

Provision: A Team - Spring Scheme of Work	
Rationale and Context for A Team Provision	Specific Core Knowledge and skills
<p>A study of a contemporary novel, this unit takes students out of their own experience and into the world of fear and confusion in WW2. <i>The Boy In The Striped Pyjamas</i> enables students to learn, through fiction, about life beyond the small Norfolk town in which they live.</p> <p>Much of the GCSE canon is set in England and dominated by a backdrop of 19th century patriarchal Britain. TBITSP allows our students the chance to enjoy and learn from a contemporary read for pleasure, whilst undergoing a rigorous study of setting, character, theme, inference and human drive, resilience and motivation.</p> <p>By exploring character development and tracing the relationships between characters, foundations are set for studying prose texts later in the GCSE years. We also introduce the idea of PEEC in which students comment on the text making a clear Point, giving Evidence, Explanation and linking it to the Context.</p> <p>The third person narrative voice is used, but it tells the story through the eyes of a child. Studying this use of narrative point of view is extremely useful as a precursor to studying Jekyll and Hyde where the Free Indirect Speech is used in chapter 4 in contrast to the omniscient third person narrator.</p> <p>The study is conducted in chronological order of the text providing a study of a complete prose text.</p> <p>Confronting and understanding the persecution of 11 million Jews and other groups enables students to understand how cruel society can be towards one another. It helps students to understand how prejudice racism and discrimination can lead to Genocide. It enables students to understand and respect the values of kindness, respect and tolerance in society</p> <p>This unit shows students and helps them to understand the persecution and punishment of minority groups in the build up to and during the Second World War</p>	<p>English: Critical reading and comprehension: identify and interpret themes, ideas and information; read in different ways for different purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading.</p> <p>Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact</p> <p>History: Anti-Semitism Hitler’s hatred of the Jews examined- origins- events and influences that shaped his dislike of the Jews Nazi use of propaganda Nazi boycott of shops Nuremberg laws 1935 Nazi persecution of Jews 1933-1937 Purpose of the Ghettos Life inside the ghettos- treatment of Jews- conditions- illness- death- ‘Final Solution’ The role of concentration camps: Auschwitz- origins and life inside the death camp The role of Sonderkommandos inside the death camps The liberation of the death camps Nuremberg trials</p>

It helps students to understand how prejudice racism and discrimination can lead to Genocide. It enables students to understand and respect the values of kindness, respect and tolerance in society making them better citizens

Challenge and Support

This unit contains LAP sheets and supporting documents for SEND. Handouts to be copied on coloured paper as required. This unit includes a lot of creative writing and drama so students who may struggle with written essays/content will be able to access the learning through more creative and kinesthetic activities. Students will be challenged through high level of questioning and stretch your thinking work Writing frames and differentiated tasks will be provided to students to

Common misconceptions

History: That the Holocaust saw the persecution of Jewish people only- teaching will focus from the very beginning that other groups were classed as minority groups and therefore were subject to persecution
The actions and role of German people in the Holocaust- teaching will focus on the role of bystanders within German society and other Nazi occupied European countries

English Misconceptions exist around the context and discriminating between WW1 and WW2.

Understanding another time period and social structure. Roles of members of the family and the confusion of the main character in who is trustworthy

Assessment and Homework

Summative/formative assessments ?

Careers, Information, Advice, and Guidance

<https://www.humanrightscareers.com/>

A vast range of applicable skills - inference, analysis, developing empathy. Exploring, comparing and contrasting difficult human experiences and their complexity. Would be applicable in careers in journalism, academia and human resource management.

Co-curricular links	Opportunities for Spiritual, Moral, Social and Cultural Development	
Geography - students will need to know that German is located in Europe and its relation to European nations. SMSC - Students will explore Human Rights issues RE - Students will study Judaism		

Week	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
1 (History)	What is the capital of Germany? What continent is Germany in? What are the differences between Germany's culture and England's?	To identify where Germany is geographically. To be able to explain/describe German culture and traditions. To analyse the differences between Germany and England	Students to create a leaflet containing facts about Germany	Germany Continent Europe Berlin	https://docs.google.com/presentation/d/1oDptjllc-4837cnu-PyfTjnrJuvSBY5EC9BZFJtcB90/edit?usp=sharing	
1 English		To introduce the novel 'A Boy in Striped Pyjamas).	Task 1: Students identify similarities and differences between the two characters based on an image.	Inference	https://docs.google.com/pres	

		Read Chapter one and two answer inference questions	Task 2: Students write a paragraph explaining what they think the novel is about based on the cover of the book. Task 3: Creative writing the students write a piece of prose based on the two characters meeting		entation/ d/14EQdQ xP5fl5VCc PB00QHq uHKG- xfz kEE_GGox 79x7g/edi t?usp=sha ring	
Week	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
2 History	Lesson One What was the Holocaust? Bigger picture: What makes someone despise (hate) a whole group of people?	Students can explain the reasons why the Nazis hated Jews.	Task: Write a diary entry from the perspective of the life of a Jewish person during the Holocaust 1933-1945 Task 2: Students to identify why Hitler despised the jews. Task 3: Watch two videos of holocaust survivors. Class discussion on how these stories make us feel.	Holocaust Propaganda Ghetto The Final solution	https://do cs.google. com/pres entation/ d/1NWGy 99mbELf8 1uwS-IRo CPSKzUaa FXj_CTfXX KP6DZA/e dit?usp=s haring https://do cs.google. com/pres entation/ d/1NWGy 99mbELf8 1uwS-IRo CPSKzUaa FXj_CTfXX KP6DZA/e dit#slide=i d.g10d23e	



					Of944_0_14	
2 English	What do we learn about Bruno and Gretel? How would you describe their relationship?	To read the novel 'A Boy in Striped Pyjamas). Read Chapter 3 - 6 answer inference questions	Task one Find evidence (Quotes) that describe Bruno and Gretel Task two Use three adjectives (describing words) to describe the relationship Bruno has with his sister Gret Task three 1. Diary entry: Imagine you are Bruno. Write a diary entry, explaining how you are feeling right now. 2. Draw a picture of the view of the camp and the people that Bruno sees from his window. Task four Activity: Research: Find out three facts about concentration camps during World War 2. Task Five We learn about characters by hearing how they act and what they say. What are your impressions of Bruno's father so far?			
2 RS	What is the Torah? Why do Jewish people consider Moses their leader?	To introduce core fact about Judaism and its beliefs	Task One: Students will research answers to the following questions. What is the Torah? Why do Jewish people consider Moses their leader? Which day is most important for Jewish people? What is the name of their holy book? Jewish people don't eat.. The Torah is written and spoken in a different language - what is this language called? Which country did Judaism come from?	Torah Moses Old Testament Abraham	https://docs.google.com/presentation/d/1N0074NeNX9IY5FjRIK86SMxQNeqxQwXpmerHAZdTxEM/edit?usp=sharing	

			<p>What is the name of the hat Jewish men wear?</p> <p>Where do Jewish people pray?</p> <p>What is the name of the person that leads the service?</p> <p>Task Two: Watch the following clip and make notes</p> <p>https://www.youtube.com/watch?v=0VAylWxDQfk</p> <p>Task Three: Students will produce a display page of key facts about Judaism</p>			
Week 3	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
3 History	How did the persecution of the jews intensify from 1935?	Lesson 2: Explore how the lives of jewish people changed from 1933 -1939	<p>Task One: Students look at propaganda rhetoric and keywords.</p> <p>Task two: Students to explain what emotions these words evoke.</p> <p>Task three: Students to create their own propaganda poster (positive or negative)</p>	Nuremberg Laws Persecution Star of David Nazi	<p>https://docs.google.com/presentation/d/1OYApfgIT8x4n7w5qIZfbDv8oPd3vUQVHMI9etwfl8ZQ/edit?usp=sharing</p> <p>https://docs.google.com/presentation/d/1NescqmXsY8w274GjcDgb7phTdEQTil6Fcg-X8S</p>	

					TqV6A/edit?usp=sharing	
3 English	How does the author create sympathy for the character Pavel'.	To read the novel 'A Boy in Striped Pyjamas). Read Chapter 7-10 answer inference questions	Task One (C7) 1. Re-tell this story from Pavel's point of view. 2. Dictionary Work: Look up the following words in the dictionary and explain what they mean – inequality, racism, prejudice Task Two: (C9) Speaking and Listening: Bruno does not fully understand life at the camp. Talk to your partner about what you think is going on. Task Three: Activity List ways the boys are similar to each other and ways they are different	inequality, racism, prejudice		
3 Art	How are images/colours/ Words used to evoke an emotion in the audience?	Students demonstrate an understanding of how art can be used as propaganda.	Task one: Students will compare the differences and similarities between a range of propaganda posters Task 2: Students will comment on imagery/colours and words used in 3 of the posters. Task 3: Students will create their own full size poster on the topic of their choice.			
3 SMSC	How can/do we treat others with kindness?		Task: students answer these questions which are followed by a class debate. What is Kindness? Define/explain what you think kindness is. Describe a time you have been kind to somebody. How do you think it made them feel? How did it make you feel? Describe a time someone has been kind to			

			<p>you. How did it make you feel? How do you think it made them feel?</p> <p>How could we all be kinder?</p>			
Week 4	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
History 4	What it was like to work in a Death camp?	Lesson 3: Students to explore the persecution of the Jewish people and how it worsened into 'genocide' – the attempt to kill all the Jewish people in Europe.	<p>Discuss: What do you think it must have been like for a Jewish person who was forced to work for the Nazis to assist in their mass murder?</p> <p>Students are shown a series of pictures and have to work out from the drawings what terrible jobs Jewish people were forced to do</p> <p>Task: In your groups you have been an extract from an interview with a Holocaust survivor. In your groups read through the extract and discuss the following questions</p>	Genocide Persecution Sonderkommandos (work units made up of German Nazi death camp prisoners)	https://docs.google.com/presentation/d/1lu1jAqLb3K6FNFr5SQ9H2aNo-P9dmD52xlorL44wns/edit?usp=sharing	
English 4	Do people with power ever abuse that power?	To read the novel 'A Boy in Striped Pyjamas'. Read Chapter 11 -14 answer comprehension questions	<p>Chapter 11 Dictionary Work: Look up the following words in your dictionary: commandant, varnished, commented, enunciating, precisely, deliberately, introduction, resolved, fragment. Write down their meanings and use them in sentences to show you understand them.</p> <p>Debate: Do people with power ever abuse their</p>	commandant, varnished, commented, enunciating, precisely, deliberately, introduction, resolved, fragment		

			<p>power? Discuss</p> <p>Point of view: Different people see things differently. Imagine you are Gretel. What is your opinion of your brother Bruno?</p>			
Week 5	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
History 5	What was life like for Jewish people sent to a concentration camp?	Lesson 4: To explore the lives of Jewish people sent to Auschwitz. To try to understand what Jewish people went through	Task: As you explore the sources create a word wall writing down words that you feel describes Auschwitz and life for Jewish people sent there.....	Auschwitz. Concentration camp Survivors		
English 5	How is Shmuel treated?	<p>To read the novel 'A Boy in Striped Pyjamas).</p> <p>Read Chapter 15- 20 answer comprehension questions</p>	<p>Task 1: Diary Entry: Imagine you are Shmuel. Write in your diary describing how you feel about the day's events.</p> <p>2. Roll on the wall: Pretend this outline is Bruno. Write everything he is feeling inside the outline. Write everything that is going on in his life outside the outline.</p> <p>Task 2: Dialogue: Write the conversation that took place between Bruno's parents during the Argument.</p> <p>Task 3: Personal Reflection: Write about what you consider it means to be a good friend.</p> <p>Task 4: 1. Your opinion: If you could change this ending, what would you change about it? Explain your answer.</p>			

			<p>2. Point of view: Imagine you are Bruno's father. Write about any regrets you might have at the end of the story.</p> <p>3. News Report: Imagine you are a news reporter during World War 2. Write a newspaper article about events at Auschwitz.</p>			
Week 6	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
History 6	<p>How did the Holocaust end?</p> <p>Did the Nuremberg Trials bring justice for the terrible crimes committed during the Holocaust?</p> <p>Why is it so important to remember the Holocaust?</p>	To explore how the Holocaust ended and to look at what happened to those Nazis responsible for the deaths of 6 million people	Task: You are modern day judges looking at 6 of the Nazis who were captured and put on trial for their crimes. Read their case studies and the verdicts given to them and discuss the following questions	Liberation Allied powers Appalling Nuremberg Trials	 Les...	
English 6	Year 7 Assessment Do you think Bruno is a 'true' friend to Shmuel?				https://docs.google.com/document/d/1RGAE76W8IDufQyXmjuKBznEMvc6CS39	 End of Unit ...

					XkT5gv7K4-XU/edit?usp=sharing	
--	--	--	--	--	---	--