



Big Question - The Boy in the Striped Pyjamas

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 8
---	------------------	---------

Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How does the power of friendship challenge societal norms and prejudice in times of adversity?	<p>This scheme of work requires students to study John Boyne's <i>The Boy in the Striped Pyjamas</i>, analysing the text and considering its historical context. In this study, they will develop:</p> <ul style="list-style-type: none"> <li>• Their contextual knowledge (studying the Holocaust and other related topics);</li> <li>• A variety of reading strategies (close reading, skimming and scanning, etc)</li> <li>• Their understanding of characterisation;</li> <li>• Their ability to use inference and deduction;</li> <li>• Their understanding of symbolism and its purpose/effect;</li> <li>• Their ability to empathise with characters;</li> <li>• Their ability to compare and contrast;</li> <li>• Their ability to analyse a writer's language and style.</li> </ul>	<p>Basic level of reading comprehension to understand the plot characters and theme of the novel. Some vocabulary knowledge in order to understand the meaning of words. Basic knowledge of literary elements such as plot, characterisation, setting and theme. Some background knowledge of the Holocaust and WW2.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can critically evaluate key concepts and the impact of language choices and techniques on the reader/viewer using an assured selection of relevant textual detail.</p> <p>I can appreciate literature, showing empathy when evaluating different interpretations of literature, including my own.</p> <p>I can listen and read empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.</p>	<p><b>Evaluate</b> the ethical choices made by characters in the novel and discuss their consequences. <b>Construct</b> an argument for the topic of whether or not the ending of the novel is justified, providing evidence to support your stance <b>Evaluate</b> how the author creates empathy for Schmuels character using a range of literary devices. <b>Compose</b> an alternative ending to the novel, considering how it would change the overall message and impact of the story. <b>Assess</b> the effectiveness of the author's storytelling techniques in conveying the themes and messages of the novel. <b>Evaluate</b> the author's use of symbolism in the novel and explain its significance.</p>
Advancing	<p>I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.</p> <p>I can appreciate literature, showing empathy and understanding that literature can be interpreted differently.</p> <p>I can listen and read empathetically to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p>	<p><b>Explain</b> the ethical choices made by characters in the novel and discuss their consequences. <b>Explain</b> how the author creates empathy for Schmuels character using a range of literary devices. <b>Evaluate</b> how the author creates empathy for Schmuels character using a range of literary devices. <b>Analyse</b> the text in some detail to respond to questions relating to the characters. <b>Explain</b> why the author uses certain literary devices within the novel. <b>Compare and contrast</b> the perspectives and actions of Bruno and his father, exploring their motivations and moral dilemmas. <b>Apply</b> previous knowledge to explain why characters act in certain ways. <b>Analyse</b> the author's use of symbolism in the novel and explain its significance.</p>
Securing	<p>I can consider the plot, character, theme and context of literature I experience</p>	<p><b>Examine</b> the impact of the novel's setting on the characters' experiences and decisions. <b>Describe</b> how the author creates empathy for Schmuels character. <b>Summarise</b> key events/chapters</p>



	<p>supporting my ideas and opinions with evidence from the literature.</p> <p>I can show empathy when responding to literature and understand that others may have different views from mine.</p> <p>I can listen and read empathetically to different people's viewpoints on various subjects.</p>	<p><b>Extract</b> relevant quotations from the text.</p> <p><b>Compare</b> and <b>contrast</b> the lives of a child between Bruno and Schmel.</p>
Beginning	<p>I can respond to what I hear, read, and view, asking questions and showing my understanding.</p> <p>I am beginning to show empathy with characters in literature.</p> <p>I can listen to others and understand that they may have a different perspective from my own.</p>	<p><b>Describe</b> the historical context of the Holocaust and its impact on the characters in the novel.</p> <p><b>Identify</b> the settings in the story and describe their significance.</p> <p><b>Locate</b> and <b>retrieve</b> relevant information from at least one source</p> <p><b>Recall</b> key facts/events.</p> <p><b>Describe</b> how characters would feel at certain points in the novel.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Film adaptation analysis: Watch the film adaptation of "The Boy in the Striped Pyjamas" as a class and analyse its similarities and differences compared to the book. Encourage students to critically evaluate the choices made by the filmmakers and discuss how the medium of film enhances or alters their understanding of the story.</p> <p>Role-playing or dramatic activities: Students participate in role-playing scenarios or dramatic interpretations of pivotal scenes from the novel. This allows them to embody the characters and gain a deeper understanding of their perspectives, motivations, and challenges.</p>	<p>Numerous Literacy links (see SoW)</p> <p>Cross curricular links with History (WW2/Holocaust)</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <p>Teacher circulating</p> <p>Q&amp;A discussions on various characters/themes</p> <p>Comprehension activities</p> <p>Debates</p> <p>Using inference skills for a range of extracts</p> <p>Vocabulary exploration</p> <p>Character analysis tasks</p> <p>Peer/self-assessment tasks</p> <p>Empathy demonstrated via diary entry tasks</p> <p>PQA writing tasks</p> <p>Role play</p>	<p>Summative assessment: Essay question: What purpose does Father's transformation at the end of the story serve?</p> <p>Pupils will self-assess their completed essays, making the relevant additions/corrections in purple pen.</p>



Hot seating Creative writing tasks Consolidation writing activities	
---	--

Evaluation ( to be completed 2024 )

Strengths	Areas for Development	Pupil Voice