



Scheme of Learning: <i>The Bone Sparrow</i> , Y7	Year 7 Unit 5 - <i>The Bone Sparrow</i>
Learning outcome	<p>Subject Content</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Knowledge of the plot of the text studied • Identification and imitation of writer's methods • Knowledge of the difference between tension and suspense <p>Skill set:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters' actions • Retrieving and selecting quotations – the ability to identify appropriate quotations and use them to support their points • Writing analytically – the ability to analyse a writer's use of language and structure in an extract from a text; the ability to structure an analytical paragraph
Key Question	<p>How do writers craft their text using language and structural features?</p> <p>Students should be able to answer this question by both analysing an extract from the text studied, but also in imitating some of the features in their own creative writing</p>
Knowledge	<p>Knowledge and skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the plot of the text studied • Identification and imitation of writer's methods • Knowledge of the difference between tension and suspense <p>Knowledge of context:</p> <ul style="list-style-type: none"> • <i>The Bone Sparrow</i> – Rohingya people of Myanmar, Myanmar history <p>Skills:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters' actions • Retrieving and selecting quotations – the ability to identify appropriate quotations and use them to support their points



	<p>Writing analytically – the ability to analyse a writer’s use of language and structure in an extract from a text; the ability to structure an analytical paragraph</p> <p>Key Terminology:</p> <ul style="list-style-type: none"> • imagery • symbolism • theme • motif • foreshadowing • protagonist • antagonist • sensory language • epigraph • suspense • tension
Ongoing Assessment	<p>Assessment:</p> <ul style="list-style-type: none"> • Timed assessment - Analyse how a writer uses language and/or structural methods to create effects. • Assessment throughout: use mini white boards, hands down questioning, informal assessment of written work through teacher circulation. <p>Misconceptions:</p> <ul style="list-style-type: none"> • Confusion between theme/motif • Confusion between tension/suspense <p>Homework:</p> <p>Learn key definitions and spellings.</p> <p>Complete contextual research on the author and the Myanmar people.</p> <p>Write two paragraphs describing something, aiming to create tension.</p> <p>Read chapters and write down and look up meanings of unfamiliar vocabulary.</p>
Final Assessment	<ul style="list-style-type: none"> • Assessment: A 1 hour, timed response to a question analysing the writer’s use of language in an extract from the novel.



Clear sequencing of content	<p>Sequencing:</p> <ul style="list-style-type: none"> Context is studied prior to the novel being read in class. The novel is studied chronologically from beginning to end so that the students can follow and understand the plot. This unit takes place towards the end of Year 7, once the students have developed their stamina with studying whole texts. By this point in the curriculum, the students will be familiar with a range of literary techniques and context, and will have already know how to structure and write analytical paragraphs. <p>Key themes/ concepts</p> <ul style="list-style-type: none"> Context – builds upon what they have learnt about different contexts following on from <i>A Midsummer Night's Dream</i> and the nature poetry unit. Analytical writing – builds upon what they have learnt about how to structure analytical paragraphs from <i>A Midsummer Night's Dream</i> as students will develop these further and write them with less scaffolded support. <p>How does this unit help students access future learning?</p> <p>This unit directly links to the Year 8 prose unit on <i>Animal Farm</i> and the Year 9 unit on <i>Purple Hibiscus</i> as well as the Year 8 unit on genre and short stories.</p> <p>It links to the GCSE English Literature Paper 2: Section A, where students study a modern text, and the GCSE English Language Paper 1, which is based around a fictional extract and fiction writing. It also connects with the A Level Paper 1 study of <i>The Great Gatsby</i> and the Paper 2 sections on unseen prose and <i>The Handmaid's Tale</i>.</p>
Links to Careers	<ul style="list-style-type: none"> The knowledge of a novel containing different cultural ideas broadens students' horizons and develops their sense of understanding and connection with others. This knowledge is helpful for any career which is part of a global community. E.g. diplomat, politician, lawyer. The ability to be creative in prose writing is helpful in any career involving written communication, e.g. writer, journalist.
Diversity and Inclusion	<ul style="list-style-type: none"> <i>The Bone Sparrow</i> focuses on a young Rohingya boy named Subhi who was born and lives in an immigration detention centre somewhere in Australia. It considers complex ideas such as what it might be like to be a refugee and discusses ideas such as human rights.
Additional Support	<p>Students are provided with an outline Scheme of Work sheet which includes definitions of key terms.</p>
Challenge	<p>All student books contain a recommended reading list.</p>



All students are encouraged to complete the '13 by 13' reading challenge and are advised to join the creative writing club. Students will be invited to Help Club where it is thought that they could benefit from further support.