

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
HT1 – September/October	<p>English Curriculum</p> <ul style="list-style-type: none"> There are conventions to a short story- 5 parts: Opening, Development, Problem/Complication, Climax, Resolution. Opening establishes the following: the narrative voice (perspective or POV the story is told)/ person; setting- place, time, atmosphere/ mood, main character. A story develops in terms of the following: character, situation, relationships. A Complication/ Problem is encountered by a character and shows a character trying to overcome it. A Climax is where all the action takes place and the emotions are at their highest; often there is conflict between people. A Resolution is where the story is either resolved or not. A character often realises something about themselves, a relationship, society. Short stories tend to focus on one thing, have a single setting, a limited number of characters and a single setting. There are three ways that a character can struggle (against an opponent (antagonist), against themselves, against a thing or force). Writers use a range of imagery to convey ideas about character, place. Symbolism is used to represent deeper meanings or themes. A symbol is an object that represents something else. A writer can use symbolism in their writing to tell the reader something about characters/ a situation/ show a deeper meaning. Writers use different sentence starts to create effects such as pace, character and action. Writers use zooming in to present characters, emotions and action. Stories and ancient tales are designed to teach us something, often morals. A moral is a lesson a story teaches us about how to behave in the world. <p>Chinua Achebe: ‘Dead Men’s Path’ the writer Chinua Achebe:</p> <ul style="list-style-type: none"> Is a Nigerian writer – continent Africa. He is bilingual: Igbo and English. 	<p>Wider Curriculum: Geography: HT1 – continent of Africa – links to writers’ origins and settings of stories.</p> <p>Dance: HT1 and 2 – storyboards to create narrative.</p> <p>Dance: HT3 and 4 – cultural dance – African dance as a means of marking life experiences, encouraging abundance, honouring royalty, rites and ceremony.</p> <p>Drama: HT5 – story and character development</p> <p>PSHE: HT2 – diversity, prejudice, community.</p> <p>PSHE: HT3 – social and friendship groups.</p>	<ul style="list-style-type: none"> Make effective annotations of a text to use in a response. Comment on the plot of Dead Men’s Path/ morality of characters’ actions. Make links in the text to the context and writer’s background: importance of culture and traditions of the Igbo people, CA’s discontent with Westerners’ interactions with Igbo culture; Identify the conventions of a short story: opening, development, problem, climax, resolution. Comment on specific aspects of structure. Comment on aspects of language and imagery used by a writer: simile, metaphor. Identify the tenor, vehicle and ground in a metaphor. Comment on individual words and phrases used by the writer and understand the writer’s intentions. Draw inferences from language. Write a clear topic sentence that answers the question, focuses on one thing and is accurate. Introduce quotations accurately. Draw inferences from the writer’s use of language- This suggests that... <p>Show understanding of the character traits of Michael Obi by using them in topic sentences and analytical paragraphs.</p>	<ul style="list-style-type: none"> That a story just has a beginning, middle and ending. Not understanding the word convention. That the story is told in first person. That annotating should be minimal. That a simile isn’t a metaphor. Confusion between a simile and a metaphor. Confusion between tenor, vehicle and ground in imagery. How to write an analytical paragraph- not yet commenting on individual words. That an inference about the whole quotation is enough. That a short story has to last over a long period of time. A short story has to have lots of events happen. 	<ul style="list-style-type: none"> What are conventions of a short story? What is usually established in the opening? What does the development section of a story usually entail? Who encounters a problem in a short story? What is the climax of a story? What do you expect to happen in the climax of a story? What does the word conflict mean? What happens in the resolution of a story? What are the main ingredients of a short story? What three ways can a main character struggle? What is imagery? What is zooming? What is a moral? What is symbolism? <p>Chinua Achebe Dead Men’s Path:</p> <ul style="list-style-type: none"> Where is Chinua Achebe from? What languages does he speak fluently? What does bilingual mean? Who colonised countries in Africa? What is a missionary? What was the relationship like between westerners and Igbo people? What is Michael Obi like? What does Obi mean in Igbo? What does this suggest about Obi? Which aspects of his life was Michael Obi successful in? What happened at the end of the story? What does the ending tell us about Michael Obi? 	<p>Discussion essay title:</p> <p>Is Michael Obi fully to blame for the disagreement between him and the local villagers?</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>Dead Men’s Path:</p> <ul style="list-style-type: none"> - The story has a clear structure: opening, development, problem, climax, resolution; - Narrative voice: third person; - The story explores the conflict between European values and traditional Nigerian beliefs; - The story is set in January 1949; Nigeria became independent of Britain in 1960. - Characters: Michael Obi, 26, was appointed the Headmaster of Ndume Central School; - An ‘Obi’ in Igbo culture is a King- connotations of name ‘Michael’- he is accepting of western ideas/ modern, also means ‘who is like God?’ used to show no one is like God & King: important, regal, successful, powerful, can’t play God etc... - He was sent by Mission authorities (missionaries: people sent on a mission to promote Christianity in a foreign country) who thought the school was ‘unprogressive’; - He is young, enthusiastic, dedicated, misguided and wants to put his modern ideas in to practice, at the expense of traditions of the local people; - Michael Obi Character traits: Inconsiderate, disrespectful, well-intentioned, insincere, ambitious, insensitive, persistent - He has a wife of two years: Nancy, who shares his values and dreams; - She is committed to helping him achieve his dreams; she is not confident about the school- foreshadows what is to come? - She is a secondary character. - He tries to impress the white supervisor but ironically does the opposite; - He upsets local people by disregarding their local traditions. - The plot is of great significance in being able to write a response to this question. - What contributed to the negative inspector’s report at the end of the short story. <p>Themes: clash of cultures, pride comes before a fall, school and education, conflict between old and young/ different generations.</p>			<ul style="list-style-type: none"> • What lessons do we learn from ‘Dead Men’s Path’? • What character traits does Michael Obi demonstrate? • When does he demonstrate those character traits? 	
HT2	Primary school	<ul style="list-style-type: none"> • The word discussion means to present arguments and information from different viewpoints. • Discussion texts can be found in newspapers/ non-fiction books on an issue/ debate/ formal 	<ul style="list-style-type: none"> • How to plan a response to a piece of discussion writing; • How to structure discursive writing. • How to write a range of varied sentence starts: beginning with a question/It wasn’t just..., it was..., 	<ul style="list-style-type: none"> • The difference between active and passive voice; • Discussion writing is about giving your 	<ul style="list-style-type: none"> • How should you structure a discursive essay? • Where might you find examples of discursive writing? • List the conventions of discursive writing. 	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>essay/ leaflet or article to give a balanced account of an issue.</p> <ul style="list-style-type: none"> The structure of a discussion looks like this: <ul style="list-style-type: none"> -Clear statement to discuss; -Either arguments for and then counter argument or other way round; -There should be $\frac{3}{4}$ ideas, each idea should be supported with evidence and examples. Conclusions – own view. Discussion texts have the following conventions: <ul style="list-style-type: none"> - Written in present tense; - Written in third person; - Written in passive voice (the subject undergoes the action of the verb (e.g. they were killed as opposed to the active form he killed them)); - They can't work alone - They show the importance of something - They can be used to make suggestions - The passive voice is useful for making your writing formal and objective- no opinion. - The passive writing voice is formed when what should be the object of a sentence becomes the subject of a sentence. - The active voice occurs when the subject "does" the action of the sentence. - The passive voice occurs when the action is done by what seems like it should be the object. <p>Modal verbs are used to show authority (power or right to give orders) and necessity (required/ needed): must, shall, will, should, would, can, could, may, might</p> <p>Discursive writing</p> <ul style="list-style-type: none"> Uses connectives to shift points of view/ contrast: however, unlike, whereas, on the other hand. Use connectives to mark the order of points: firstly, to begin with, secondly, in addition, Also, Use connectives for definite statements: Without a doubt, Clearly, Unquestionably, Uses third conditional sentences (imagined conditionals): imagine a different past, where something did or did not happen, and we imagine a different result: if. Other conditionals: unless, should, as long as, providing that and vary the position of it in a sentence. 	<p>Not only ..., but also.../ adverb, lists with commas and colon to introduce, commas for parenthesis, including relative clauses.</p> <ul style="list-style-type: none"> Use positive and negative discourse markers to show certainty of view and negative connotations and emotions. Write in present tense; Write in third person. Use a formal, impersonal, objective style of writing. Use structural shifts to show shifts from one point of view to the other. Use a range of punctuation accurately: , : . ? ! , " ' ‘ Write with purpose and audience in mind. Convey a range of ideas. 	<p>opinions and views on a matter;</p> <ul style="list-style-type: none"> Discussion writing isn't important at KS3 and 4 (it is for writing literature essays); That only one idea for and one idea against is enough to offer; Discussion is only done through talk; It is the same as argumentative writing and offering your point of view. 	<ul style="list-style-type: none"> What is the passive voice useful for? Should you use your own views in discussion writing? What connectives might you use to shift POV? How many varied sentence starts can you name? How many varied sentence starts can you use? What discourse markers can you use to offer a counterargument? What discourse markers can you use to show certainty of view? 	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>‘Pieces of Silver’, Karl Sealy the writer Karl Sealy:</p> <ul style="list-style-type: none"> - Is a Caribbean writer – Barbados specifically, called a Barbadian or Bajan. - Writes about teacher- pupil relationships of his time; - He came from a poor background; - He writes about togetherness of Caribbean people and their industrious nature (hard-working). - Pieces of Silver is set in the Mid -20th Century. <p>The names of the characters are symbolic: Clement: Clemency is the process by which a governor, president, or administrative board may reduce a defendant's sentence or grant a pardon. Clemencies have been granted in death-penalty cases for a variety of reasons; have mercy; gentle, mild; leniency; pity; sympathy. Mr Chase: French origin- to hunt; to obtain something that is required; pursue someone; The story has a clear, five-part structure (the same as ‘Dead Men’s Path’.</p> <p>In the story:</p> <ul style="list-style-type: none"> • Clement demonstrates humility, determination, integrity, compassion and ambition. • Clement is well-intentioned, empathetic, charming, intelligent, ambitious. • The retiring headmaster is unsympathetic, harsh, pompous, intimidating, insensitive. • The Dovecotes live in poverty, but despite this, Clement is generous with what he has/makes. • There is a division between rich and poor. 	<ul style="list-style-type: none"> • Make links between the structure of ‘Pieces of Silver’ and ‘Dead Men’s Path’. • Identify how a range of characters demonstrate a range of the Academy values. • Make effective annotations of a text to use in a response. • Comment on the plot of Pieces of Silver/ morality of characters’ actions. • Make links in the text to the context and writer’s background: the togetherness of Caribbean people and their industrious nature. • Identify the conventions of a short story: opening, development, problem, climax, resolution. • Comment on specific aspects of structure. • Comment on aspects of language and imagery used by a writer: simile, metaphor. • Identify the tenor, vehicle and ground in a metaphor. • Comment on individual words and phrases used by the writer and understand the writer’s intentions. • Draw inferences from language. • Write a clear topic sentence that answers the question, focuses on one thing and is accurate. • Introduce quotations accurately. • Draw inferences from the writer’s use of language- This suggests that... 			<p>Reading Assessment: Short stories from Different Cultures. A. Knowledge of story structures. B. Information retrieval and inference. C. Extended response (topic sentence, relevant quotations, inference/analysis) x 3 paragraphs.</p>
		<p>Recount writing (Diary) (NOT assessed) Recount writing is a style of writing which recalls an event or experience.</p> <ul style="list-style-type: none"> • Recount is written in chronological order. • It is written always in the past tense. • It is written always in first person narrative. 	<p>Recount writing (Diary) (NOT assessed) Write Clement’s diary.</p> <ul style="list-style-type: none"> • Understand and apply Chronological order to plan recount. • Use sequential connectives to structure writing. 			

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
			<ul style="list-style-type: none">• Use informative language- including deductions, examples and sources of information.• Writing in the past tense• Writing in the first person• Organising writing into paragraphs• Use discourse markers to introduce new paragraph• Use a range of sentence starts in writing.			
Spirituality	<p>Windows: Where are the writers we’re studying from? What are their backgrounds? Why do the characters of Michael Obi and the retiring Headmaster behave in the ways they do? Which Magnus Values are the main characters demonstrating/lacking? How is Michael disrespectful to the tribe? How do the tribe try to reason with him? What has been Michael’s motivation for closing the path?</p> <p>Mirrors: How do the writers’ backgrounds impact on what they write about? How do you feel about the characters of Michael Obi and the retiring Headmaster? Why? How do you feel about Clement? Why? Why do you think Clement takes the action he does? What should Michael have done differently? Could the tribe have communicated things better?</p> <p>Doors: What advice would you give to Michael Obi? How do you think he could have responded better? What would you have done if you had been in Clement’s position? Keep the money or give it to the other boys? How can we be more accepting of others in our community? Whose job is it to teach a child spirituality- school or home? What would you have done in Michael Obi’s position?</p>					

Long Term Curriculum Map – Year 7 2024-25 War Poetry HT 3 and 4

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
WAR POETRY HT3- Spring 1	<p><u>English Curriculum</u> World War One- may have covered this in primary school.</p> <p>Topic sentences- HT1 'Ancient Tales' begin to unpick quotations.</p> <p>Poetic techniques will have been covered at primary</p>	<p>Context</p> <ul style="list-style-type: none"> World War One was from 1914 until 1918. Propaganda is information, especially of a biased or misleading nature, used to promote a political cause or point of view. Lord Kitchener was British Secretary of State at the beginning of WW1 who used propaganda to raise an army; his posters became famous for recruitment. In 1914, people were patriotic and believed the war would be over by Christmas. Patriotism is the devotion and strong support of one's country. The British Empire consisted of many countries (now the Commonwealth) who fought on the side of the Allies such as; Australia, New Zealand, Africa, 	<ul style="list-style-type: none"> Approach/ read/ analyse poetry and different forms. Differentiate between literal and metaphorical language. Apply this knowledge to analyse poems. Explain own language choices. Unpick a metaphor using the tenor (the real element) and vehicle (the imagined comparison) Use this knowledge to analyse the metaphors used in poems. 	<ul style="list-style-type: none"> Getting WW1 and WW2 the wrong way round (wrong dates) Confusion between metaphors and similes. Confused about conscription thinking it means everyone had to fight (still certain ages, medical etc) Belief that everyone was excited about war (wrong- 	<ol style="list-style-type: none"> How was propaganda used in the first world war? What does being patriotic mean? Who fought for the allies? What role did women have in WW1? What is a patriarchal society? What was a white feather a symbol of? What is a poetic voice? What is a stanza? 	<p>READING FOCUS: Paper will consist of:</p> <p>10 Knowledge Questions</p> <p>5 inference and technique retrieval questions.</p> <p>Longer written response on poem 'Glory of</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
	<p>school (especially metaphors, similes, rhyme)</p> <p><u>Wider Curriculum</u> Geography- Y7 HT1- countries in Europe and World.</p> <p>History- Y8 HT3 will cover WW1</p> <p>Art- Y8 HT4 will cover German expressionists who were working in WW1 to express emotions</p>	<p>India and the Caribbean. Allies was a term that was used to describe all those who fought on the side of the British.</p> <ul style="list-style-type: none"> Society was patriarchal during the war which meant that women had less rights and responsibilities. Suffragettes were fighting for the right to vote during this time; the war helped women to achieve more rights as they worked in factories etc whilst the men were away fighting. White Feathers were given by women to any men who did not sign up for war as a symbol of cowardice. The stereotype of the British soldier was to be stoic. Stoicism is the endurance of pain or hardship without the display of feelings and without complaint. Conscription was introduced in 1916. Conscription is the act or process of forcing people by law to join the armed services. The age of this was men between 18 and 40. 	<ul style="list-style-type: none"> Comment on rhyme and rhythm and how it shows pace. Explain the similarities between the tenor and vehicle (the ground). Explain choices of metaphorical language. Apply analysis to a paragraph. Use topic sentences. Unpick quotations and explore the effect on the reader. Write about the poetic voice. Use context/ key vocabulary when unpicking language. Differentiate between poetic voice/ speaker and the poet. 	<p>lots of anxiety/ conscientious objectors. <i>To discuss with 'Who's for the Game?')</i></p> <ul style="list-style-type: none"> Belief that poetry has to rhyme. Poetry is more difficult to understand than other forms of creative texts. Thinking the speaker and poet are the same person. That there is only one interpretation of a metaphor. Unpicking language is just repeating your topic sentence. 	<p>9. How does rhyme change the pace of a poem?</p> <p>10. What is literal language?</p> <p>11. What is metaphorical language?</p> <p>12. What is the 'vehicle' of a metaphor?</p> <p>13. What is the 'ground' of a metaphor?</p> <p>14. What is the 'tenor' of a metaphor?</p> <p>15. What is the difference between similes and metaphors?</p> <p>16. What do we mean by the 'poet'?</p> <p>17. What do we mean by the 'speaker' in poetry?</p>	<p>Women': <i>How does the poet present attitudes towards war?</i></p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
	<p>with government.</p> <p>READING FOCUS</p>	<ul style="list-style-type: none"> The First World War became a war of attrition. This means a prolonged period of conflict during which each side seeks to gradually wear down the other by a series of small-scale actions. <p>All of this context will be relevant to each of the different poems and will be discussed/ learnt when each are studied- not just at the start of the topics.</p> <p><u>'Who's for the Game?' by Jessie Pope</u></p> <ul style="list-style-type: none"> Represents the patriotism at the outbreak of war. Pope's poetry was published from 1914 onwards in newspapers like the Daily Mail. Glorifies war. Use of questions and rhyme to build pace/ excitement. Her war poetry attracted both admiration and condemnation. Wilfred Owen dedicated 'Dulce et decorum est' in his original manuscript to her as 	<ul style="list-style-type: none"> Unpick word choices and explore different interpretations/ deeper meanings. Comment on how war poets are affected by their experience. Write a written response to a poetry question. Use discourse markers to link ideas together when writing about poetry. 	<ul style="list-style-type: none"> Siegfried Sassoon didn't agree with women rights (wrong- this is not what he is saying in the poem.) Referring to stanzas as paragraphs. Pace is just down to the reader. Tenor, vehicle and ground being the wrong way round. 	<p>18. What do we mean by the 'subject' in poetry?</p> <p>19. How does the poem 'Who's for the Game?' glorify war?</p> <p>20. What techniques does Pope use in her poem?</p> <p>21. What is the speaker's attitude of war in 'Who's for the Game?'</p> <p>22. What is the speaker's attitude of war in 'Glory of Women'?</p> <p>23. What techniques are used in 'Glory of Women'?</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>a way of criticising her views on glory of war.</p> <p><u>'Glory of Women' by Siegfried Sassoon</u></p> <ul style="list-style-type: none"> Siegfried Sassoon served in the British Army in 1914 and served in France as a captain. Sassoon confronts what he sees as the damaging attitudes of women who encourage men to fight and be heroes. He accuses women of promising men of fighting age heroism and honour and failing to see or engage with the true violence and horror of war. He sees the actions of women as at best useless, and at worse, dangerous. <p><u>Poetry skills/ Techniques covered:</u></p> <ul style="list-style-type: none"> Writers will use skills to manipulate reader emotions/ get them to think a certain way. War poets use poetry as a 				

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>means to show the reality of war/ specific circumstances.</p> <ul style="list-style-type: none"> Poetic techniques are used to change the pace, sounds and look of words on a page. Metaphors consist of a tenor, vehicle and ground. Each of these serve a different purpose. Tenor is what is being described, the vehicle is what it is being compared to, the ground is what they have in common. Similes are used to compare two things using 'like' or 'as'. Poetic voice is the style the poet writes in (the character they have created/ 'the voice' narrating the poem). Stanza- the verses/ paragraphs used in the poem. Rhyme- words ending with the same sound (always discuss in relation to the pace it creates.) Pace- how fast or slow something is/ the speed. Sibilance- repetition of the 's' sound. Topic sentences begin a paragraph and must be 				

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>accurate, focused on one thing and answer the question.</p> <ul style="list-style-type: none"> • Quotations should be taken exactly from the text to support a point made. • Discourse markers should be used when writing a poetry answer to link ideas together/ contrast views. 				

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
WAR POETRY HT4- Spring 2	World War One- key vocab of conscription, patriotism taught at start of term.	<u>'Dulce Et Decorum Est' by Wilfred Owen</u> <ul style="list-style-type: none"> The Latin title is taken from Ode 3.2 (Valor) of the Roman poet Horace and means "it is sweet and fitting". It is followed by pro patria mori, which means "to die for one's country". Poem is known for its horrific imagery and condemnation of war. Describes the use of chlorine gas. Contrasts the glory of war shown in early days and the patriotism. When originally published, it was dedicated to Jessie Pope as a reaction to 'Who's For The Game?' Describes the images he has seen and the lasting effect on him; the psychological trauma of how these men are tortured by the events of war even after they have been removed from war. There is no evading or escaping war. 	<ul style="list-style-type: none"> Unpick word choices and explore different interpretations/ deeper meanings. Comment on how war poets are affected by their experience. Identify techniques and their effects on the reader. Vary sentences and sentence starters for effect. Use techniques when writing own description. Show not tell the reader. Use sensory description to evoke emotion. 	<ul style="list-style-type: none"> War poetry is only written by soldiers. Narrative is the same as description or getting them mixed up. Similes and metaphors are the same. 	<ol style="list-style-type: none"> What is the significance of the title 'Dulce Et Decorum Est'? What does this mean? What is the speaker's attitude to war in 'Dulce Et Decorum...'?? How did Wilfred Owen feel about war? Who did Owen originally dedicate the poem to? What does the poem describe? What sensory description is used in the poem? How is pace used to demonstrate the thoughts and 	Descriptive Writing on setting (Soldier in trenches based on the war poetry and images)
	<p>Assessment been completed on how to analyse poetry.</p> <p>Creative Writing-form/ techniques covered at primary school. Also in HT1.</p> <p>Sentence types already</p>					

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
	<p>looked at during 'Ancient Tales' transactional writing in HT1.</p> <p>WRITING FOCUS</p>	<p><u>'In Times of Peace' by John Agard</u></p> <ul style="list-style-type: none"> Not specific to WW1 but focuses on the impact of war and how those who fought then adjust to military life. John Agard is British but born in Guyana. Juxtaposition to show how soldiers adjust to life when they have been used to the battlefields. About the repercussions of war on a soldier. Use of questions as a means to question the impact of war. <p><u>Descriptive Writing</u></p> <ul style="list-style-type: none"> War poets used descriptions to show those back in Britain what it was like. Very different reality to the propaganda that was shown. There are five senses: taste, touch, smell, hear, see. This can be used in 	<ul style="list-style-type: none"> Create atmosphere when writing descriptively. Use a variety of techniques to create an effect. Identify the 5 different senses and use sensory description within a description Understand what pathetic fallacy is and how it can be used to create a mood within a description. Word choice and techniques can help to create mood and atmosphere Sentences: fronted adverbials, 		<p>feelings of the soldier?</p> <p>8. How does Owen's use of verbs and adjectives show the reality of war?</p> <p>9. What techniques are used to show the effects of gas on the soldiers?</p> <p>10. What is 'In Time of Peace' about?</p> <p>11. What is the speaker's attitude to war in 'In Times of Peace'?</p> <p>12. How is juxtaposition used in this poem to show life before and after war?</p> <p>13. How does the poet use pace to show his</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>writing as sensory description. War Poetry lends itself to sensory description to show the visual horrors of warfare.</p> <ul style="list-style-type: none"> • Sensory description evokes reader emotions. • Vary sentence starters for effect in descriptive writing to build tension. • Pathetic Fallacy is when the weather reflects the mood of the character. • When creating metaphors, they should focus on the 'ground' between the tenor and vehicle. • Word choice and techniques can help to create mood and atmosphere. • Sentences: fronted adverbials, when and where it happens (, some accuracy), prepositions. With a + action, / pair of pairs, / verb start, / 	<p>when and where it happens (, some accuracy), prepositions. With a + action, / pair of pairs, / verb start, / adverb start, / commas for parenthesis including relative clauses/ So...,so...,so...:.../ Show three: tell one/ Triple adjective + colon.</p>		<p>thoughts on war?</p> <p>14. How is a description different to a narrative?</p> <p>15. What is sensory description?</p> <p>16. What is pathetic fallacy?</p> <p>17. What is the ground of a metaphor?</p> <p>18. What techniques could you use in descriptive writing?</p> <p>19. How could you vary your sentences for effect?</p> <p>20. What is atmosphere and mood when writing descriptively?</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		adverb start, /commas for parenthesis including relative clauses/ So...,so...,so...:.../ Show three: tell one/ Triple adjective + colon. <ul style="list-style-type: none"> 				

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
Spirit-uality	Reading War Poetry: Windows: What do we learn about life in the trenches? What did we discover about propaganda and the recruitment process? Why was Owen angry? Mirrors: How would you have felt if you had been in the trenches? How do you feel about poets like Jessie Pope who wrote propaganda poetry? Why did Pope write ‘Who’s for the Game?’ Why did boys as young as 14 fake their ages to sign up? Doors: Do we still trust our government when it comes to how they deal with international issues? How do you think we honour the memories of the young men who fought in the war? How does this change what you think about soldiers who fight in wars/ fought in the World War? How do people protest against decisions their governments make these days? Descriptive Writing: Windows: Which sense is strongest? Why were people condemning the war by 1917? What were the trenches like? Mirrors: How would you have felt in the trenches? How would you have felt about the war? What would you have wanted your family to know about what was happening? Doors: How can understanding the propaganda help us to understand current media/government? When might we be victims of propaganda? How can we spot the signs? How should we honour the men who fought in WW1?					

Long Term Curriculum Map Y7 2024-25 'The Outsiders' by S.E. Hinton (HT5) and 'Refugee Boy' by Benjamin Zephaniah (HT6) (Fast Read text first)

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
THE Outsiders HT5	<p>English HT3: morality of war/ 'glory' of war.</p> <p>Geography HT1: locate and name the world's continents.</p> <p>PSHE HT2: prejudice, community.</p> <p>HT3: Reflect on social and friendship groups. What makes a good friend and a healthy friendship? Maintaining friendships.</p>	<p>CONTEXT: (Links between context and literary text)</p> <p>The inspiration behind the story was a true event in Hinton's life when she was 17 where a friend was beaten up for being a 'greaser'.</p> <p>Hinton wanted to tell a story from a perspective which hadn't been seen before in books.</p> <p>Her publisher feared what others might think about a girl writing a book like The Outsiders, so she used her initials instead of her full name (Susan Eloise Hinton).</p> <p>When it was published, its portrayal of juvenile delinquents caused controversy.</p> <p>1967 America was a time of conflict and big changes: Vietnam, the Cold War, Civil Rights Movement, building up to the moon-landing in 1969.</p> <p>1960s: high levels of unemployment, large city 'problems'.</p> <p>Links to the novel: feeling left behind by technology, conflict being fought on 'other shores', feelings of mistrust of authority, little provision for young people as society had other foci.</p> <p>Perceived differences between rich young people and poor young people (Greasers v Socs (pronounced Soashes for 'socials'))</p> <p>It was hugely popular among young adults.</p> <p>It has won many awards over the decades.</p> <p>The novel is set in 1960 America.</p> <p>Characters:</p> <p>Ponyboy – the narrator – 14 years old and a Greaser – he values education.</p> <p>Soda – Ponyboy's second-oldest brother – 16</p> <p>Darry – Ponyboy's oldest brother – 20 – he values Ponyboy's education.</p> <p>Two-Bit Mathews (Keith) - oldest member of the greaser gang.</p> <p>Dally (Dallas Winston) - toughest member of the greaser gang. 17.</p> <p>Johnny – 2nd youngest of the greasers – everyone's kid brother.</p> <p>Sandy – Soda's girlfriend</p> <p>Steve Randle – Soda's best friend, 17</p> <p>Father – Ponyboy's father died in a car accident 8 months ago.</p> <p>Mom – Ponyboy's mom was killed in a car accident 8 months ago with his father.</p> <p>Tim Shepherd – the leader of the other main Greaser gang, 18.</p> <p>Cherry Valance – a Soc girl, Bob's girlfriend who Ponyboy meets.</p> <p>Marcia – Cherry Valance's friend</p> <p>Bob – Cherry Valance's boyfriend, whom Johnny Cade kills to defend Ponyboy.</p>	<ul style="list-style-type: none"> Make links between context and text; Write about the links between context and text; Evaluate good and poor quality topic sentences Evaluate good and poor quality/accurate quotations to support topic sentences Use topic sentences in analytical paragraphs. <p>Write a topic sentence which should:</p> <ul style="list-style-type: none"> Answer the question; Say something accurate; Focus on one thing. <p>Find appropriate evidence which:</p> <ul style="list-style-type: none"> Shows that the topic sentence is accurate; Avoid repeating the topic sentence; Lasts no more than two lines of your writing. <p>Write analytical paragraphs in response to a range of key questions about the characters.</p> <ul style="list-style-type: none"> Highlight and annotate a text effectively. (Visualiser and modelling) Skim read a text (whole school reading strategy) Scan a text (whole school reading strategy) 	<p>That the members of the socs and greasers are just violent delinquents.</p> <p>That the socs don't have expectations put on them by society and families.</p> <p>That the greasers don't have hopes and dreams.</p> <p>That the 'American Dream' is possible for everyone who wants it (particular reference to Darry and his jobs).</p> <p>That the greasers are 'all the same'.</p> <p>That the socs are 'all the same'.</p>	<ol style="list-style-type: none"> Who are the Socs? Who are the Greasers? What is 'class division'? Whose perspective is the story told from? Why did the writer write from Ponyboy's perspective? How does Ponyboy feel about fighting? How do the rest of the Greasers feel about fighting? What were Hinton's influences to write the novel? What is distinctive about the Greasers? What is distinctive about the Socs? What are the similarities between the Greasers and the Socs? How is hardship represented in the novel? How is privilege represented in the novel? What is the American Dream? What are the different types of conflict in the novel? What is foreshadowing? How does Hinton use foreshadowing in the novel? What does Ponyboy dream of? What does 'nothing gold can stay' mean? What is the relevance of the poem 'Nothing Gold Can Stay' to the novel? 	<p>Reading: Presentation of Character (A soc and a greaser)</p> <p>Comparing the presentation of two characters.</p> <p>AO1:</p> <ul style="list-style-type: none"> plot understanding retrieving explicit information identifying implicit information identifying evidence identifying explicit information identifying explicit information Writing analytical paragraphs Comparing characters <p>AO3: context</p> <ul style="list-style-type: none"> Making links between context and text.

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>David – one of Bob and Randy’s friends. He is the Soc who tries to drown Ponyboy in the fountain in Ch4.</p> <p>Various teachers</p> <p>Sinton explores the following themes:</p> <p>Conflict between and within communities</p> <p>Social class divisions - Socs (SOSH-ehs – short for Socials) versus Greasers (after the oil they wear in their hair)</p> <p>Narrative voice (a 14 year old boy)</p> <p>How society works for ‘outsiders’.</p> <p>Appearances v Reality</p> <p>Empathy (the ability to see things through others’ perspectives is important in the resolving of conflicts: Ponyboy is an empathetic character)</p> <p>Preserving childhood innocence (Sinton reveals the importance of preserving hope, open-mindedness and dreams)</p> <p>Self-sacrifice and honour (S Hinton presents the Greasers’ specific and honourable code of friendship – many instances of them making selfless choices)</p> <p>Individual identity (one of Ponyboy’s challenges is to remain and individual whilst being part of the Greasers)</p> <p>Bridging social classes (S. Hinton presents tension between the two rival gangs, but shows that the two groups have more in common in spite of their inequalities).</p> <p>Sinton uses cultural and literary references to develop our understanding of key characters: Paul Newman, ‘Nothing Gold Can Stay’ by Robert Frost, ‘Gone With The Wind’ by Margaret Mitchell.</p> <p>Analytical paragraphs are the foundation of showing understanding of literature.</p> <p>Good quality analytical paragraphs always start with good quality evidence from the text.</p> <p>Unpicking key words demonstrates depth of understanding of writer’s intended impact.</p> <p>Key Terminology: note – there are many Americanisms which will be provided in a glossary for students to stick into their books before they study the novel</p> <p>There is also lots of vocabulary not on the list below which will be taught in these lessons. The words below have crossover relevance to other texts/areas of study in English and English Literature.</p> <p>Rivalry</p> <p>Sophisticated</p> <p>Resignedly</p> <p>Elite</p> <p>Premonition</p> <p>Defiance</p> <p>Elude</p> <p>Doggedly</p> <p>Delinquent</p>	<ul style="list-style-type: none"> • Zoom in on language/words (whole school reading strategy). • Unpick key words from quotations in analytical paragraphs. • Use key vocabulary in the scheme in their own responses. • Move from inference paragraphs to more analytical paragraphs. Do the above with more independence (adaptive teaching and learning): embedding Reading skills learnt and developed this year. 			

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		Underprivileged Conformity Idolized				
Refugee Boy – HT6 FAST READ then writing focus HT6		<p>TRIGGER WARNINGS: Chapter 13 – Alem receives a letter from his father informing him that his mother has been killed: p149-150 Chapter 22 – Racist slur used on P257 – addressed in lesson Chapter 23 – Alem learns that his father has been shot dead outside the EAST (charity) offices: p 276</p> <p>CONTEXT: (Links between context and literary text) Zephaniah was influenced by his and others’ experiences of feeling like ‘outsiders’. Zephaniah was influenced by people who fought for racial equality. Zephaniah visited refugee camps worldwide and was horrified: this inspired him to write the novel. The story is based on the real war between Ethiopia and Eritrea which began with unrest in 1998 leading to the break-out of war in May 2000. Malala Yousafzai is a prominent activist and advocate for change: her story and its links to Alem’s story. Students will study one of Zephaniah’s poems for their GCSE English Literature.</p> <p>Characters: Alem – the protagonist: mother from Eritrea, father from Ethiopia which means he doesn’t ‘fit’ anywhere according to his country. Mr Kelo – Alem’s father – leaves Alem on his own in London. Has clear views on the British legal system. Is killed near the end of the novel. Mustapha – Alem’s friend – conflicted in wanting to be his friend and staying ‘in’ with Sweeney. Become firm friends and joins in with the anti-deportation campaign. Mrs Fitzgerald – Alem’s foster mother – experienced and kind. Mr Fitzgerald – caring and conciliatory. Ruth – foster-sister – conflict in her own family, relationship with Alem develops positively throughout the novel.</p> <p>Zephaniah explores the following themes: The importance of home and belonging:</p> <ul style="list-style-type: none"> Setting – Ethiopia and England. <p>The importance of family and friendship:</p> <ul style="list-style-type: none"> The social workers; The charity ‘The Refugee Council’; The Fitzgeralds; Alem’s school friends; Alem’s father. <p>Conflict – different types: internal and external:</p>	<ul style="list-style-type: none"> Make links between context and text; Skim and scan for specific information from a text; Read and respond with empathy; Use the key terminology accurately and sensitively; Identify a range of emotions the characters might feel; Use the ‘emotions wheel’ to help to identify the nuances of emotions the characters might feel and why they might feel them; Use the emotions wheel to identify their own feelings and why they feel this; Show empathy to others; Help people feel like they belong; Make links between ‘real-life’ refugee stories and Alem’s story. Use the key vocabulary such as ‘refugee’, ‘asylum-seeker’ and ‘migrant’ appropriately in writing and conversation. 	<ul style="list-style-type: none"> The differences between migrants, immigrants, refugees and asylum-seekers. That asylum-seekers and refugees receive benefits. That the UK has a disproportionate amount of refugees and asylum-seekers in comparison to other similar countries. That people travel to other countries as refugees because they simply ‘don’t like’ their home country. 	<ol style="list-style-type: none"> What is the definition of refugee? What is asylum? What do people have to do to achieve asylum? What does ‘migrant’ mean? Why might people have to leave their country of origin? Why might people want to leave their country of origin? Who is Benjamin Zephaniah? What inspired Zephaniah to write ‘Refugee Boy’? Why might someone write and deliver a speech? How might you open a speech? What is a tricolon? What is hyperbole? What is emotive language? What is an expert quote? What is an imperative? What is a rhetorical question? What is repetition? How might you conclude a speech? What are the non-verbal cues we might use in a speech? Why do we use non-verbal cues in speeches? 	<p>Writing – not assessed: A speech which inspires and rallies the audience to stop the deportation of Alem.</p> <p>Speaking and Listening - oracy: Deliver a speech in front of an audience which inspires and rallies.</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
	<p>Different cultures explored in ‘Pieces of Silver,’ ‘Dead Men’s Path’ and ‘The Red Ball.’</p> <p>Conflict between tribes introduced in ‘Dead Men’s Path’</p>	<ul style="list-style-type: none"> Between Ethiopia and Eritrea; Alem’s father’s decision to leave him in England alone; Alem’s reconciliation with his father’s decision; When to speak out; How to speak out. <p>Growing up and identity (bildungsroman):</p> <ul style="list-style-type: none"> Alem has to grow up quickly; The law and the social care system: The children’s home – a large house where YP who cannot be with own families live together. May be temporary or long term. Provides shelter, food and recreation. YP looked after by professional staff. Foster care – YP can be placed with a foster family like the Fitzgeralds, as an alternative to a children’s home. Foster parents do not get paid a wage for fostering a child, but do receive expenses. The courtroom/court-case is intimidating and nerve-wracking; The legal system for asylum-seekers is complex. <p>Alem and many of the other characters feel a range of emotions.</p> <p>It is ok to feel a range of emotions in response to a situation.</p> <p>It is important to be empathetic in order to ‘be human’.</p> <p>Refugees deserve compassion.</p> <p>A sense of belonging is important to everyone.</p> <p>We can help others feel a sense of belonging through our words and actions.</p> <p>Key Terminology:</p> <p>Refugee: this is the terminology and definition we will use from the 1951 refugee convention: Someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.</p> <p>Migrant (definition from the UN): Migrants are people moving to another country for other reasons beyond conflict and persecution e.g. for a better life, better job opportunities, a better/good education.</p> <p>Immigrant: someone who has moved permanently to a new country.</p> <p>Asylum: The protection granted by a state to someone who has left their home country as a refugee. Those who have entered a country and asked for protection by applying for refugee status are ‘asylum-seekers’.</p> <p>Immigration: The action of coming to live permanently in a foreign country.</p> <p>Marginalised: When a person or group is treated as significant, an outsider, like they don’t fit into or belong within a community.</p>				

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>Persecution: Hostility and ill-treatment of someone based on their race, religion, nationality, political opinion or other thing that makes them a target.</p> <p>WRITING, SPEAKING AND LISTENING: ‘Speeches are alive. They may be ‘written’, but they are there to be heard...They are a performance.” (From ‘Teach Like a Writer’ Jennifer Webb – Baroness Estelle – Speak Like a Politician)</p> <p>Our British Values are as follows: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.</p> <p>Protests come in many forms: written, spoken, active. There are many examples of protests:</p> <ul style="list-style-type: none"> • Write a letter to your MP; • Start/sign a petition; • Mobilise ‘people power’; • Peaceful protests (marches, vigils); • Disruptive protests; • Signage; • Strikes; <p>The purpose of the speech they are writing is to inspire and rally. Good speeches/speakers build an argument. Good speeches/speakers use pace, pauses, tone and body language to achieve their purpose. To write an effective speech, they need to consider the following:</p> <ul style="list-style-type: none"> • How do you want your audience to feel at different points? • What are the key messages you want them to be left with? • What does this speech tell your audience about you? • Is it clear that you care deeply? • What performance decisions can you make to ensure the audience interpret your message in the way you’d like? <p>There are a range of devices that can be used in a speech. The range of devices are ‘a toolkit, not a target’: we aim to teach a range, but not to ‘force’ them into their work. It’s important to make judicious choices around devices in their writing. Ethos, pathos and logos are the cornerstones of good speech-writing. Great speakers can teach us how to write great speeches. Editing and redrafting is an essential part of the writing process.</p> <p>Key terminology/vocabulary:</p>	<p>Plan, write, edit and redraft a speech.</p> <p>Listen – imitate – innovate – invent process of writing (Sue Palmer – How To Teach Writing Across the Curriculum)</p> <p>Plan using the 5-part narrative structure from HT2 (revisited HT5).</p> <p>Build a toolkit of devices which could be used in a persuasive speech.</p> <p>Judiciously choose devices to use effectively for purpose (rather than using as a ‘tick-list’.) Build an argument through effective structure. Annotate their speech using musical code to consider pace, tone, emphasis, pauses. Use speaking frames.</p> <p>Read aloud.</p> <p>Speak aloud and clearly.</p> <p>Inspire and rally an audience through:</p>	<p>That persuasive and speech devices are a tick-list to tick off when used.</p> <p>That a speech should only be written, not spoken.</p>		

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>A speech could open with a powerful image, a shocking or surprising fact or a rhetorical question.</p> <p>The main body of a speech could include the following (to create a toolkit):</p> <p>Tricolon (also known as ‘rule of three’): three words or phrases in a row within a sentence to emphasis a positive or negative point.</p> <p>Hyperbole: Exaggerated statements or claims for emphasis.</p> <p>Emotive language: Words or phrases deliberately and intentionally used to make your audience feel certain emotions (e.g. sadness, worry, urgency etc)</p> <p>Expert quote: A quotation taken from an expert in the topic about which you are speaking and which supports the point you are making, giving it more authority.</p> <p>Imperative: A command or direct instruction.</p> <p>Rhetorical question: a question asked for effect without the expectation of an answer.</p> <p>Repetition: A key word or phrase said more than once in order to reinforce a point.</p> <p>A powerful conclusion might include a phrase which indicates you’re coming to the end.</p> <p>A powerful image or question to leave the audience thinking (reflected from the opening).</p>	<ul style="list-style-type: none"> • Pace • Tone • Body language • Pauses • A range of devices <p>Be mindful and plan for the above in their written speech.</p> <p>Deliver their speech in written form.</p> <p>Deliver their speech in spoken form.</p>			
Spirituality	<p>The Outsiders:</p> <p>Windows: What do we learn about the lives of the Greasers? Why was Bob killed? Why was Darry harsh on Ponyboy all the time?</p> <p>Mirrors: Do we have sympathy for the Greasers? How can Johnny be a hero if he killed someone? What would you have done if you were part of the gang? Would you have gone to the rumble? Could Darry ever redeem himself for his actions? How?</p> <p>Doors: What does it teach us about poverty and lack of opportunity? Can a character/person be good if they have done bad things?</p> <p>Refugee Boy:</p> <p>Windows: What do we learn about the life of refugees in England? Why did Mr Kelo leave Alem in England? Why might people leave their country of origin? What’s the different between refugees and migrants?</p> <p>Mirrors: How would you feel in Alem’s position (at various stages of the novel)? How do you feel about Mr Kelo’s actions at the beginning? How do you feel by the end of the novel?</p> <p>Doors: What does this novel tell us about life as a refugee? How can we make sure people who are new to our school feel safe and welcome? What impact did Alem’s friends have on his life?</p>					