Year 8
Subject: English
Topic/Unit: The Bone Sparrow
When: Autumn 1 and 2

Huntington School
Learn and succeed

Overview: This unit explores the experiences of Subhi, a nine-year-old Rohingya refugee born in an Australian detention centre. Students will analyse how the writer uses parallel narratives, symbolism, and specific motifs to depict themes of discrimination, human rights, and the power of hope. The curriculum emphasises moving from basic comprehension to perceptive analysis of writer's intentions and the social impact of literature.

Why this? Why now?: Great writing allows students to see perspectives different from their own. By studying the Rohingya crisis students develop a moral compass and a deeper understanding of global inequality. This novel matters because it provides a voice to the invisible, encouraging students to question the treatment of marginalized groups.

Building on...building to: The unit **builds on** Year 7 concepts of masculinity, morality and hierarchy, as well as introductory PEAL (Point, Evidence, Analysis, Link) structures. It is **building towards** advanced GCSE-level analysis, such as the ability to evaluate a writer's use of motifs and the wider message a text may contain.

Sequence summary:

- **Introduction and Discrimination:** Predictions based on cover art and establishing the core concept of discrimination.
- **Context and Setting:** Exploring the real-world history of the Rohingya people and the conditions within detention camps.
- **Narrative Viewpoints:** Analysing the differences between first-person (Subhi) and third-person (Jimmie) narration.
- **Power and Authority:** Investigating the "Jackets" as symbols of aggressive masculinity and social hierarchy.
- **The Power of Stories:** Evaluating how shared stories provide a means for survival and connection.
- **Literary Devices:** Deep dives into symbolism, motifs, and foreshadowing to create tension.
- **Morality and Conclusion:** Assessing the morality of character actions during camp riots and exploring the author's final message.

Key Vocabulary: Discrimination, inequality, segregation, hierarchy, morality, motif, symbolism, foreshadowing, parallel narrative.

Assessments:

- **Week 5:** A combination of multiple-choice questions on key vocabulary and an analytical response questioning the morality of the treatment of refugees.
- **Week 11:** Short-answer definitions on key vocabulary and a two-paragraph analysis of the camp riot, focusing on language and writer's intentions.

Able and interested: Students are encouraged to explore the wider political message of "aggressive masculinity" and use relative clauses to include more detail in their writing. Discussion points regarding the justification of keeping secrets and the reconciliation of good intentions with bad outcomes provide high-level cognitive challenge.

Inclusion, Personal Development and Wider Skills: The "Analytical Reading Checklist" supports all learners by providing a structured strategy for approaching a text. The unit promotes personal development through "morality dilemmas," fostering empathy and resilience.

Homework:
FOR KS3: Homework sits separate to this unit as students continue to complete their SPARX reader.