



TOPIC (S)	Lessons Sequence		
<p><b>The Breadwinner</b></p>	<ol style="list-style-type: none"> <li><b>The British (Serves 60 Million):</b> How do I create meaning in a poem?</li> <li><b>Chapter 1:</b> How is the character of Parvana constructed?</li> <li><b>Life for Parvana:</b> What is life like for Parvana?</li> <li><b>Describing Parvana (Checkpoint):</b> How do I create a character?</li> <li><b>Sympathy:</b> How does Ellis create sympathy for Parvana?</li> <li><b>Baseline – Spelling and Grammar</b></li> <li><b>Baseline – Reading and Inferences</b></li> <li><b>Identity Poetry:</b></li> <li><b>Identity:</b> What is identity? How is this theme presented in the novel?</li> <li><b>Identity throughout History:</b> How does Anne Frank present identity in Diary of a Young Girl?</li> </ol>	<ol style="list-style-type: none"> <li><b>Women in Afghanistan:</b> How does Ellis present female characters?</li> <li><b>Parvana - Evolving Identity (Checkpoint):</b> How has Parvana's identity evolved?</li> <li><b>Living Space:</b> How can I identify theme and meaning in a poem?</li> <li><b>Subverting expectations:</b> How does Parvana subvert expectations of girls?</li> <li><b>Describing a setting (Planning):</b> How can I use sentences to create interest?</li> <li><b>Writing a Description (Checkpoint):</b> How can I use sentences to create interest?</li> <li><b>DIRT:</b> How can I improve my writing?</li> <li><b>Freedom:</b> How do I explore the theme of freedom in the novel?</li> <li><b>Morality:</b> How do I explore Parvana's moral dilemma?</li> </ol>	<ol style="list-style-type: none"> <li><b>Symbolism and hope:</b> What is symbolism and how is it used in the novel?</li> <li><b>Shauzia:</b> How is the character of Shauzia constructed?</li> <li><b>Nooria and Marriage:</b> How does Nooria feel about marriage?</li> <li><b>Foreboding:</b> How does Ellis create mood and emotions?</li> <li><b>Creating Mood (Checkpoint):</b> How can I use language to create mood?</li> <li><b>Courage:</b> How do the female characters show courage?</li> <li><b>Purpose and Theme:</b> What are the key themes and purpose of the novel?</li> <li><b>Character:</b> How have the characters evolved?</li> <li><b>Book review:</b> How do I review a book?</li> </ol>
<p><b>Knowledge &amp; Skills development</b></p>	<ul style="list-style-type: none"> <li>Explore a range of texts, not limited to <i>The Breadwinner</i>. Students will understand how to analyse texts, plot, characterisation, language.</li> <li>Understand and explore writers' viewpoints, perspectives and their use of methods to achieve effect.</li> <li>Take inspiration from <i>The Breadwinner</i>, creating their own descriptive and narrative writing.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Read and respond to poetry and extracts from other novels, such as ‘Living Space’ by Imtiaz Dharker and <i>Diary of a Young Girl</i> by Anne Frank.</li> <li>• Write and redraft a range of original writing such as a journal, a speech, a description and a narrative.</li> <li>• Explore and debate a range of ideas such as gender, identity, conflict.</li> <li>• Understand how context influences a novel, e.g. life in Afghanistan now</li> <li>• An understanding of the differences between life in Afghanistan and life in the UK</li> <li>• Contextual understanding of the Taliban and their effect on the people of Afghanistan</li> <li>• Contextual understanding of the history of Afghanistan</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	<b>Checkpoint Activity Lesson 4:</b> Describing Parvana	<b>Baseline Assessment Lesson 6 and 7</b>  <b>Oracy Checkpoint Lesson 10:</b> Identity	<b>Checkpoint Activity Lesson 12:</b> Parvana – Evolving Identity	<b>Checkpoint Activity Lesson 16:</b> Descriptive writing  <b>Oracy Checkpoint Lesson 19:</b> Morality	<b>Checkpoint Activity Lesson 24:</b> Creating Mood	<b>End of unit assessment</b>
<b>Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</b>	As part of the department’s ongoing vision for students to develop a love of literature, this unit continues to develop this. Students will not only continue to read a range of fiction texts and make links to other works of fiction they have read, but also have the opportunity to develop their own works of narrative and descriptive writing.					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• <i>The British (Serves 60 Million)</i> by Benjamin Zephaniah (poem)</li> <li>• <i>Living Space</i> by Imtiaz Dharker (poem)</li> <li>• <i>Diary of a Young Girl</i> – Anne Frank (autobiography)</li> <li>• <i>I am Malala</i> by Malala Yousafzai (autobiography)</li> <li>• Malala Yousafzai speech to UN (transcript and video)</li> </ul>					

	<ul style="list-style-type: none"> <li>• Body Snatching: A Grave Medical Problem (article)</li> <li>• Book review of <i>The Breadwinner</i> (article)</li> </ul>					
<b>Key Vocabulary</b>	<b>Subject Terminology</b>		<b>Topic Based</b>		Resilience	Democracy
	Stanza	Subvert	Politics	Culture	Society	Identity
	Theme	Symbolism	Conflict	Nationality	Sympathy	Slum
	Characterisation	Pathetic Fallacy	Optimism	Breadwinner	Heritage	Migrate
	Anaphora	Conventions	Foreboding	Despair	Conform	Liberty
	Context		Oppression	Autonomy	Morality	Dilemma
<b>Digital Literacy</b>	Visual stimulus for each lesson Opportunities to engage with digital learning across the scheme					
<b>Cross-Curricular Links</b>	Geography: Exploring other cultures and countries History: Historical context of Afghanistan Personal Development/Current Affairs: Afghanistan					
<b>Careers</b>	Author, publisher, lawyer, teacher, journalist.					