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**Knowledge Rich Curriculum Plan**

*The Hunger Games – conflict and constraint*

*Summer Term 1*



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| 1. **What are the features of a dystopian society?** | Students will know that that a dystopian society is one which is in ruin, turmoil and disarray. Everything is horrendous ad society is generally structured to punish people.  Students will know that a utopian society and people are healthy and wealthy and society possesses nearly perfect qualities.  Students will know that in the novel The Hunger Games the setting, Panem, is split up into 12 districts and each year every district is forced to randomly choose two tributes - one girl and one boy – to fight in the annual Hunger Games – a fight to the death on live television.  Students will know that there are conventions for the genre of dystopian fiction, including, society ruled by violence, people living in fear, people watched or monitored by the government, people encouraged to think a certain way or believe an idea, human actions have damaged or destroyed the environment and society presents an illusion of a utopian world. | **T2: dystopia - an imaginary place or state in which everything is extremely bad or unpleasant**  **T2; utopia - an imaginary place or state in which everything is perfect** | Students will already need to know the conventions of heroes, villains, settings.  Students will need to know what a tribute is. | Hero and villain tropes in Year 7- Myths booklet.  Unconventional female characters- Lady Macbeth, THUG. | Cold Calling questions  **Where have we looked at tributes before?**  Students should be able to make the link to Theseus and the Minotaur and the tributes that were sent to feed the Minotaur.  Task: You’re the leader of a dystopian society – You must create a set of rules for all of your citizens. You’ve got to try and keep them as miserable as possible. |
| 1. **What is Symbolism?** | Students will begin by looking at a list of words and trying to identify what they believe they could represent.  Students will know that images have connotations linked to them. For example: fire makes us think of destruction and danger, a bow and arrow make us think of a hunter, and death. A bird makes us think of flying, freedom, beauty, nature, eternal life  Students need to know that a book cover is very important as it creates a first impression on the potential reader.  Students will recap the conventions of dystopian fiction and then begin reading chapter 1. | **T3: connotation – what you think of or what we associate with an image or word.**  **T3: denotation – a direct or specific meaning, the literal meaning of a word.**  **T3: Symbolism: The use of symbols to represent ideas and qualities.** | Students will need to know how to make connections between words and images.  Students will need to know the conventions of dystopian fiction. | Connotations of word in Long Way Down, Romeo and Juliet,  Riots and Rebels in Year 9  GCSE Poetry | Students assessed in connotation knowledge. This will help to improve student’ writing as they could include symbolism.  Cold calling questions:  **What is symbolism? Can you think of an example of symbolism?** |
| 1. **Is Katniss a typical hero?** | Students will recall information about a dystopian society. There are some example responses below.  A dystopian society is one where everything is horrendous because there is usually environmental ruin, technological control, and government oppression.  A dystopian society is one where everything is horrendous, but the government make it seem like the world they live in is perfect.  A dystopian society is one where everything is horrendous, so characters are usually subjected to harsh conditions.  Since dystopian society is one where everything is horrendous, perhaps citizens live in fear of the world.  Students will know that Katniss is presented as resourceful, tough, mean, caring, knowledgeable, serious and caring.  Students will know that Katniss needs to go hunting for food to survive.  Katniss is shown as being **knowledgeable** about the dangers which she faces in District 12, we can see this when she says, ‘I always take a moment to listen carefully for the hum that means the fence is live’  Students will then think about how they could describe Katniss in 3rd person. They could say *She always seemed to know when she was able to leave. Everyone else would’ve been caught, electrocuted or too scared to go in the first place, but not Katniss.*  Students will fill in their table with their teacher and then they will use their ‘show’ column to describe the character of Katniss. | **T2: impression – an opinion formed about someone or something**  **T2: trait – a feature typically belonging to a person**  **T2: courageous – brave, not deterred by danger** | Students need to know that dystopia - an imaginary place or state in which everything is extremely bad or unpleasant  Students need to know how to evidence their points using quotations from the novel  Students need to know how to ‘show and not tell’ | Character analysis in Long Way Down, Romeo and Juliet – the father.  Character analysis – potential GCSE question about Lit.  Writing a narrative/description on Language Paper 1.  Linking to ‘Show don’t tell’ in the Heroes, Villains, Myths and Monsters scheme. | Students will be assessed on their character descriptions that they create on Katniss.  Cold Calling questions:  **Is Katniss a typical hero?**  **What is your first impression of Katniss?** |
| 1. **Is the Seam a dystopian setting?** | Students will know that  We can tell Katniss lives in a dystopian society because of the control, lack of food, freedom and care for the citizens.  We can tell Katniss lives in a dystopian society, but she will often break the rules and go hunting.  We can tell Katniss lives in a dystopian society, so her family have been exposed to harsh living conditions.  In chapter 1 we get the impression that it is the day of the reaping.  In chapter 1 we find out that Katniss is supporting her family for hunting for food.  Students will know that District 12 is enclosed by a high chain link fence topped with barbed wire loops.  Students will know that the description of the setting, such as, *But since we’re lucky to get two or three hours of electricity in the evenings, it’s usually safe to touch* and the people such as*, crawling with miners heading out to the morning shift at this hour. Men and women with hunched shoulders, swollen knuckles, many who have long since stopped trying to scrub the coal dust out of their broken nails,*  We can see that District 12 is full of hopelessness and fear.  Students will know that a writer wants to excite and engage a reader and there are many ways in which a writer can do this.  Students will know that sensory language is important when writing descriptively.  For example,  *Towering, intimidating buildings.*  *The chatter of gunfire.*  *The rough, scraping concrete*  *Acrid smell of smoke.*  *Rancid taste of fear.*  Students will use the extract to show and not tell how district 12 is a dystopia. They will plan their own description of district 12 using the planning sheet provided. |  | Students will need to know how to analyse language for connotation.  Students need to know Dystopian conventions.  Students will need to know how to show and not tell | Setting analysis in the Gothic scheme Year 7.  Setting analysis in Long Way Down  Setting analysis in Blood Brothers and An Inspector Calls  GCSE language paper 1 – writing a description. | Students will be assessed on their planning skills and the sensory descriptions that they use.  Cold calling questions:  **How is the Seam a dystopian setting?** |
| 1. **How to use figurative language?** | Students will insert the semicolon into the sentences below.  Katniss lives in District 12; it is a dystopian society.  A dystopian society is one where everything is horrendous; a utopian society is one where everything is perfect.  Light can symbolise hope and opportunity; darkness can symbolise death and destruction.  Students will know that we live in a democratic society.  Students will work their way through the figurative language definitions and examples and complete some of their own examples for their description of the seam.  Students will begin to understand how to use figurative language in their writing.  Students will then write their description of the seam using the planning they have done over the past two lessons. Teachers will put students’ work under the visualiser and then give students an opportunity to improve their work. | **.** | Students will need to know what a dystopian setting is. | Setting analysis in the Gothic scheme Year 7.  Setting analysis in Long Way Down  Setting analysis in Blood Brothers and An Inspector Calls  GCSE language paper 1 – writing a description. | Students will be assessed on their description of a dystopian setting and the figurative language they use.  Cold calling questions:  **How is the Seam a dystopian setting?** |
| 1. **How is Chapter 2 structured to interest the reader?** | **Possible answers for knowledge retrieval**  **Reynolds uses a range of structural techniques, including calligrams, repetition and zooming in on objects/shifting/ focusing.**  **Calligrams were used to engage the reader in Long Way Down because it connects the text to the image and it helps to capture the main idea or theme of the poem.**  **Students will know that structure is an important device that writers use.**  **Students will know that Collins shifts the readers’ attention, uses a range of sentence structure, repetition and questions to create an impact on the reader.**  **Students will read chapter 2 and make notes on how Katniss is presented.**  **Model paragraph for the beginning.**  **At the beginning of the extract Collins focuses the readers’ attention on Katniss’ feelings when Prim was selected as a tribute at the reaping. The use of the simple sentences combined with the repetition of ‘one slip’ indicates that Katniss cannot believe that Prim has been chosen. This is significant as the repetition of ‘one’ reinforces the idea that Prim had a very little chance of being chosen and reminds the reader of how many slips Katniss had in the reaping bowl. This creates a tense atmosphere for the reader as they know that Katniss is determined to protect Prim.**  **Students will then need to create a paragraph about structure.** | **T3: annotate – add notes to a piece of text**  **T3: structure – the way a text it put together** | Students will need to know that a writer uses structure to impact a reader. | Structure in Long Way Down.  Structure in The Art of Rhetoric  Structure – GCSE Language paper 1 – Q3 and Q4 | **Students will be assessed on their prior knowledge in the retrieval.**  **Students will be assessed on the sentences they write about the extracts.**  **Students will be assessed on their paragraph explaining how the writer uses structure to interest the reader.**  **Cold call questions**  How does the writer use structure to impact the reader? |
| 1. **How would Prim be feeling?** | Students will know that a diary is a written record with discrete entries arranged by date reporting on what has happened over the course of a day or other period.  Students will know that when they’re writing a diary they need to express your thoughts, feelings, opinions or plans.  Students will know that some people keep a diary because it helps them to record and recall events and express their feelings.  Students will read the example diary entry and highlight anything they believe is engaging.  Students will know what a simple, compound and complex sentence is and they will create their own examples of these sentences.  Students will plan they diary entry by thinking about how Prim would have been feeling before, during and after the reaping and then they will write their own diary entry from Prim’s perspective. | **T3: recount – tell someone about something**  **T2: tension – a feeling that is produced in a situation when people are anxious and when there is a possibility of sudden violence or conflict** | Students need to know that Katniss volunteers for Prim because she is chosen for tribute and Katniss loves her. Students will need to know prior events in the story and the strong bond between Prim and Katniss.  Students will need to know conventions of Dystopian Fiction, such as cruel violent oppressors. | Students must write creatively in GCSE Paper 1 Q5  Creative writing – heroes, villains, myths and monsters. | **Cold Calling question:** What do you think Prim would have been feeling during the reaping?  Students will be assessed on their ability to write a diary.  Students will be assessed on their ability to use simple, compound and complex sentences accurately. |
| 1. **How would the children at the reaping feel?** | Students will know that:  Katniss was presented as a hero because she volunteered for her sister.  Katniss was presented as a hero, but she only volunteered because it was her sister that had been chosen.  Katniss was presented as a hero, so she is going to fight in The Hunger Games and she has little chance of survival.  Students will read chapter 3 and make notes on how the children of the Seam will be feeling.  Students will plan their responses of how the children of the seam would’ve been feeling – using yesterday’s plan students can compare how other students would have been feeling. | **Insurmountable: difficulties/problems that cannot be dealt with successfully.** | Students need to know that Peeta and Katniss are from the same District and he gave her bread and saved her life***.***  They need to know that some districts have tributes who train to compete.  Katniss makes a sacrifice because she loves Prim. | GCSE language paper 1 –creative writing | Cold calling question:  **How will the children at the reaping be feeling?**  Students will be assessed on their ability to write a diary entry.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft. |
| 1. **Is the Capitol a dystopia or a utopia?** | *Students will know how to show and not tell.*  There were ten glasses on the table: Light was reflecting in all directions off the many crystal glasses that covered the table.  The walls were bright: Even the walls, were a reminder of the opportunities and joy that waited for us at the capitol.  The food looked nice: His mouth watered at the sight of the food. He has never seen such an array of food and he was eager to begin trying it.  Students will read chapter 4 and make notes on the presentation of the capitol.  Students will know how to plan around an image and identify what they can see, hear, taste, smell and touch.  Students will write a description of the dinner table from Effie’s point of view. Students will be reminded to show and not tell and refer to their knowledge retrieval to help them. | **T2: grandeur – being grand**  **T2: magnificence – being magnificent**  **T2: hue – a colour or shade**  **T2: cornucopia – a symbol of plenty consisting of a goat’s horn overflowing with flowers, fruit and corn** | Students need to know that dystopia - an imaginary place or state in which everything is extremely bad or unpleasant.  Students will need to know that a utopia is an imaginary place or state in which everything is perfect  Students will need to know what their senses are. | Setting analysis in the Gothic scheme Year 7.  Setting analysis in Long Way Down  Setting analysis in Blood Brothers and An Inspector Calls  GCSE language paper 1 – writing a description. | **Cold calling question:**  Is the Capitol a dystopia or a utopia?  Students will be assessed on their ability to write a description using show and not tell.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft. |
| 1. **What are the differences between District 12 and the Capitol?** | Students will know how to use Capital letters and Full stops  Students will know the differences between District 12 and the Capitol.  Students will read the extract about the Capitol and annotate what we learn about the Capitol and students will create synonyms for the words in bold to show their understanding of the extract.  Students will then re-write the description of the Capitol from the perspective of a person from the districts and they think that the Capitol is a dystopia. This will show that students know the differences between a utopia and a dystopia.  The class teacher will share some examples under the visualiser. Students will take notes on what is discussed. Students will then use their green pen to improve their responses. | **theme** – ideas that recurs in a text  **inequality** – the state of not being equal  **compare –** note the similarities and differences between two things | How to use punctuation appropriately  Students will need to know that the Capitol and District 12 are opposites. | Creative writing – year 11 language paper 1  Creative writing – heroes, villains, myths and monsters. | **Cold calling questions:** What are the differences between District 12 and the Capitol?  Students will be assessed on their description of the Capitol as a dystopia.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft. |
| 1. **Does the media and social networking sites put too much pressure on society?** | Students will understand what an appositive is and be able to identify one in a sentence.  Students will read chapter 5 and look at the concept of beauty. This can be discussed with the class with a focus on how people chose to alter their appearance.  Students will know Chapter 5 explores what it means to be human and what it means to be beautiful. Katniss can't see the Capitol people as human because they've altered their physical appearance in many ways. The Capitol people, on the other hand, don't recognise her beauty because she looks so natural.  Students will understand that Collins decided to include the concept of beauty in the text to  Reflects on issues in our own society such as cosmetic surgery and makeup.  Links to the theme of masks and deception.  To encourage people to reflect and recognise what is real and what is fake.  Students will know that Ethos is the speaker’s credibility, authority and character.  Students will know that Pathos is an appeal to the audiences’ emotions.  Students will know that Logos is the appeal to logic.  Students will write a speech about whether they believe that social media puts too much pressure on people to look and act in a certain way. | **Reality** – how things actually are.  **Deception** – The act of lying, misleading or hiding the truth | Students will need to know how the Capitol is presented in the novel. | Discussions of Inequality in Long Way Down  Riots and Rebels and Rhetoric in 9  An Inspector calls in 10/11  Paper 2 Language- theme of inequality  Comparison question like in Poetry KS4 and Paper 2 Lang | **Cold Calling questions:**  Does the media and social networking sites put too much pressure on society?  Students will be assessed on their ability to use pathos, ethos and logos in a speech.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft. |
| 1. **How can people be more humane?** | The purpose of a letter is to send information, news or a greeting.  In a letter I need to start by greeting the recipient. ‘Dear…’  At the end of a letter I need to include a sign off – Yours sincerely/ Yours faithfully.  Techniques I need to include in a letter are A RIPE FOREST. This means… (refer to knowledge organiser)  Students will read chapter 6 and mind map anything that links to the theme of humanity.  Students will know what humanity means and be able to give examples from the novel such as,  *when Peeta was sneaking bread for Katniss and her family at his father's bakery shop. He would get in trouble with his mother, but he knew Katniss was starving so he helped.*  Students will know that in Chapter six, Haymitch and Effie help prepare Peeta and Katniss for the Games and the training centre.  Students will learn that Effie and Capitol residents believe that districts such as 12 are full of savages.  Task:  A student once said “People need to be nicer to each other; there is enough negativity in the world and we shouldn’t create anymore”  Write a letter to your local newspaper and give your view about how people could be kinder. E.g. giving to charity. | **T2: Theme – an idea that is repeated**  **T2 Humanity** - the quality of being human  **T2 Barbarism –** extreme cruelty or brutality | Students will need to know what A RIPE FOREST stands for.  Students will need to know what pathos, ethos and logos are and how to use it. | Students need to know about current issues in society for Paper 2 Q5 Language.  Masks and deception are themes in LOTF, The Tempest, Macbeth and An Inspector Calls. | Students will be assessed on their ability to create a convincing letter and their ability to use pathos, ethos and logos.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft.  **Cold Calling questions:**  **How can people be more humane?**  Do you think people could be kinder to each other?  Why do you think that some people are unkind?  What could you do to be kinder? |
| 1. **Characterisation of Katniss** | Students will copy and complete the following sentences.  At the beginning of the text, Katniss is presented as brave because she volunteers for Prim.  At the beginning of the text, Katniss is presented as brave, but she doesn’t think she can win the Games.  At the beginning of the text, Katniss is presented as brave, so the citizens of District 12 admire her.  Since Katniss is presented as brave, at the beginning of the text, perhaps this foreshadows the battles she will overcome.  Students will know that in Chapter 7, Katniss performs for the Game Makers and shoots the arrow into the pig.  Students will know that Katniss is presented as rebellious, confident and proud during the extract  *“Thank you for your consideration,” I say. Then I give a slight bow and walk straight towards the exit without being dismissed.*  Students will know that Collins has characterised Katniss this way to show she has potential within the games and that the Game Makers will be interested in her.  Students will know that the following words are synonyms for suggests:   * Implies * Infers * Indicates * Shows   Students will read the description of the scene where Katniss shoots the arrow towards the game makers. Students will need to rewrite this from the point of view of the game makers. | **Characterisation: the distinctive features of someone.**  **inference: a conclusion reached on the basis of evidence.**  **Explicit: fully revealed or expressed** | Students will need to know why and how the Capitol has obtained its wealth- through oppression and control.  Students will need to know why Katniss hates the Capitol. | Character analysis in Long Way Down, Romeo and Juliet – the father.  Character analysis – potential GCSE question.  Creative writing – GCSE language paper 1  Creative writing – myths  Creative writing – heroes  Creative writing in KS5 | Students will be assessed on their analysis of character and their ability to write from an alternative point of view.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft.  **Cold Calling questions:**  **How is Katniss characterised?**  **How would the gamemakers feel?** |
| 1. **Review of show and tell?** | 1. Unable to meet her eye, Hope felt her cheeks burn. She shuffled her feet, focusing on the scuff marks around her toes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (embarrassed)  2. His face grew red and he perspired, as tight twisted knots formed in the pit of his stomach. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (anxious)  3. She hugged herself tightly, grinning from ear to ear. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (excited)  4. Sneering as they pushed past, the boys knocked the girl into the hard brick wall. \_\_\_\_\_\_\_\_\_\_\_ (angry)  5. She hesitantly stepped out of the shadow, shaking like a leaf. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (scared)  6. “Get out!” she hissed through gritted teeth. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(frustrated)  7. “S-s-stop”, she stuttered. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(terrified)  Showing is a way of illustrating what is happening, while telling merely states. Here’s a quick example of showing versus telling:  **Showing: As his mother switched off the light and left the room, Michael tensed. He huddled under the covers, gripped the sheets, and held his breath as the wind brushed past the curtain.**  **Telling: Michael was terribly afraid of the dark.**  In the “showing” example, rather than merely saying that Michael is afraid of the dark, we’ve put him in a situation where his experience of that fear over. The reader can deduce the same information they’d get from the “telling” example but in a much more compelling way.  Students will need to re-write the following sentences and show. Don’t tell.  1. He knew something was wrong because he could see the fear in her eyes and that she was trembling.  She trembled and looked up at him with fear in her eyes.  2. The pancake tasted bitter, and he couldn’t stand it.  He took a bite and quickly spit out the pancake.  3.There was glass all over the floor. And a pool of blood behind the bar.  His boots crunched as he walked behind the bar. “Oh god!” he screamed when he saw the pile of blood.  Students will pick a character from The Hunger Games and identify how they would describe them in one word. Now they need to consider other adjectives, physical behaviours and ways of speaking to ‘show rather than tell’ the reader the emotion that the character is experiencing. Students will plan this in their booklet and then create a paragraph in their books. Students can use the model in their booklet for inspiration.  Model example: Effie Trinket  The ink-haired, prim and proper escort for the District 12 tributes walked into the room. Light was reflecting off her pearly white teeth as she clasped her hands together whilst jumping up and down. Her perfectly placed hair was staying completely still as it has been looked in with glue. Cheerful and pleased to be there, she began to hum under her breath.  Her face, which was perfectly symmetrical, was made up and looked like it had been sculptured. It was obvious she wasn’t born like this. She stood out in the grey of the district with her bright coloured clothes that were expertly ironed. A complete contrast to the rest of the room. Although, she was content to be there. Kindly smiling brightly at everyone around her. Effie’s eyes opened wide as she took in the scene in front of her. |  | Students will need to know why Katniss hunts, because her community in District 12 is valued by the Capitol.  Students will need to know how to use sensory language and know how to create detailed descriptions using show. Don’t tell. | Creative writing in y7 – myths  Creative writing in y9 – heroes  Students must write creatively in GCSE Paper 1 Q5  Creative writing in KS5 | Students answers will be shown under the visualiser and they will have time to reflect and re-draft.  Students will be assessed on their ability to create a description.  **Cold Calling questions:**  Why is it important to show and not tell? |
| 1. **Reviewing structure** | Structure is important when organising a text because writers use structure to create an overall impression of their story.  The three section of a text that I need to focus on when writing about structure include: beginning, middle and end.  Some structural features include: repetition, shifts in focus, zooming in.  Students will need to read each extract with their teacher and answer the questions together.  Students will create a response to the question: How is structure used to interest the reader?  Teachers will model how to answer this question and create an I do and We do with the class before they create their own answer. | **Arbitrarily- on the basis of random choice or personal whim, rather than any reason or system.**  **assent- the expression of approval or agreement.**  **T2: Structure – the way a text is put together** | Students need to know why Katniss becomes angry when the Game Makers ignore her because her life is in the balance and they do not care. | Students discuss and analyse structure in Long Way Down  Students analyse structure in the Paper 1 Q3 of Language  Students discuss structure in Poetry Units Riots and Rebels and KS4 Poetry. | **Students will be assessed on their prior knowledge in the retrieval.**  **Students will be assessed on the sentences they write about the extracts.**  **Students will be assessed on their paragraph explaining how the writer uses structure to interest the reader.**  **Cold call questions**  How does the writer use structure to impact the reader? |
| 1. **How does Katniss feel in chapter 8?** | Students will copy and complete the following sentences.   * Haymitch thinks that Katniss and Peeta might want to be trained separately because it allows them to hide their skills from other tributes. * Katniss shoots an arrow at the Gamemakers because they were not paying attention to her. * Katniss shoots an arrow at the Gamemakers, but it allows the Gamemakers to see how skilled Katniss is. * Katniss shoots an arrow at the Gamemakers, so Katniss believes that they are going to get revenge on her. * Rue follows Katniss around the training arena. This could foreshadow their alliance in the games.   Students will read chapter 8 and focus on how Katniss feels in this chapter. Students will use this information to help them complete three sentences about Katniss.  Create a sentence that uses a semicolon to describe how Katniss feels in this chapter.  Create a sentence that uses an appositive.  Create a sentence, that starts with three adjectives, to describe Katniss in Chapter 8.  Task: students will know how to Write a letter, as Katniss, to someone back in District 12 and explain what has happened in the training centre and how Katniss feels about it.  Teacher can model the plan and how-to layout a letter. | **Irredeemably** In a way that is too bad to be corrected, improved or saved  **Leniency** the fact of being less strict than expected when punishing  **Arduous** involving a lot of effort and energy, especially over a period of | Students need to know why Katniss shot the arrow  Students need to know why Haymitch has required Peeta and Katniss to train separately.  Students need to know that Rue follows Katniss around the training room  Students will know hoe to use a semicolon and how to create an appositive sentence. | Relationships and star-crossed lovers from Romeo and Juliet – studied in Year 8  THUG and relationships in Year 9  Transactional writing KS4 | **Students will be assessed on their ability to use an appositive, semicolon and adjectives.**  Students’ work will be shown under the visualiser and they will have time to reflect and re-draft.  **Cold call questions:**  How does Katniss feel in Chapter 8?  What would Katniss say to someone back home about this? |
| 1. **What is reality TV?** | Gale and Peeta are similar because…  Gale and Peeta are similar, but…  Katniss was angry with the Gamemakers, so…  Students will know that **Collins** has said that the inspiration for The **Hunger Games** came from channel surfing on television. On one channel she observed people competing on a reality show and on another she saw footage of the invasion of Iraq. The two "began to blur in this very unsettling way" and the idea for the book **was** formed  Students will know that Katniss and Peeta spend the day preparing separately for their interviews the following evening. Effie teaches Katniss how to act like a lady: how to sit, how to walk, how to smile and gesture and get the audience to like her.  Students will know that Haymitch grows aggravated with her and tells her that she has no personality, that she's too hostile and that he's not able to find out anything about her. Katniss doesn't want the audience to know things about her private life, though, since they've taken so much from her already.   * Students will know that Katniss is nervous, but ends up charming the audience, drawing lots of laughs from the crowd, including the Gamemakers.   Students will know that Caesar asks Peeta about a girlfriend back home and he says he doesn't have one and that the girl that he loves came with him. | **Mediocre:** not very good.  **Anecdote**: a short or interesting story about a real event  **Sullen**: bad-tempered and sulky |  | Relationships and star-crossed lovers from Romeo and Juliet – studied in Year 8  THUG and relationships in Year 9 | **Cold calling questions:**  What is reality TV?  Why do we watch reality television?  Why are we obsessed with celebrities?  Is it a positive or negative thing to be obsessed or interested in the lives of others?  What does it say about our own lives?  Are reality television shows good or bad for society?  Would you watch the Hunger Games? |
| 1. **What is Collins’ message about celebrity culture?** | An anecdote is… This technique is used to…  A rhetorical question is… This technique is used to…  Repetition is… This technique is used to…  Students will brain dump everything they know about celebrities.  Students will answer the following questions:  Why has Suzanne Collins portrayed the people in The Capitol as being obsessed with beauty and celebrity when, next door to them, there is hunger and poverty?  How does this link to the world we live in today?  Big Write: Write a speech from Collins’ point of view about The Rise of celebrity culture and reality television?  Is it positive towards the Culture of Celebrity or negative?  Try to include an anecdote, rhetorical question and repetition.  Use the plan on the next page to help you. | **T2: Celebrity: a famous person, especially in entertainment or sport.**  **T2: Portrayal: a depiction of someone or something in a work of art or literature; a picture.** | Students should know what an anecdote is.  Students should know what a rhetorical question is.  Students should know what repetition is.  Students should know how to use pathos, ethos and logos. | Creative writing in y7 – myths  The art of rhetoric - y9  Students may be asked to write a speech – GCSE – language paper 2.  Creative writing in KS5 | Students will be assessed on their ability to use pathos, ethos and logos in a speech.  Students answers will be shown under the visualiser and they will have time to reflect and re-draft.  **Cold calling questions:**  What is Collins’ message about celebrity culture?  What are the main reasons that celebrity culture is a negative? |
| 1. **How is Peeta presented in chapter10?** | Students will complete the knowledge retrieval and insert the apostrophes in the correct places.  Students will know that apostrophes are used to show possession and omission.  Students will read chapter 10 and focus on how Peeta is presented.  Students will know Katniss continues to struggle to decipher Peeta's motives. She doubts him and believes that he has declared his love for her in order to make her appear weak in front of the other tributes and sponsors.  Students will know that on the rooftop, Peeta brings up the recurring theme of identity. Much of their technique in the Games so far has been to mask their true identities, working to put on a show for the Capitol and win sponsors for the Games.  Students will know that Peeta has now become the lovesick and likeable boy, Katniss remains the desirable girl on fire, and together they are star-crossed lovers  Students will know the bird theme returns in this chapter.  Students will know that birds have appeared in reference to Katniss' father and to Rue. Katniss often feels caged and wishes she could be like the birds that she sees flying.  Students will know that Cinna gives Katniss the mockingjay pin that she's forgotten, reminding her of home.  When Peeta gives his ‘girlfriend’ answer, the crowd feels… because…  Peeta says he wants to die as himself. This means… | ***Urn***  a tall, rounded vase with a stem and base, especially one used for storing the ashes of a cremated person.  ***Ruminate***  *to think deeply about something* |  | Relationships and star-crossed lovers from Romeo and Juliet – studied in Year 8  THUG and relationships in Year 9  Masks and deception are themes in LOTF, The Tempest, Macbeth and An Inspector Calls. | **Cold calling questions:** |
| 1. **How is Peeta feeling in his interview with Caesar?** | Students will copy and complete the following sentences.  Peeta declares his love for Katniss because it makes the audience feel sympathy for them.  Peeta declares his love for Katniss, but Katniss didn’t know anything about the plan.  Peeta declares his love for Katniss, so Katniss is angry and punches Peeta.  Students will know how to create characterisation in a piece of description using their knowledge of the previous chapters.  Students will use models such as:  *Paragraph 1-the interview with Caesar Flickerman-why did you say what you did about Katniss-what were you thinking?*  *Dear Diary,*  *I can’t believe that I said some of those things that I did on the interview...I’ll tell you it was pretty nerve wracking especially when...*  *Paragraph 2-Explain how Katniss reacted on stage and then afterwards in private*  *Poor Katniss. You should have seen her face when...After the interviews she attacked me...*  *Paragraph 3-Explain what Haymitch felt how your declaration of love might help both you and Katniss*  *Haymitch doesn’t seem to think that we have done each other any harm, in fact he thinks that...*  *Paragraph 4-Explain your meeting with Katniss on the roof top*  *Earlier tonight I had a talk with Katniss about...*  *Paragraph 5-What do you hope for when you enter the games?*  *Diary, I sometimes wonder whether anyone will take any notice of me in the arena. I honestly think...*  *Anyway, I think this is going to be the last time I...* | **T2: Diary: A book in which one keeps a daily record of events and experiences.** | Students will need to know the events of the previous three chapters to write successfully as Peeta. | Students must write creatively in GCSE Paper 1 Q5  Creative writing in KS5  Heroes and myths KS3 creative writing. | Students’ answers will be shown under the visualiser and they will have time to reflect and re-draft.  Students will be assessed on their ability to write a diary entry and effectively use paragraphs.  **Cold calling questions:**  How is Peeta feeling in his interview with Caesar? |
| 1. **How can we vary sentence type to impact the reader?** | Students need to list the different ways to start sentences and list different types of sentences and how to punctuate sentences.  A **fragment** is one word) or a couple of words) sentence.  A **simple sentence** has one subject and a verb.  A **compound sentence** is two simple sentences which are linked using a connective (such as ‘and’, ‘but’, ‘so’)  A **complex sentence** has two parts:  A main clause which makes sense on its own  A subordinate clause which adds more detail and doesn’t make sense on its own.  **Students will then write sentences using the models below:**  *Slowly, I made my way to the launch pad at the command of the tinny voice which burst into the room.*  *At the command of the tinny voice, which burst into the room from behind me, I made my way to the launch pad.*  *From behind me, a tinny voice burst into the room, commanding me to make my way to the launch pad.*  *Making my way to the launch pad, I shivered at the sound of the tinny voice, which burst into the room.*  *Shivering at the sound of the tinny voice, which burst into the room. I made my way over the launch pad.*  **Students will write the next section.**  They could possible describe moving up in the launch pad or entering the arena.  Still will aim to use a range of the following:  • Start with an adverb  • Start with a verb  • Start with a preposition  • Start with a simile  • Start with a place  • Start with a time |  | Students will have had to read the last chapter in which the tributes are entering the arena  Students will need to know that there are a range of sentence types and they can be used to impact a reader. | The writing hub discusses and identifies sentence types.  Y7 – myths, heroes, monsters and villains.  Y9 – The art of rhetoric. THUG  KS4 – creative writing  Ks5 – creative writing. | Students’ answers will be shown under the visualiser and they will have time to reflect and re-draft.  Students will be assessed on their ability to write the next section of the story using a range of sentences and sentence starters.  **Cold calling questions:**  How can we vary sentence type to impact the reader? |
| 1. **How is tension created?** | Students will read chapter 11 and make notes of anything that Collins does to make the reader feel tension.  Students will know that tension is created in Chapter 11.  Students will know that Katniss is in The Games and has to wait for 60 seconds until the tributes can move off their metal plates. Students will know that tension is created because Katniss is debating whether to run into the Cornucopia and get some supplies or if she should follow Haymitch’s instructions to run and find water.  Students will know that Katniss sees a bow in the Cornucopia that she believes that it is meant for her.  Students will know that the cannon fire represents the death of a tribute,  Tension is high in chapter 11 because…  Tension is high in chapter 11, but…  Tension is high in chapter 11, so…  Read through the extract on the following and identify the methods that writers use to create tension.  Some examples may include:  • Short sentences for effect  • Repetition for effect  • Italics to show thoughts  • Harsh or violent words  • Punctuation for effect  Collins uses a variety of different ways to build up a sense of tension and suspense.  You need to discuss:  • Examples of short sentences for effect  • Examples of repetition (repeating words for effect)  • Examples of italics to highlight Katniss’s thoughts  • Examples of harsh or violent words  • Examples of exclamation marks and question marks  Use some of these sentence starters for your explanation.  • This suggests that...  • The word...implies that...  • By using a short sentence, it makes the reader think that...  • The use of the exclamation mark tells the reader that...  • The reader could imagine...  • The words...tells the reader ...  Teacher can model using I do, We do, You do. | **T3: Tension: a feeling of worry and anxiety which makes it difficult for you to relax.**  ***Ludicrous: so foolish, unreasonable, or out of place as to be amusing.***  ***Alliance: a union or association formed for mutual benefit, especially between countries or organizations.***  ***Cornucopia: a symbol of plenty consisting of a goat's horn overflowing with flowers, fruit, and corn.*** | Student will need to know the events of the previous Chapters and how Katniss has entered The Hunger Games arena.  Students should know that Haymitch’s advice to Katniss was to run away from the Cornucopia and find shelter. | Tension in THUG, Macbeth, An Inspector calls, Long Way Down.  GCSE – analysing language  KS5 – analysing language. | Students’ answers will be shown under the visualiser and they will have time to reflect and re-draft.  Students will be assessed on their ability to write analytical paragraphs about how tension is created.  Students will be assessed on their ability to craft a what/how/why paragraph.  **Cold calling questions:**  How is tension created?  What language devices have been used and why?  What structural devices have been used and why? |
| 1. **How to write a sensationalistic article?** | Students will mind-map what they can remember about an article and what it should include.  Students are to read chapter 12 with their teacher.  Students need to identify A RIPE FOREST. If they are struggling they can use their knowledge organiser to help them.  Students will look at the examples of sensationalistic articles and comment on the impact of the alliteration and emotive language.  Students will need to:  Imagine they write for a sensationalist tabloid newspaper.  Create a catchy headline to run alongside this image.  Try to include alliteration in your headline.  Students will plan their first paragraph of a sensationalistic news report detailing the events that have taken place using Caesar’ interviews.  Students will have the option to use the following sentence starters:  The citizens of The Capitol were left reeling today when…  Or  It looks like love could be in the air at this year’s Hunger Games when… | **Alliteration: When a number of words in a sentence have the same sound.**  **Sensationalistic: arousing a strong and usually superficial interest or emotional reaction.** | Students will need to know what ethos, pathos and logos is.  Students will need to know that they should use a range of sentence starters in their creative writing. | Y9 -The Art of Rhetoric.  Language paper 2 – transactional writing. | Students will be assessed on their ability to use:  A range of sentence starters  Pathos  Ethos  Logos  Emotive language  Alliteration  Students’ work will be shown under the visualiser and they will have time to reflect and re-draft.  **Cold calling questions:**  What is a sensationalistic article?  How could you make your writing engaging? |