

What? When? Why?	Lesson One Learning intentions (what can a student do at the end of the lesson)	Lesson Two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week 1 - 3 days 02/09/2024	<b>Welcome Year 9</b> <b>Introductions, expectations,</b> <b>books, curriculum journey</b>	To know what a 'dystopian' society is. To uncover how propaganda influences the writing of allegories as vehicles for social comment.	To understand the context behind Roth's 'Divergent'. To differentiate between the five 'factions' that Roth has created.
Week 2 09/09/2024	To detect dystopian characteristics in the opening chapter. Reading Ch:1	To analyse how Roth has used language for effect. Marked Piece	To recall knowledge of Ethos, Pathos, Logos and APFOREST. To advise Beatrice of which faction she will be suited to. Reading Ch:2
Week 3 16/09/2024	To express my opinion on the dangers within this dystopian state. Reading Ch:3	To analyse how Roth presents the 'Abnegation-Faction-Leader' (Marcus). Reading Ch:4	<b>Green pen feedback</b>
Week 4 23/09/2024	To explore how trust is depicted. To discuss my opinion on the mantra "Faction before blood." Reading Ch:5	To infer how the 'Dauntless' faction is depicted. Reading Ch:6	To evaluate how the 'Dauntless' faction is depicted. Reading Ch:7
Week 5 30/09/2024	To make a judgement on 'Four'. Reading Ch:8	To discuss how the features of a dystopia affect Christina. Reading Ch:9	To infer why Roth might be withholding and deferring. Reading Ch:10
Week 6 07/10/2024	To infer why Roth might be withholding and deferring. Reading Ch:11	To identify the effects of language use.	To find similarities and differences between Tris and Four.

	Marked piece	To discuss Tris' responses to aspects of dystopia. Reading Ch:12	Reading Ch:13
Week 7 14/10/2024	To find similarities and differences between Tris and Four. Reading Ch:14	To make inferences about Tris' parents. Reading Ch:15	Green pen feedback
Week 8 21/10/2024 Half-term (28/10/2024)	To detect elements of competition. Reading Ch:16	To detect elements of competition. Reading Ch:17	To comment on why dystopian features are still practised even after they choose factions. Reading Ch:18
Week 9 - 4 days 04/11/2024	To identify elements of corruption and propaganda. Reading Ch:19	To comment on Four's thoughts and intentions. Reading Ch:20	To argue why forced competition can be harmful. Reading Ch:21 Marked piece
Week 10 11/11/2024	To comment on why Roth is withholding information about Four. Reading Ch:22	To comment on the punishment of the perpetrators. Reading Ch:23	To explore the events in chapter 24. Reading Ch:24
Week 11 18/11/2024	To infer why Tobias is called 'Four'. To identify further similarities between Four and Tris. Reading Ch:25	To comment on the 'Fear-landscape Room'. Reading Ch:26	Green pen feedback
Week 12 - 4 days 25/11/2024	To comment on the 'Fear-landscape Room'. Reading Ch:27	To predict why Tris asked her brother to investigate the simulation serum. Reading Ch:28	To advise Tris on how to beat the simulations. Reading Ch:29-30
Week 13 02/12/2024	PAZ WEEK - 1 lesson for PAZ, date TBC	To spot signs of control and corruption in Ch:31.	To comment on the role of 'Divergents' in this novel.

		Reading Ch:31	Reading Ch:32-33
Week 14 09/12/2024	To understand the term 'tyrant'. To argue how Jeanine can be argued to be a tyrant. Reading Ch:34	To notice Tris' fears coming true. To discuss how Roth uses language to depict Tris' mother. Reading Ch:35	PAZ Green pen feedback
Week 15 16/12/2024 Data collection due 18/12/2024	To comment on how Roth structures her sentences for effect. Reading Ch:36	To discuss the effects of Roth's use of analepsis. Reading Ch: 37	To explain how 'Divergent' fits the 'Dystopian' genre. Reading Ch:38-39