

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 12	Unit: The Kite Runner
Unit objectives: (NC Statements) The students will study the text <i>The Kite Runner</i> considering the lens of PSPW, and how this is relevant to the political and historical context behind Hosseini's writing.		

Context for study:

This is the first unit in Year 12 so at this point, students have limited knowledge and understanding of the political and social protest genre. This unit is designed to develop students' prior knowledge of this genre by considering how Hosseini utilises elements of PSPW throughout the novel. Students complete studies of whole novels throughout KS3 which allows them to work on selective evidence, interpreting the evidence, and considering authorial intention and message. In Year 9, this is elaborated further with more focus on context and how it ties in with a novel. This leads up to their GCSEs, where they study two full novels (*Lord of the Flies* and *Dr Jekyll and Mr Hyde*) and work on expressing in more academic terms how characters change over the course of the novel, interlink with context and theme, and how writers use characters as greater symbols for problems or ideas within the wider world. Students will focus on the political and historical context of Afghanistan, the role of masculinity in this society, the roles of women, the political turmoil that rocks the country and the plot. The unit will not only equip students with the knowledge to understand the novel, but the historical context behind it and Hosseini's decisions as author. Throughout the unit, students will also develop their academic writing skills and will work towards developing a clear understanding of the five assessment objectives and the type of questions that they will be given for Paper 2, Sections B and C. For the purpose of this unit, students will focus on *The Kite Runner* independently, with the development of discussing two texts being revisited in Year 13.

Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)

- Develop procedural knowledge of the **requirements of Paper 2** and the **five assessment objectives**.
- Develop and apply declarative knowledge of the **elements of PSPW** and how these can be initially applied based on prior knowledge of the novel.
- Develop declarative knowledge of the historical and political context of **Afghanistan** and how this will inform understanding of the novel.
- Understand the significance of the **political setting** in the novel.
- Develop declarative knowledge of the contextual differences between **Pashtun's and Hazara's** and the importance of this in **Afghan culture**.
- Develop disciplinary knowledge of **narrative theory** and consider how Hosseini presents the **relationship** between the two main protagonists.
- Develop declarative knowledge that **characters** can be used as a **political construct** to represent and project **political ideas**.
- Develop procedural knowledge of the requirements of a **Paper 2, Section B** style question.
- Develop declarative knowledge of the **political allegory** behind Hosseini's choices in Chapter 7 and to understand what an **allegory** is.
- Understand the **political structure** of the novel and apply this to the narrative.
- Develop procedural knowledge of how Hosseini uses **structural devices** to explore **political concepts** in the novel.
- Develop declarative knowledge of the '**American Dream**' and how this is relevant to Amir's move to the USA.
- Develop declarative knowledge of the concept of '**personal and political**' refers to and to consider what connections Hosseini makes with this.
- Develop declarative knowledge of what **totalitarian** means and how a **totalitarian regime** is presented in the novel.

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- Develop disciplinary knowledge of critical concepts linking to **gender politics** and how this links to Hosseini's representation of women in the novel.
- Develop declarative knowledge of what **realism** and **symbolism** are and apply these concepts to the novel.
- Develop declarative knowledge of the **Universal Declaration of Human Rights** is.
- Develop declarative knowledge of who the **Taliban** are, the context behind this terrorist organisation and how this links to the historical and political context of the novel.
- Develop procedural knowledge of how to apply **political characterisation** to the character of Assef.
- Develop procedural knowledge of how to approach a **Paper 2, Section B** style assessment question.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Confusion between Amir and Hassan/ Pashtun and Hazara – be explicit when teaching.

Confusion with totalitarian and dystopian – be clear to distinguish that totalitarian regimes happen in reality; dystopias are imagined futures.

Clear and targeted discussion.

Low stakes quizzes throughout the unit to consolidate understanding of new terminology.

Pre-teach vocabulary/ new concepts – Tier 2/3 vocabulary sheets.

Consolidation of prior learning.

Past/future links to previous learning.

High 5 reading tasks throughout.

IAC lessons to develop reflection on assessed tasks.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Summative assessment of understanding:

- Paper 2, Section B style question focusing on social divisions.
- Paper 2, Section B style question focusing on female characters and repression.
- Paper 2, Section B style question focusing on authority.
- Paper 2, Section B style question focusing on toxic masculinity.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2/3 vocabulary, throughout lessons.

Independent reading for KS5 students and expectation to further knowledge beyond lesson time with independent learning tasks.

Supporting extracts used to develop application of key concepts covered in this unit.

Regular knowledge and metacognitive checks through students reading out responses.

Writing modelling and paragraph structure provided for the writing tasks to assist students with their first extended piece of writing at KS5.

Scaffolded approach to assessment tasks following AQA's advice that students need to understand how to break down questions.

Use of the expanded success criteria to facilitate planning of final assessments.

Think-Pair-Share approach.

Use of booklets to ensure that students have access to key resources such as: the learning journey for the text, the aspects of tragedy mind map, knowledge organisers etc.

Use of the independence booklets to facilitate wider reading and understanding.

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