

English Year 7: Spiritual, Moral, Social, Cultural mapping.

UNIT	SPIRITUAL	MORAL	SOCIAL	CULTURAL
Autumn 1: The Island	Faith in individual. Learning about oneself. Survival. Strength of beliefs.	Surviving on the island: at what cost? 'Lord of the Flies' extract to stimulate debate on whether this is always what was likely to happen. Draw on playground/ pack mentality. Empathy.	Working together: to survive. Group opportunities explore life on island. Press conference with individuals all given different roles. Coping with new environments.	Robinson Crusoe extract. Consider customs and traditions on island in creative task.
Autumn 2: Beowulf	Development of Beowulf as a character throughout, focusing on inner strength and belief. Christian beliefs- cross-over with cultural when researching how story has evolved over time.	'An eye for an eye.' Taking a life debate. Considering how moral code in this epic story is different to ours. Consider what makes a hero.	Discussion of contentious issues about the hero and violent society explored in story. Ideas of patriotism.	Trace development of the story over the centuries and influences. Appreciation of how changes in society/ religion influences text passed through generations.
Spring 1: Humpty Dumpty Playscript	Inner strength and dealing with peer pressure and bullying. How a parent can deal with death of a child.	Who is to blame the focus of hot seating for assessed piece. Role of the media: debate the role they play in our society. Consider role of the reporter in the play. How does the	How gangs work. Explore characters and the dynamics of gang. 'Close to/ Far Away From' activity considers how we view different character types. Pressure on parents.	Attitudes to people who don't conform to what society expects. How law and order is presented in play. Consider what punishment members of the gang should

		playwright want him to come across to the audience?	Groups improvise and write scenes which aren't in play but interest us in class reading and class discussion. Forum Theatre: trying to change the outcome of a key scene.	receive.
Spring 2: Poetry from Other Cultures	Collage of elements which make up our own culture. Discussion of similarities and differences. How poems explore self-worth and identity (see Limbo, Island Man, Presents From My Aunt in Pakistan and others)	Considering perception of South Africa during and post Apartheid. How government justified what they did. Treatment of under-class in 'Blessing.'	Discussion of identity. Bring 'Night of the Scorpion' to life. Explore different viewpoints: mum, child, father, neighbours, holy man, scorpion. Consider social pressures to fit in.	Cultures and traditions. How Caribbean and London are juxtaposed in 'Island Man.' Fusion of cultural ideas in 'Presents From My Aunt...'
Summer Term: Novel Including 'Skellig' 'Private Peaceful' and 'The Black Book of Secrets'	Appreciation of character of Mina in 'Skellig.' Write chapter from character's point of view to show beliefs and feelings. Attitudes to religion/ inner strength. Explore what the character of	Ignoring army orders. To do the right thing: helping others. Consequences of illness, loss. Home schooling. Crime and punishment.	Character maps. Roles characters play in structure and themes in texts. Tommo, Michael and others' relationships within text and how they inform our understanding or change them as people.	Research World War One and how young men were pressured to grow up so quickly as a result. (PP) Values as a theme and role of the antagonist (TBBOS) Pressure on

	Skellig is meant to be.			boy-girl friendships. Attitudes to illness and death in modern society in UK.
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