The banana is beating down on us and sweat is dripping from our brows.’
* Ask students to write their guesses on their mini whiteboards. Have students use their own experiences and background knowledge – along with other words in the sentence – as clues to help identify a word that could replace ‘banana’.
* Explain that using text clues and background knowledge is at the core of making inferences while reading.

**Activity**

* Give students the front cover and blurb (or the introduction if the 19th century text doesn’t have a cover) of your chosen dystopian text.
* Give them the opportunity to read and observe the cover. Tell students that they are going to use their inference skills to help them draw conclusions from what they have read or can see. It might be useful to support this with a worksheet comprising of three columns:
	+ What I read or can see on the cover eg the ice is melting.
	+ What I know eg when ice melts it creates water.
	+ What I can infer eg there will be flooding.
* Feedback ideas.

**Activity 3**

Extracting true/false information from a dystopian text (Gold Step Non-literary 19th Century).

**AOs to be assessed**

AO1

**Starter**

Put a picture from your chosen text or a dystopian based picture on the board and play ‘I spy’. The student who correctly guesses the answer choses the next ‘I spy’.

**Activity**

* As a whole class, read the first part of your text. You could experiment with the [Choral Reading technique](https://www.readingrockets.org/classroom/classroom-strategies/choral-reading).
* Then ask students to write down 5 facts that they learn from this part of the text eg the text is set in London. Students then individually write 5 statements that are not true eg there are three characters (when in fact there are 4). Working in pairs, students design a true/false quiz for another pair. This can be done as a worksheet (template below) or as a PowerPoint presentation or TikTok quiz with graphics.

|  |  |  |
| --- | --- | --- |
| Statement | True **🗸** | False **X**  |
|  |  |  |

**Activity 4**

Investigating inference in a dystopian text (Gold Step Non-literary 19th Century).

**AOs to be assessed**

AO1

**Starter**

Play a synonyms game, such as: [example 1](https://www.ldoceonline.com/quiz/section-synonyms/), [example 2](https://www.edudose.com/english/synonyms-tests-questions-answers/), [example 3](https://www.eslgamesplus.com/word-synonyms-esl-quiz-game/) or [example 4](https://www.englishclub.com/esl-games/matching-synonyms-01.php) either using mini-whiteboards, traffic light cards or in smaller groups to suit the needs of the students.

**Activity**

* Read the next section from your dystopian text. Start by asking students to read the piece silently to themselves. Then, put them into a pair and ask them to [pair (or partner) read](https://www.readingrockets.org/classroom/classroom-strategies/paired-or-partner-reading) the piece again.
* Remaining in their pairs, ask students to identify words or phrases:
	+ that they don’t understand/would like a definition for
	+ that could have more than one meaning (homonym).
* Ask them to research those words/phrases in a dictionary/online and record the definition.
* Then, ask them to explain why they think the writer chose that word. Using the definition to help them, what do they think the writer was trying to convey?

|  |  |  |
| --- | --- | --- |
| Word/phrase | Definition  | Why included? |
|  |  |  |

**Activity 5**

Exploring characterisation in a dystopian text (Gold Step Non-literary 19th Century).

**AOs to be assessed**

AO2

**Starter**

Play the drama game [Master, Master Who Am I](https://www.dramatoolkit.co.uk/drama-games/item/voice-and-dialogue/master-master)? Explain that accent and voice is one of the ways that a character is created and in literature a voice has to be created through the words that the writer chooses for the character to speak.

**Activity**

* The teacher reads the final section from your dystopian text. For students who require support with fluency and expression, you may like to incorporate the [Echo Reading strategy](https://boltonlearningtogether.org.uk/reading-project/fluency/echo-reading/).
* Once the reading has been completed, ask students to complete a character analysis template based on that section, such as, [example 1](https://www.dexform.com/download/character-analysis-template) or [example 2](http://msksam.blogspot.com/2012_10_01_archive.html).
* Check students understanding of the character and the analysis that they have completed with a [Hot Seating activity](https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/5#:~:text=Hot-seating%20This%20is%20an%20exercise%20to%20deepen%20understanding,an%20actor%20become%20more%20familiar%20with%20their%20role.). Students then makes notes on any additional information that they learn from the hot seating activity.

**Activity 6**

Comparing characters in a dystopian text (Gold Step Non-literary 19th Century).

**AOs to be assessed**

AO3

**Starter**

* Split the class into two groups and watch the Dystopia Short Story [The Turning Point](https://www.youtube.com/watch?v=p7LDk4D3Q3U). Watch the clip for a second time but this time ask one group to focus on the behaviour, characteristics and facial expressions of the Humans and the other group to do the same for the Animals.
* Collate the information into a [Venn Diagram](https://templatelab.com/venn-diagram-templates/) on the board.
* Discuss how the characters interact with each other.

**Activity**

* Independently, students re-read the first dystopian text or extract that you have been studying. They then complete the same Venn diagram from the starter for two of the characters from the text.
* For students working towards Gold Step, there may be an opportunity to extend this by focusing on how the characters change throughout the piece using a [4 circle Venn Diagram](https://www.template.net/design-templates/print/4-circle-venn-diagram/).

**Activity 7**

Locating information in a dystopian text (Gold Step 20th or 21st Century).

**AOs to be assessed**

AO1

**Starter**

Prepare a question and answer about the dystopian. Only give students the answer and ask them to come up with a question that would elicit that answer. Students could work in pairs and record the question on mini whiteboards or respond verbally. An example of this activity can be found [here](https://quizlet.com/113767390/flashcards?funnelUUID=c8f7bcd3-45ae-4216-a2e4-74de3b7d5340).

**Activity**

* Introduce students to a new dystopian text – reveal the title and/or show them the front cover. Then present them with an [anticipation guide](https://www.adlit.org/in-the-classroom/strategies/anticipation-guides). Give students time to work through the statements and explain their choices. Students share their views with the class.
* Read the first section of the second dystopian text. Students then return to the anticipation guide to see if they still agree with their initial thoughts. Students working towards Gold Step should provide evidence from the text to support their views.

**Activity 8**

Locating information in a dystopian text (Gold Step literary 20th or 21st Century).

**AOs to be assessed**

AO1

**Starter**

Watch a video about scanning and skimming, such as [example 1](https://www.bing.com/videos/search?q=scanning+skimming+and+highlighting+starter&docid=603489058841429637&mid=A22C02109C8024436E15A22C02109C8024436E15&view=detail&FORM=VIRE), [example 2](https://www.bing.com/videos/search?&q=scanning+skimming+and+highlighting+starter&docid=603489058841429637&mid=C8F9A47F723F8FCB8E0CC8F9A47F723F8FCB8E0C&view=detail&FORM=VDQVAP&rvsmid=A22C02109C8024436E15A22C02109C8024436E15&ajaxhist=0) or [example 3](https://www.bing.com/videos/search?q=scanning+skimming+and+highlighting+starter&&view=detail&mid=E7F78FC5AC9DE6BA062EE7F78FC5AC9DE6BA062E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dscanning%2Bskimming%2Band%2Bhighlighting%2Bstarter%26go%3DSearch%26qs%3Dds%26form%3DQBVDMH).

**Activity**

* Students read the next section of the second dystopian text. In groups, use the [reciprocal teaching strategy](https://www.adlit.org/in-the-classroom/strategies/reciprocal-teaching) to ensure that students engage and understand the text.
* Once students have completed their discussion about what they have read and the questions raised by the reading have been answered, students individually respond to a set of AO1 informational retrieval questions using the scanning and skimming technique practised in the starter.
* Once complete peer mark answers.

**Activity 9**

The use of language and literary devices in a dystopian text (Gold Step literary 20th or 21st Century).

**AOs to be assessed**

AO2

**Starter**

Learn about literary devices in literature by reading and taking the [Literary Devices quiz](https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382) using mini whiteboards to record their answers.

**Activity**

* Put students into small ‘home’ groups and ask them to read the next section of the second dystopian text.
* Remaining in their ‘home’ groups explain that they are going to become experts in a literary device whilst taking part in a [Jigsaw Activity](https://www.teachervision.com/group-work/jigsaw-groups-for-cooperative-learning).
* Start by assigning each member of the ‘home’ group a literary device (differentiate depending on ability/devices in the text). For example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assigned role | Reading group 1 | Reading group 2 | Reading group 3 | Reading group 4  |
| Simile | Name of student A | Name of student A | Name of student A | Name of student A |
| Metaphor | Name of student B | Name of student B | Name of student B | Name of student B |
| Allusion | Name of student C | Name of student C | Name of student C | Name of student C |
| Hyperbole | Name of student D | Name of student D | Name of student D | Name of student D |
| Personification | Name of student E | Name of student E | Name of student E | Name of student E |
| Analogy | Name of student F | Name of student F | Name of student F | Name of student F |

Then ask the experts to move to their literary device ‘expert’ group:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Simile group | Metaphor group | Allusion group | Hyperbole group | Personification group | Analogy group |
| All students As | All students Bs | All students Cs | All students Ds | All students Es | All students Fs |

* In these ‘expert’ groups they should use a highlighter to identify their device in the extract. Then they should decide (using the ‘Point Evidence Explain’ (PEE)) method the impact of their device. Provide students with [PEE Writing frames](https://www.tes.com/teaching-resource/pee-paragraph-writing-frame-help-sheet-6427620). They can structure their responses using PEE worksheets, such as [example 1](https://www.tes.com/teaching-resource/pee-paragraph-writing-frame-6439483) or [example 2](https://www.tes.com/teaching-resource/pee-and-peter-sheets-6137381).
* Students should then return to their ‘home’ groups and take it in turns to share their literary device and PEE worksheets with their group.

**Activity 10**

Making comparisons.

**AOs to be assessed**

AO3

**Starter**

* Put students into pairs. Ask each student to draw around their hand and label each finger:
	+ Somebody – who is the text about and where are they?
	+ Wanted – what did the characters want?
	+ But – what happened to stop the characters from getting what they wanted?
	+ Then – what did the characters do to fix the problem?
	+ So – how did the text end?
* On the palm, one of the pair should write: ‘Re-telling Dystopian Text 1’. On the palm, the other pair should write: ‘Re-telling Dystopian Text 2’.
* There is an example [here](https://www.pinterest.co.uk/pin/70437475261488/).
* Using this method, ask each pair in turn to re-tell one of the dystopian texts.

**Activity**

Explain that they are now going to use their comparison skills to help them compare the two dystopian texts that they have been reading. Provide them with a key words chart, such as [example 1](https://www.pinterest.co.uk/pin/7177680628256988/) or [example 2](https://www.pinterest.co.uk/pin/426293921010756028/) and a comparison chart to focus learning:

|  |  |  |
| --- | --- | --- |
|  | Text 1 | Text 2 |
| Character |  |  |
| Setting |  |  |
| Theme |  |  |
| Event |  |  |

* Students working towards Silver Step may need one side of the chart to be pre-filled in.
* Remaining in their pair, students should then take part in a [think, pair, share activity](https://goalbookapp.com/toolkit/v/strategy/think-pair-share) to complete the chart. This can then evolve into a [Think, Pair, Square, Share](https://www.tes.com/teaching-resource/think-pair-square-share-poster-12176557) activity to ensure no ideas have been missed and to think about different perspectives.

**Activity 11**

Extending comparisons to gain higher marks.

**AOs to be assessed**

AO3

**Starter**

Play a connectives starter where students are given two sentences that they have to join with an appropriate connective, such as [example 1](https://www.tes.com/teaching-resource/connective-starter-challenge-6315514) or [example 2](https://www.tes.com/teaching-resource/connectives-wheel-of-fortune-starter-6387062).

**Activity**

* Recap PEE ([P- E - E video](https://www.youtube.com/watch?v=rSbcTqM3yTs) might be useful)Using the comparison chart from the previous lesson, challenge:
	+ Students working towards Silver Step are given compare and contrast statements from each text to match.
	+ Students working towards Gold Step should focus on expanding the points they made about similarities and differences between their two texts from the previous lesson. They should find evidence to support their points from the text and then write a sentence that explains what the evidence means.
* Students should use the PEE scaffold from the previous lesson.

**3.1.2 Writing**

Consider taking students on a class trip as stimulus for their creative writing. Suggestions could include: escape room, historic prison, science museum, space centre.

**Activity 12**

Punctuation.

**AOs to be assessed**

AO6

**Starter**

* Put a piece of dystopian text on the board (ensure it features lots of punctuation). Read the text. Then ask students to highlight or point out the punctuation used in the text.
* Write the punctuation on the board in a list eg:
	+ capital letters
	+ full stops
	+ question marks
	+ exclamation mark
	+ commas.
* Explain that they are going to change the punctuation in the text into dance moves. Firstly, they need to decide on a move for each punctation mark. Ask students to Think, Pair, Square and come up with different moves. Groups share their idea with the whole class and as a class agree which moves represent each punctuation mark (see eg stamp your right foot for a full stop).
* Re-read the text but this time students add in the dance moves each time you reach the punctuation.

**Activity**

* Listen to a [punctuation rap](https://www.youtube.com/watch?v=LGk4TlHPGyo).
* Put students into groups and assign a different type of punctuation to each group. (You may need to differentiate and adapt based on ability):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Full stops | Capital letters | Question marks | Exclamation marks | Commas | Brackets | Ellipsis |
|  |  |  |  |  |  |  |

* Ask each group to agree on the purpose of their piece of punctuation. Take feedback from each group and correct any inaccuracies, if necessary. Then ask the group to come up with a short rap for their piece of punctuation.
* Students take it in turns to perform their rap to the other groups.
* As an extension activity, students could add in dance moves and then the whole piece could be videoed to use as a YouTube style project.

**Activity 13**

Building tension.

**AOs to be assessed**

AO6

**Starter**

* Create a set of narrative hook cards. They could include:
	+ Direct speech.
	+ Sound effect.
	+ Straight into the action.
	+ Appeal to the senses.
	+ Puzzle.
* Play the opening scene of some dystopian films e.g. [The Hunger Games](https://www.youtube.com/watch?v=v_weY7t6kq0), [Blade Runner](https://www.youtube.com/watch?v=x6dKU22lt3E), [Brazil](https://www.youtube.com/watch?v=K9gO01pyv24), [The Terminator](https://www.youtube.com/watch?v=ZAJr5cp01mI), [Alita Battle Angel](https://www.youtube.com/watch?v=1CWPH4q5AYk) and [A.I.](https://www.youtube.com/watch?v=BROvLBcFfWQ)
* Ask students to identify which (there might be more than one) narrative hook is being employed in each clip by holding up the cards.
* Choose a clip and model writing the opening narrative hook, explaining the techniques you are employing. Eg for A.I “Crash! (Appeal to the audience’s sense of hearing.) Do you remember when the cold, grey oceans rose and swallowed our lands? (Direct speech appealing to the audience).

**Activity**

* Ask students to choose a dystopian picture, such as [picture 1](https://www.istockphoto.com/photo/angry-rebel-women-unique-leader-figure-individuality-dystopian-crowd-of-people-gm1397499218-451911300), [picture 2](https://www.istockphoto.com/vector/global-warming-in-the-city-gm1414435731-463160466) or [picture 3](https://www.istockphoto.com/photo/futuristic-city-corridor-with-man-walking-in-hazmat-suit-gm1393422026-449294576).
* Students experiment with writing the opening three sentences (narrative hook) for a story based on the picture. Give students a finite time limit. They then share it with a partner, who gives them feedback to improve.
* Students can experiment with writing using different narrative hook techniques or incorporating more than one in their opening.
* As an extension, students could take the ‘[Which dystopia do you belong in?](https://www.sparknotes.com/blog/which-dystopia-do-you-belong-in/)’ quiz.

**Activity 14**

Creating characters.

**AOs to be assessed**

AO5

**Starter**

* Watch a clip about creating a character, such as [clip 1](https://www.bbc.co.uk/bitesize/topics/zkxp2v4/articles/z49hhbk).
* Remind students that adjectives are important in helping to make characters interesting. Play an adjectives game using mini whiteboards to record answers, such as [example 1](https://wordwall.net/resource/37487971/english/character-adjectives) or [example 2](https://downloads.bbc.co.uk/skillswise/english/en25adje/quiz/en25adje-e3-quiz.pdf).

**Activity**

* Using the prompts from the starter:
	+ Name – Give your character a name that people can remember.
	+ Setting – Where would your character live or spend time?
	+ Appearance – What does your character look like? Do they have any unusual features like a scar or glasses? Use lots of adjectives (describing words) to bring your characters to life.
	+ Job – What does your character do?
	+ Clothing – What does your character wear? This can help people get to know the character better.
	+ Likes and dislikes – What does your character like and dislike? Do they love football? Do they hate robots?
* Create a character for a dystopian story. Once the description has been completed, ask students to read it to a partner or in small groups who attempt to draw the character based on the description.

**Activity 15**

Creating settings.

**AOs to be assessed**

AO6

**Starter**

Displaya picture of a dystopian setting on the board, such as [Picture 1](https://www.istockphoto.com/photo/futuristic-city-with-people-at-night-gm1200569614-343937448?phrase=dystopian+city), [Picture 2](https://www.istockphoto.com/photo/futuristic-sci-fi-city-center-with-flying-vehicles-gm1440041881-480137776?phrase=dystopia) or [Picture 3](https://www.istockphoto.com/photo/digital-manipulation-of-flooded-city-of-london-uk-global-warming-climate-change-gm1144566077-307763969?phrase=dystopia+climate+change). Students name/describe sounds they might hear in the picture. Write students’ ideas on the board for the group to see and reference. Once there are a number of ideas, ask for volunteers to vocally perform different sounds (ideally position similar sounds together). Share and practise conducting hand signals to crescendo (get louder), decrescendo (get softer) and cut off (stop) all sound. Build a soundscape, inviting students to follow hand directions.

**Activity**

* For students who need additional support with settings they can review [Understanding how writers use setting](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zp666g8).
* Using the picture from the starter as inspiration or their own idea, ask students to write a line/lines or a paragraph (depending on ability) about the setting of their story (ensure they put their name on their work). Collect the stories in and re-distribute to other students who must add one of the following:
	+ Adjectives – describing words.
	+ Adverbs – words that give more information about a verb or adjective.
	+ Simile – comparing one thing to something else using ‘like’ or ‘as’.
	+ Metaphor – comparing one thing to something else without using the terms ‘like’ or ‘as’.
	+ Repetition – to add emphasis.
	+ Alliteration – words beginning with the same letter.
	+ Hyperbole – exaggeration.
	+ Onomatopoeia – a word that imitates a sound.
* Re-distribute 3-4 times before returning to the original student. Students then share their description with the class.

**Activity 16**

Story writing.

**AOs to be assessed**

AO5 and AO6.

**Starter**

* Listen to the elements of a story, such as [Clip 1](https://www.bing.com/videos/search?q=story+structure+flight+plan&&view=detail&mid=9397F3556BE9DFD5CC119397F3556BE9DFD5CC11&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dstory%2520structure%2520flight%2520plan%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26lq%3D0%26pq%3Dstory%2520structure%2520flight%2520plan%26sc%3D10-27%26sk%3D%26cvid%3D7DED96A84D8E41E7B2FD5F4CF6929C23%26ghsh%3D0%26ghacc%3D0%26ghpl%3D) or [Clip 2](https://www.bing.com/videos/search?q=story+structure+flight+plan&&view=detail&mid=504F9D86DAE8489D0B93504F9D86DAE8489D0B93&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dstory%2520structure%2520flight%2520plan%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26lq%3D0%26pq%3Dstory%2520structure%2520flight%2520plan%26sc%3D10-27%26sk%3D%26cvid%3D7DED96A84D8E41E7B2FD5F4CF6929C23%26ghsh%3D0%26ghacc%3D0%26ghpl%3D).
* Students create their own story flight plan using the ideas from the previous lesson:
	+ Opening – this is the narrative hook – introduces setting and characters.
	+ Build-up – the events/what will happen in the story?/what problem are the characters facing?
	+ Climax – where the problem comes to a head – the most exciting part.
	+ Resolution – how will things be put right?
	+ Ending – how does the story end – is there a twist? Does it end happily? Will there be a sequel?

**Activity**

* Students use their story flight plan to begin writing their own short story.
* Students working towards Silver Step may need to be provided with an additional scaffold and picture prompts to help them write.
* Remind students they will also need to think about descriptive language and literary techniques.
* Extension: Students could prepare to tell their story in the oral tradition.

3.1.3 Spoken language

**Cross-curricular links**

* **Art:** Study of surrealism eg Salvador Dali, Marcel Duchamp and Zdzisław Beksiński.
* **Science:** Nuclear power, electricity, climate change and DNA.
* **Drama:** Hot seating characters to understand motivations. Improvisation of dystopian scenes.
* **Geography:** Transportation and climate change.
* **History:** Investigate totalitarianism and fascism. The Space Race. Technology.
* **PSHE:** Moral issues around scientific breakthroughs eg nuclear power, DNA, genetic engineered food etc.
* **Maths:** Calculation of speed, light and mass.

**Suggested field trips**

* *Into Film Festival* takes place in November; to book Free Cinema visits, visit the [website](https://www.intofilm.org/festival).
* *Into Film Free Film Club* [registration](https://www.intofilm.org/clubs) to receive or request films.
* Field trips to local areas or places linked to space – Historical prisons, escape rooms, The National Space Centre, science museums, factory visit.
* Trip to a film studio or theatre.