



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ENGLISH

INTENT

Studying English at CHS South allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



YEAR GROUP

YEAR 9

RATIONAL / NARRATIVE

Year 9 has been designed to build students' cultural capital, develop students' vocabulary and ability to read confidently and for meaning and to lay the foundations for their GCSE study of English Literature and Language. Whilst the units have been designed with the GCSEs in mind, they have also been designed to engage and to broaden the students' knowledge webs before they come to study their set Literature texts in Year 10. Poetry will explore the obsessive side of love and engage students using their analytical and empathetic skills. Students will build their understanding of perspectives and rhetoric throughout Year 9 as they will delve into 'Events and People That Shaped the World' and 'What Makes Us Human', studying a variety of interesting topic material taught in a creative way that is designed to improve reading skills and cultural capital awareness. The Literature choices of 'Dracula' and 'The Crucible' will provide students with a greater challenge on their KS3 journey and give them an introduction to the relevant cultural and historical context needed to access the GCSE texts such as Victorian attitudes towards gender, science and religion, paranoia and hysteria of the Cold War era and Jacobean attitudes towards women and witchcraft.

TERM KNOWLEDGE

AUTUMN 1

Discursive Writing: What Makes Us Human?

- A range of fiction and non-fiction extracts centred around the theme of what makes us human from the 19th, 20th and 21st century will be explored.
- Knowledge of how to adapt writing to suit appropriate audience, purpose and form will build on previous learning in Y7 and Y8 with a wider focus on crafting a 'voice' or perspective.
- Students will develop a more critical appreciation of writers' craft and writers' viewpoints.
- Students will continue to build knowledge around discursive methods

AUTUMN 2

Poetry: Obsession and Possession Poetry

- Students will develop an appreciation for a variety of poetry with a particular focus on the 'voice' of the speaker.
- Students will develop a more complex understanding of human relationships, which will build on knowledge from the 'What Makes Us Human' unit as well as some of the novels and plays studied in Y7 and Y8.
- Students will form deeper understanding of a poet's values/ideas.
- Students will use oracy to express their own ideas about love and relationships.

SPRING 1

19th Century Novel: Dracula

- Students will develop a deeper understanding of the gothic genre, which will have been touched upon in Y8 'Writing to Thrill' unit.
- Students will develop the ability to craft their descriptive writing using the conventions of the gothic genre, which will build on their knowledge from the 'Writing to Thrill' unit in Y8.
- This novel will provide students with a greater challenge in their KS3 journey as they will read the full pre 1914 text and develop a strong understanding of the plot of Dracula.

SPRING 2

19th Century Novel: Dracula

- Students will develop a deeper understanding of the gothic genre, which will have been touched upon in Y8 'Writing to Thrill' unit.
- Students will develop the ability to craft their descriptive writing using the conventions of the gothic genre, which will build on their knowledge from the 'Writing to Thrill' unit in Y8.
- This novel will provide students with a greater challenge in their KS3 journey as they will read the full pre 1914 text and develop a strong understanding of the plot of Dracula.

SUMMER 1

Events and People That Shaped the World Fiction and Non-Fiction Reading:

- Students will be exposed to a range of fiction and non-fiction extracts centred around the theme of events and people that shaped our world from the 19th, 20th and 21st century. Students will continue to develop their reading analysis skills with a specific focus on evaluating and comparing viewpoints, which builds on knowledge from the 'What Makes Us Human' unit.
- Students will develop a more critical appreciation of writers' craft and

SUMMER 2

Modern Play: The Crucible

- Students will build knowledge on the conventions of a play and will apply this to their analysis of the writer's craft.
- Students will develop a deeper understanding of the Cold War era, McCarthyism and its influence on Arthur Miller's novel, which will have been touched upon in the previous unit 'Events and People That Shaped the World'.
- Students will also explore cultural and historical links to Jacobean attitudes to witchcraft, gender, religion and colonisation, which will have been



used by the writer to convey key ideas.

- Students will develop their knowledge on the power of rhetoric and will build on their skills of discursive writing in the form of articles, speeches and letters.
- Students will build some knowledge of 19th century attitudes towards science and “othering”.
- Students’ cultural capital will be developed through the exploration of current issues.
- Students’ knowledge of grammar, reading and writing will be developed through the Ark Writing Mastery programme, which will build in challenge throughout their KS3 journey.
- Engaging with a fiction class reader to further enhance reading comprehension and to encourage the reading of a wide range of texts for pleasure.

- Students will build on their ability to compare ideas and themes within a poem.
- Students will recall poetic techniques learned in Y7 and Y8 and this knowledge will build with the introduction of some more advanced techniques used by poets.
- Students’ knowledge of poetic movements and other contextual links will be developed as they will be analysing poems across the 19th, 20th and 21st centuries.
- Students will also be exposed to various styles and forms of poetry in order to develop their understanding of poetry conventions.
- Students’ knowledge of grammar, reading and writing will be developed through the Ark Writing Mastery programme, which will build in challenge throughout their KS3 journey.

- Students will explore characterisation and how this is used to present meaning - Students will have the opportunity to approach characterisation through ‘different lenses’, allowing them to become more critical in their analysis.
- Students will build on their knowledge of Victorian attitudes explored in ‘What Makes Us Human’ and ‘Obsession and Possession poetry’.
- Students will build knowledge on colonisation and othering, which have been touched upon in Y7 unit ‘The Tempest’ and Y8 unit ‘Writing to Thrill’.
- *Students will explore other themes and ideas such as Victorian attitudes on gender, science and religion, which will build on their learning from the ‘What Makes Us Human’ unit.
- Students will develop wider vocabulary knowledge.
- Students will continue to build their knowledge and understanding of

- Students will explore characterisation and how this is used to present meaning - Students will have the opportunity to approach characterisation through ‘different lenses’, allowing them to become more critical in their analysis.
- Students will build on their knowledge of Victorian attitudes explored in ‘What Makes Us Human’ and ‘Obsession and Possession poetry’.
- Students will build knowledge on colonisation and othering, which have been touched upon in Y7 unit ‘The Tempest’ and Y8 unit ‘Writing to Thrill’.
- Students will explore other themes and ideas such as Victorian attitudes on gender, science and religion, which will build on their learning from the ‘What Makes Us Human’ unit.
- Students will develop wider vocabulary knowledge.
- Students will continue to build their knowledge and understanding of

writers’ viewpoints with a specific focus on evaluating and comparing methods used.

- Students’ cultural capital will be developed through the exploration of key cultural moments in history. This unit will have a more robust focus on making meaningful links between writers and their backgrounds.
- Students’ knowledge of grammar, reading and writing will be developed through the Ark Writing Mastery programme, which will build in challenge throughout their KS3 journey.
- *Engaging with a fiction class reader to further enhance reading comprehension and to encourage the reading of a wide range of texts for pleasure.

touched upon when studying both ‘the Tempest’ and ‘Julius Caesar’ in Y7 and Y8.

- This play will provide students with a greater challenge in their KS3 journey as they will be exposed to challenging vocabulary and ideas in order to understand the plot of the play.
- Students will explore characterisation and how this is used to present meaning - Students will have the opportunity to approach characterisation through ‘different lenses’, allowing them to become more critical in their analysis.
- Students will develop their understanding of symbolism and motifs within the play.
- Students’ knowledge of grammar, reading and writing will be developed through the Ark Writing Mastery programme, which will build in challenge throughout their KS3 journey.



SKILLS

		<p>language and structural techniques used by a writer with the aim of exploring the effect of these techniques.</p> <ul style="list-style-type: none"> • Students will be introduced to new structural techniques such as an epistolary novel. • Students' knowledge of grammar, reading and writing will be developed through the Ark Writing Mastery programme, which will build in challenge throughout their KS3 journey. 	<p>language and structural techniques used by a writer with the aim of exploring the effect of these techniques.</p> <ul style="list-style-type: none"> • Students will be introduced to new structural techniques such as an epistolary novel. • Students' knowledge of grammar, reading and writing will be developed through the Ark Writing Mastery programme, which will build in challenge throughout their KS3 journey. 		
<ul style="list-style-type: none"> • Exploration of language and structure used for effect within a range of texts. • Independent research on topics related to the theme of 'What Makes Us Human'. • Analyse the use of language and structure and its impact on the reader. • Understand the context of a text and how that links with the ideas within that text. • Embed a range of quotes and references to support their ideas. • Develop their ability to craft their own pieces of writing, 	<ul style="list-style-type: none"> • Appreciate and identify different styles and forms of poetry. • Students will be able to confidently draw links between poems. • Show an awareness of the poets' methods and their effects. • Analyse the form and structure of poetry and its impact on the readers. • Include subject terminology confidently when analysing and writing responses. • Plan and write comparative essays successfully. Understand the context of the poems and how that links 	<ul style="list-style-type: none"> • Read a full 19th century novel using the 9 reading strategies. • Show an awareness of the writer's methods, making inferences and referring to evidence in the text to analyse this effectively. • Identify and comment on how figurative language and vocabulary choice presents meaning. • Include subject terminology confidently when analysing and writing responses. • Analyse the use of language and structure and its impact on the reader. 	<ul style="list-style-type: none"> • Read a full 19th century novel using the 9 reading strategies and disciplinary reading strategies. • Show an awareness of the writer's methods, making inferences and referring to evidence in the text to analyse this effectively. • Identify and comment on how figurative language and vocabulary choice presents meaning. • Include subject terminology confidently when analysing and writing responses. • Analyse the use of language and 	<ul style="list-style-type: none"> • Show an awareness of different styles and forms of fiction and non-fiction writing. • Analyse the use of language and structure and its impact on the reader. • Independent research on topics related to the theme of 'Events and People That Shaped the World'. • Understand the context of a text and how that links with the ideas within that text. • Embed a range of quotes and references to support their ideas in essay responses to the material explored. 	<ul style="list-style-type: none"> • Show an awareness of the conventions of a play. • Make inferences about the writer's use of language, form and structure. • Identify and comment on how figurative language and vocabulary choice presents meaning. • Include subject terminology confidently when analysing and writing responses. • Embed a range of quotes and references to support their ideas in essay responses to the novel.



<ul style="list-style-type: none"> • using an appropriate 'voice'. • Include a range of linguistic and structural devices for impact using a variety of texts and wider ideas as inspiration. • Build on their ability to form a clear viewpoint both in their written work and oracy. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing discursively. 	<ul style="list-style-type: none"> • with the ideas within the poetry. • Embed a range of quotes and references to support their ideas. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing analytically. 	<ul style="list-style-type: none"> • Embed a range of quotes and references to support their ideas in essay responses to the novel. • Structure a coherent and well-structured essay. • Make links to the cultural and historical background of a text and how that links with the ideas within that text. • Produce their own creative writing using gothic conventions and linguistic techniques. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Independent research related to key themes and ideas of the novel. • Presenting their ideas through oracy. • Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing analytically and creatively. 	<ul style="list-style-type: none"> • structure and its impact on the reader. • Embed a range of quotes and references to support their ideas in essay responses to the novel. • Structure a coherent and well-structured essay. • Make links to the cultural and historical background of a text and how that links with the ideas within that text. • Produce their own creative writing using gothic conventions and linguistic techniques. • Independent research related to key themes and ideas of the novel. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Presenting their ideas through oracy. • Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing analytically and creatively. 	<ul style="list-style-type: none"> • Evaluate a text and form their own point of view. • Compare attitudes and viewpoints from two texts. • Embed a range of quotes and references to support their ideas. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Build on their ability to form a clear viewpoint both in their written work and oracy. • To build a timeline and fact file on a variety of key social and historical context throughout the last three centuries. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Utilising skills gained from Ark Curriculum to improve grammar 	<ul style="list-style-type: none"> • Structure a coherent and well-structured essay. • Make links to the cultural and historical background of a text and how that links with the ideas within that text. • Make links between the text and its wider themes and messages – in particular how they link to the real world and other texts we've read. • Analyse the use of symbolism and motifs within the play. • Develop their peer and self-assessment skills by applying mark schemes/success criteria to their writing. • Explore the text through oracy and drama. • Utilising skills gained from Ark Curriculum to improve grammar and syntax when writing analytically.
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ASSESSMENT

The THREE progress check points within this half term will:

- Ensure students recall and effectively use discursive writing techniques.
- Ensure students can craft their own piece of writing that matches the type, audience and purpose.
- Ensure that students are developing the structure of their writing.
- Check for technical accuracy (QWC).

The TWO progress check points within this half term will:

- Ensure students recall and retain knowledge of poems, poetic devices and themes.
- Ensure students are able to compare key themes and ideas in two poems.
- Consolidate the students' awareness of contextual factors.
- Ensure that students are developing their level of analysis.
- Check for technical accuracy (QWC).

PROGRESS TEST 1

Students will complete their first Progress Test of the year. Students will be tested on their creative writing.

The ONE other progress check point within this half term will:

- Ensure students recall and retain knowledge of plot, character, theme.
- Consolidate the students' awareness of characters and events.
- Ensure that students are developing their level of analysis.
- Consolidate the students' awareness of contextual factors.
- Check for technical accuracy (QWC).

The THREE progress check points within this half term will:

- Ensure students recall and retain knowledge of plot, character, theme.
- Consolidate the students' awareness of characters and events.
- Ensure that students are developing their level of analysis.
- Consolidate the students' awareness of contextual factors.
- Explore and develop oracy skills and presentational talk.
- Check for technical accuracy (QWC).

and syntax when writing analytically.

The TWO progress check points within this half term will:

- Check reading and spelling skills and reading ages through baseline **GL testing**.
- Ensure students can analyse texts and extracts.
- Ensure students are developing their level of analysis.
- Ensure students can evaluate a text.
- Ensure students can compare writer's viewpoints.
- Explore and develop oracy skills and presentational talk.
- Check for technical accuracy (QWC).

PROGRESS TEST 2

Students will complete their second Progress Test of the year. Students will be tested on their analytical writing.

The TWO other progress check points within this half term will:

- Check reading and spelling skills and reading ages through baseline **GL testing**.
- Ensure students recall and retain knowledge of plot, character, theme.
- Consolidate the students' awareness of characters and events.
- Ensure that students are developing their level of analysis.
- Consolidate the students' awareness of contextual factors.
- Check for technical accuracy (QWC).

HOME LEARNING

- Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock and/or receive weekly tasks linked to the knowledge and skills of this unit.

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READING, WRITING, TALK, NUMERACY

<ul style="list-style-type: none"> • Students will also complete project-based homework alongside bedrock to build up their extended writing and understanding of knowledge from the units of work. 	<ul style="list-style-type: none"> • Students will also complete project-based homework alongside bedrock to build up their extended writing and understanding of knowledge from the units of work. 	<ul style="list-style-type: none"> • Students will also complete project-based homework alongside bedrock to build up their extended writing and understanding of knowledge from the units of work. 	<ul style="list-style-type: none"> • Students will also complete project-based homework alongside bedrock to build up their extended writing and understanding of knowledge from the units of work. 	<ul style="list-style-type: none"> • Students will also complete project-based homework alongside bedrock to build up their extended writing and understanding of knowledge from the units of work. 	<ul style="list-style-type: none"> • Students will also complete project-based homework alongside bedrock to build up their extended writing and understanding of knowledge from the units of work.
<ul style="list-style-type: none"> • A variety of different reading strategies employed when reading the range of 19th – 21st century texts as part of this unit. • Use of reading starters to support students understanding of topics and improve their reading ages. • Explicit unpicking of vocabulary from the older texts. • Explicit use of reading starters/wider reading to support students understanding of topics and improve their reading ages. • Tier 2 and 3 vocabularies will be pre-taught using the SEEC method. • Use of targeted Crafting our Grammar material to ensure students are consciously crafting their own writing. • Writing opportunities both analytical and discursive when 	<ul style="list-style-type: none"> • Visualisation and debating skills will be developed when reading a variety of poems from different eras and cultures. • Variety of different reading strategies used when reading poetry. • Explicit unpicking of vocabulary from the poems. • Explicit use of reading starters/wider reading to support students understanding of topics and improve their reading ages. • Tier 2 and 3 vocabularies will be pre-taught using the SEEC method. • Extended, analytical writing will be embedded throughout. • Performance poetry will be explored which will encourage students to be creative through writing and oracy. • Exploratory talk will be developed as 	<ul style="list-style-type: none"> • Use of recall starters to embed knowledge of SEEC vocabulary and language + structure techniques learnt throughout the unit. • A variety of different reading strategies employed when reading the 19th century text as part of this unit. - breaking down information, inferring and learning new vocabulary in particular. • Explicit use of reading starters/wider reading to support students understanding of topics and improve their reading ages. • Explicit unpicking of vocabulary. • Tier 2 and 3 vocabularies will be pre-taught using the SEEC method. • Use of targeted Crafting our Grammar material to ensure students are consciously crafting their own writing. 	<ul style="list-style-type: none"> • Use of recall starters to embed knowledge of SEEC vocabulary and language + structure techniques learnt throughout the unit. • A variety of different reading strategies employed when reading the 19th century text as part of this unit. - breaking down information, inferring and learning new vocabulary in particular. • Explicit use of reading starters/wider reading to support students understanding of topics and improve their reading ages. • Explicit unpicking of vocabulary. • Tier 2 and 3 vocabularies will be pre-taught using the SEEC method. • Use of targeted Crafting our Grammar material to ensure students are consciously crafting their own writing. 	<ul style="list-style-type: none"> • Variety of different reading strategies employed when reading the range of 19th – 21st century texts as part of this unit. • Explicit use of reading starters/wider reading to support students understanding of topics and improve their reading ages. • Explicit unpicking of vocabulary from the older texts. • Tier 2 and 3 vocabularies will be pre-taught using the SEEC method. • Writing opportunities both analytical and discursive when responding personally to texts read. • Use of targeted Crafting our Grammar material to ensure students are consciously crafting their own writing. • Oracy strategies employed as students empathise with the different time periods 	<ul style="list-style-type: none"> • Variety of different reading strategies used when reading the play– asking questions and inferring in particular. • Explicit use of reading starters/wider reading to support students understanding of topics and improve their reading ages. • Explicit unpicking of vocabulary. • Tier 2 and 3 vocabularies will be pre-taught using the SEEC method. • Extended, analytical writing will be embedded throughout. • Use of targeted Crafting our Grammar material to ensure students are consciously crafting their own writing. • Oracy strategies employed as students use drama to enact key scenes/roles in the play. • *Weekly exploration of the Ark curriculum



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p>	<p>responding personally to texts read.</p> <ul style="list-style-type: none"> Oracy strategies used to ensure ideas expressed through the texts are explored through exploratory talk when considering their significance. Oracy strategies used through the opportunities for collaborative group work and project-based learning in this unit. Weekly exploration of the Ark curriculum will enhance student's grammar and syntax. Engaging with a fiction class reader to further enhance reading comprehension and to encourage the reading of a wide range of texts for pleasure. 	<p>students explore key ideas and plan responses.</p> <ul style="list-style-type: none"> Use of targeted Crafting our Grammar material to ensure students are consciously crafting their own writing. Weekly exploration of the Ark curriculum will enhance student's grammar and syntax. Engaging with a fiction class reader to further enhance reading comprehension and to encourage the reading of a wide range of texts for pleasure. 	<ul style="list-style-type: none"> Creative writing opportunities Extended, analytical writing will be embedded throughout. Oracy strategies used to ensure ideas are explored through exploratory talk when considering their significance. Oracy strategies used through the opportunities for collaborative group work and project-based learning in this unit. Weekly exploration of the Ark curriculum will enhance student's grammar and syntax. 	<ul style="list-style-type: none"> Creative writing opportunities. Extended, analytical writing will be embedded throughout. Oracy strategies used to ensure ideas are explored through exploratory talk when considering their significance. Oracy strategies used through the opportunities for collaborative group work and project-based learning in this unit. Weekly exploration of the Ark curriculum will enhance student's grammar and syntax. 	<p>and debate their importance.</p> <ul style="list-style-type: none"> *Oracy strategies used through the opportunities for collaborative group work and project-based learning in this unit. Weekly exploration of the Ark curriculum will enhance student's grammar and syntax. Engaging with a fiction class reader to further enhance reading comprehension and to encourage the reading of a wide range of texts for pleasure. 	<p>will enhance student's grammar and syntax.</p>
	<p>Argue Criticise Ignorance Evaluate Individual</p>	<p>Annotate Compare Concept Explain Illustrate</p>	<p>Period Theory Vary Review Context</p>	<p>Period Theory Vary Review Context</p>	<p>Research Argue Discuss Summarise Evaluate</p>	<p>Theme Tragedy Justice Power Relationships</p>
	<p>Compassion Contentious Evolution Dehumanised Conscience Intrinsic Quintessential Philosophy Egalitarian</p>	<p>Possession Unrequited Repercussions Dramatic monologue Belonging Sonnet Caesura Metre Enjambment</p>	<p>Duality Repression Etiquette Epistolary Hypocrisy Degeneration Sublime Uncanny Rationalism Othering</p>	<p>Duality Repression Etiquette Epistolary Hypocrisy Degeneration Sublime Uncanny Rationalism Othering</p>	<p>Deprivation deplorable Futile Radicalism revolution patriarchal oppression Hysteria Communism Capitalism</p>	<p>Allegory Cathartic Theocracy Intolerance Morality Hypocrisy Parable Ideology Persecution Motif</p>



PSPSMC, BRITISH VALUES AND DIVERSITY

Personal and social: Explore what students think are the intrinsic values that make up our human nature. The focus will start with a positive celebration of progressive personal qualities. The unit will then include criticism and debate around the “darker” human traits and how members of society might overcome/challenge them. This unit will also explore the impact of modern technologies and science and evaluate both its advantages and disadvantages.

Spiritual and moral: Philosophical debate around key questions about what defines us as “human” and what “love” means. We will explore what the differences are between humans, animals, and robots by looking at the role of sentience as a defining feature. The idea of free will be explored.

Cultural/British Values: There will be a chance to read wider using critically acclaimed authors and further access to our British literary heritage e.g., Ishiguro, Orwell, Shelley, Stoker, Wells.

Personal and social: Students will experience the different viewpoints of poets from diverse cultures and have the challenge of comparing these to their own personal belief systems. As part of the study of human nature students will examine the flaws of the speakers in the poems and reflect on what constitutes a healthy, respectful relationship. The themes within this poetry will offer a chance to consider barriers to healthy relationships.

Spiritual and moral: Some of the poetry has spiritual connotations and students will reflect on their own beliefs and ideals and look at the similarities and differences between those and the ideas in the poems. Morality can be discussed through the issues that are raised in the poems about relationships, such as: betrayal, honesty, ownership, the opinions of outsiders and the factors that can lead to the breakdown of relationships.

Cultural/British Values: Students will be able to explore additional works

Personal and social: The theme of repression raises questions about the dangers of repressing emotions, but also around how to talk about emotions and what the impact can be if you do not. Opportunities to consider how reputation shapes our actions and the influence of others on our behaviour (for better and worse).

Spiritual and moral: Philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.

Cultural/British Values: Examination of Victorian Britain will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments. Students will explore the Victorian zeitgeist and compare past and present anxieties about religion, Science, Creation, innate evil.

Diversity: There will be opportunities to track historical and modern

Personal and social: The theme of repression raises questions about the dangers of repressing emotions, but also around how to talk about emotions and what the impact can be if you do not. Opportunities to consider how reputation shapes our actions and the influence of others on our behaviour (for better and worse).

Spiritual and moral: Philosophical debate about whether humans really do have two sides to their personality, and to what extent society makes us control our true nature.

Cultural/British Values: Examination of Victorian Britain will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments. Students will explore the Victorian zeitgeist and compare past and present anxieties about religion, Science, Creation, innate evil.

Diversity: There will be opportunities to track historical and modern

Personal and social: Students will experience different viewpoints from 19th, 20th and 21st century writers and will be able to empathise with differing views based on their own experiences. The unit will then include criticism and debate around powerful totalitarian governments and how members of society might overcome/challenge them.

Spiritual and moral: Students will explore the morality of certain historical events and use their personal opinions to evaluate a writer’s viewpoint.

Cultural/British Values: Examination of Britain through the ages will build cultural capital, with study of how Britain has changed over the years alongside scientific and technological developments.

Diversity: Students will learn about the experiences of different people from across history and around the world to promote messages of equality.

Personal and social: Students will explore ‘The Crucible’ as a social commentary on the dangers and impact of widespread hysteria. This will be explored through the context of McCarthyism during the Cold War, paranoia of the 1600s witch hunts and how this relates to our modern world of fake news, social media and ‘cancel culture’. Through the characterisation of key characters, students will be able to empathise with a variety of perspectives and form their own opinions on the events and issues in the play.

Spiritual and moral: Students will explore the morality of ‘mob mentality’ in the play and throughout history and whether certain religious or political extremes can lead to unethical actions. Students will explore how the moral lessons of this play extend into today’s society and their own lives.

Cultural/British Values: Students will read a text written by an American author and in turn be exposed to a cultural understanding of some American history



	<p>Diversity: Students will read a variety of perspectives in relation to diversity such as debates around ableism, racism and gender discrimination.</p>	<p>of modern and heritage British poets to consider their influences and similar/contrasting ideas in their body of work. Students will also look at poetry from the same century and compare how different they are.</p> <p>Diversity: Students will explore voices from different genders, sexualities, ethnicities, and faiths in the selected poems.</p>	<p>attitudes towards “Othering” and a promotion of equality and multiculturalism.</p>	<p>attitudes towards “Othering” and a promotion of equality and multiculturalism.</p>		<p>including the events of The Cold War and the Salem witch trials of the 1600s. The context and key ideas of the play can be applied to the British Values of democracy, law and our justice system.</p> <p>Diversity: Students will learn about real injustices experienced during the 1600s and through this, be taught important messages about mutual respect and tolerance of those of different genders, faiths and beliefs.</p>
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