



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit: The Breadwinner	Learning Sequence		
	<div>1. <b>The British (Serves 60 million):</b> How is meaning created in a poem</div> <div>2. <b>Introduction to the Protagonist:</b> How is the character of Parvana constructed</div> <div>3. <b>Life for Parvana:</b> What impressions do you get of Parvana’s life?</div> <div>4. <b>Describing Parvana:</b> How do I create a realistic character in my writing?</div> <div>5. <b>Sympathy:</b> How does the author create sympathy for Parvana?</div> <div>6. <b>Identity Poetry:</b> How is the theme of Identity explored in poetry?</div> <div>7. <b>What is your Identity?:</b> How do you view your identity?</div> <div>8. <b>Identity throughout History:</b> How does Anne Frank present identity in Diary of a Young Girl?</div> <div>9. <b>Women in Afghanistan:</b> How does Ellis present female characters?</div> <div>10. <b>Parvana’s Evolving Identity:</b> How has Parvana’s identity evolved?</div> <div>11. <b>Living Space:</b> How can I identify theme and meaning in a poem?</div>	<div>12. <b>Subverting Expectations:</b> How does Parvana subvert expectations of girls who are living under Taliban rule?</div> <div>13. <b>Describing a Setting:</b> How can I use sentences to create interest?</div> <div>14. <b>The Marketplace Description:</b> Can I use my ideas to independently create a description?</div> <div>15. <b>Freedom:</b> How do I explore the theme of freedom in the novel?</div> <div>16. <b>Education:</b> Why is education powerful?</div> <div>17. <b>Malala:</b> How does Malala create a powerful speech?</div> <div>18. <b>Speech Writing:</b> Can I create a persuasive speech?</div> <div>19. <b>Morality:</b> How do I explore Parvana’s moral dilemma?</div> <div>20. <b>Symbolism and Hope:</b> How is symbolism used in the novel?</div> <div>21. <b>Shauzia:</b> How is the character of Shauzia constructed by Ellis?</div> <div>22. <b>Nooria and Marriage:</b> How does Nooria feel about marriage?</div>	<div>23. <b>Creating a sense of foreboding:</b> How does Ellis use tone to shape the mood in the text to create a certain atmosphere?</div> <div>24. <b>Courage:</b> How do the female characters show courage?</div> <div>25. <b>Purpose and Theme:</b> What are the key themes and purpose of the novel?</div> <div>26. <b>Book review:</b> Can I critically evaluate the novel?</div> <div>27. <b>Refugees and Welcoming Peace:</b> What is a Refugee?</div> <div>28. <b>Walking in their Shoes:</b> How do we build empathy through stories?</div> <div>29. <b>Media and the Message:</b> How are refugees portrayed in the media?</div> <div>30. <b>Writing a peaceful article:</b> How can my article challenge stereotypes?</div> <div>31. <b>Building Peace:</b> What does peace mean and how can we promote it?</div> <div>32. <b>Welcoming Refugees:</b> What can we do?</div>
Knowledge & Skills development	<div><u>Contextual Understanding</u></div> <div><ul style="list-style-type: none"><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>Understanding of the history of Afghanistan</li></ul></div> <div><u>Writers’ Craft</u></div> <div><ul style="list-style-type: none"><li>Key terminology related to language, structure and literary devices</li><li>The effect of language, structure and literary devices</li></ul></div>		

	<ul style="list-style-type: none"> <li>• The conventions of poetic techniques</li> <li>• How mood and atmosphere are created</li> <li>• How narratives are constructed and crafted</li> </ul> <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> <li>• How to analyse language</li> <li>• How to analyse structure</li> <li>• How to annotate extracts to effectively analyse language choices and effect</li> <li>• How to write select and write about relevant quotations</li> <li>• How to use language, structure and literary devices to create detailed descriptions</li> <li>• How to effectively vary sentence structures and punctuation</li> </ul>	
<b>Assessment / Feedback Opportunities</b>	<b><i>Formative Assessment</i></b> Mid-Point Descriptive Writing (+ DIRT) Mid-Point Knowledge Check	<b><i>Summative Assessment</i></b> End-Point Descriptive Writing (+ DIRT) End-Point Knowledge Check
<b>Key Vocabulary</b>	Autonomy Conformity Inequality Oppression Patriarchy	Tone/Mood/Atmosphere Stanza Theme Context Symbolism
<b>Literacy/ Reading opportunities</b>	<i>The Breadwinner</i> <i>Anne Frank</i> <i>I am Malala</i> ‘The British (Serves 60 million)’ ‘Living Space’	
<b>Cross Curricular Themes</b>	History: Exploring ideals and how conflict can arise Religious Education: Exploring different cultures	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	Personal Development: Relationships, Family, Morality Rule of Law: Exploration of the Taliban rule Individual liberty: Exploration of equality Mutual Respect: Treating others with dignity Citizenship: Exploring concept of social responsibility	
<b>Career Opportunities</b>	Journalism, law, performing arts and writing	