



KS3 – Year 7 Long Term Mapping

Subject Intent/ Aims:

In English, we support students to develop a *passion for Language and Literature* through the study of texts from different genres, eras, themes and complexity. We develop *students' reading for pleasure, creativity, articulacy and self-expression*. We develop *functional literacy skills for life*. We *empower students with cultural awareness and experience*. *English is at the core of all learning* and students will *transfer these skills across the curriculum*. Throughout Year 7, we aim to *build a passion for wider reading*. We aim to *develop learners who have stamina and readers who are resilient*. We aim to support the *development of pupils' communication* so they can function in society and express themselves. We aim to equip students with the *skills to articulate themselves clearly*. We aim to support students to develop a *broadened understanding and use of vocabulary*.

ADVENT 'Voices and Journeys'

Key Concepts: Identity, belonging, empathy, injustice, power, perspective, hope, Atmosphere, Character Perspective.

This unit will explore how Fraillon uses descriptive writing to craft vivid settings, characters, and atmospheres within *The Bone Sparrow*. We'll analyse her deliberate word choices and use of sensory details to immerse the reader in Subhi's world, whether it's the confines of the detention centre or the imaginative landscapes of his stories. Students will examine how perspective influences descriptive passages and learn to identify and apply techniques like figurative language and the principle of "show, don't tell" in their own creative writing. The aim is to understand how powerful description shapes reader empathy and understanding of the novel's core themes.

LENT 'Redemption and Rebellion'

Key Concepts: Transformation, Conscience, Social Injustice, Consequences, Moral Responsibilities, Defiance, Empathy.

This unit centers on Dickens' *A Christmas Carol* as a study of redemption and transformation. Students will analyse how Dickens uses characterisation, symbolism and narrative structure to explore themes of wealth, poverty, and moral responsibility. Complementing this, we will examine extracts depicting rebellious children, considering their motivations, the consequences of their actions, and any potential for redemption. The unit aims to understand how writers present defiance against societal norms and the paths characters take towards change or reconciliation.

PENTECOST 'Weathering the Storm'

Key Concepts: Resilience, Survival, Power, Vulnerability, Consequences, Control vs Chaos, Humanity's Relationship with Nature.

This unit explores the concept of 'weathering the storm' through Shakespeare's *The Tempest* and non-fiction articles on natural disasters. Students will analyse how both texts depict characters and communities confronting overwhelming forces, examining themes of control, vulnerability, and survival. Students will investigate how authors and journalists use language to portray these 'storms' – both literal and metaphorical – and how different viewpoints shape our understanding of resilience and the human response to chaos.



<u>National Curriculum Coverage:</u> Reading: read and appreciate the depth and power of the English literary heritage through: 1.3 2.2 2.3 2.4 2.5 2.6 2.8 3 Writing: Write accurately, fluently, effectively and at length for pleasure and information through: 1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 2.8 3		<u>National Curriculum Coverage:</u> Reading: Develop an appreciation and love of reading, and read increasingly challenging material through: 1.1a: 1.1b 2.1 2.2 2.3 3.1 3.3 3.4 Writing: 1.1b 1.1c 1.3 2.1 2.2 Spoken English: 1.1: 1.2 1.3 1.4 Grammar and Vocabulary: 1.1, 1.5, 1.6		<u>National Curriculum Coverage:</u> Reading: Develop an appreciation and love of reading, and read increasingly challenging material through: 1.1a: 1.1b 2.1 2.2 2.3 3.1 3.3 3.4 Writing: 1.1b 1.1c 1.3 2.1 2.2 Spoken English: 1.1: 1.2 1.3 1.4	
<u>Components (Key Content):</u> <u>The Bone Sparrow</u> First person narration Perspective Bias Protagonists: Subhi’s internal world vs external reality. Narrative structures Writer’s intent and message Literary devices Structural elements: flashbacks, shift between reality and dreams. Context: Relevance of real-world injustice and	<u>HO Knowledge</u> <u>The Bone Sparrow</u> Narrative Voice: Analyse how first-person narration shapes empathy and limits perspective. Perspective & Bias: Explore how Subhi’s viewpoint influences reader understanding and emotional response. Character Focus: Contrast Subhi’s imaginative inner world with the harsh external reality to reveal psychological depth. Narrative Structure: Examine non-linear techniques (e.g.	<u>Components (Key Content/ Knowledge)</u> <u>A Christmas Carol</u> Characters: Scrooge’s development Ghosts as symbols of memory and consequence Context of Victorian London and the setting of Rich vs Poor. Language methods: contrast, simile, metaphor, symbolism, hyperbole etc Structure: cyclical Context: poverty, workhouses, Dickens’ intentions <u>Non-Fiction Article</u> Argument structure: statement, reasons, examples, counterargument Tone: balanced, persuasive, formal Paragraphing for point development Sentence types: compound and complex Persuasive devices: rhetorical question, emotive language	<u>Components (Key Content/ Knowledge)</u> <u>The Tempest</u> Characters: Prospero, Miranda, Caliban, Ariel, Ferdinand Relationships: power, obedience, revenge, forgiveness Themes: isolation, nature vs civilisation, magic, storm Language: Shakespearean register (thee, thy, dost), metaphor Dramatic devices: stage direction, aside, irony Structure: setup → conflict → resolution Context: colonisation, Shakespearean theatre <u>Creative Non-Fiction</u> Genre: first-person past-tense recount Structure: chronological sequence (Build-up → Event → Aftermath → Reflection) Sentence types: simple, compound, varied complex forms Sensory detail and figurative language to describe fear/panic		



<p>refugees</p> <p>Descriptive Writing</p> <p>Sentence types: simple, compound, complex</p> <p>Description: expanded noun phrases, sensory detail</p> <p>Figurative language: simile, metaphor, personification</p> <p>Narrative structure: descriptive setting before action</p> <p>Paragraphing for time/place change</p> <p>Juxtaposition (light/dark, freedom/imprisonment)</p> <p>Spoken Language</p> <p>First-person storytelling format: challenge → action → outcome</p> <p>Sequencing ideas with connectives</p> <p>Using vocal tone to engage</p>	<p>flashbacks, dream sequences) and their function.</p> <p>Authorial Intent: Evaluate Fraillon's message on injustice, resilience, and the power of storytelling.</p> <p>Literary Devices: Interpret the use of figurative and symbolic language to develop tone and theme.</p> <p>Descriptive Writing</p> <p>Sentence Construction: Control and manipulate sentence types (simple, compound, complex) for effect and rhythm.</p> <p>Detail and Description: Craft imagery using expanded noun phrases and precise sensory detail to evoke mood.</p> <p>Figurative Language: Employ simile, metaphor, and personification to deepen tone and symbolic meaning.</p>	<p>Spoken Language</p> <p>Use of formal tone in spoken report</p> <p>Report structure: introduction, evidence, conclusion</p> <p>Turn-taking and listening in a group setting</p>	<p>Emotion vocabulary and precise verbs/adverbs</p> <p>Time connectives and paragraph openers for sequencing</p> <p>Recount tone: reflective and emotional, not overly dramatic</p> <p>Spoken Language</p> <p>Use of formal tone in spoken report</p> <p>Report structure: introduction, evidence, conclusion</p> <p>Turn-taking and listening in a group setting</p>
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Respectful listening and responding	<p>Structural Control: Construct openings that prioritise setting, building atmosphere before action.</p> <p>Paragraphing: Use shifts in paragraphing to structure time, space, and perspective transitions.</p> <p>Juxtaposition: Deliberately contrast opposing imagery (e.g. freedom vs confinement) to reflect thematic tensions.</p> <p>Spoken Language</p> <p>First-person storytelling format: challenge → action → outcome</p> <p>Sequencing ideas with connectives</p> <p>Using vocal tone to engage</p> <p>Respectful listening and responding</p>		
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Generic Composite Skills:	HO Composite Skills	Composite Skills:	Composite Skills:
<u>The Bone Sparrow</u>	<u>The Bone Sparrow</u>	<u>A Christmas Carol</u>	<u>The Tempest</u>
<u>Retrieval</u>	<u>Retrieval</u>	<u>Retrieval</u>	<u>Retrieval</u>
Identify key characters, places and plot events.	Select precise evidence to summarise character, setting, and key events.	Select key quotations about Scrooge and other characters	Identify key events (e.g. shipwreck, meeting of Miranda and Ferdinand)
Locate quotations to show a character's feeling or action	Track patterns in character actions and motivations across the text.	Identify how the ghosts describe the present or future	Match characters to motivations and relationships
<u>Inference</u>	<u>Inference</u>	<u>Inference</u>	<u>Inference</u>
Emotions through thoughts and dialogue	Infer subtle emotions from dialogue and narration.	Explain what Scrooge's reactions suggest about his attitude	Infer feelings through actions and language
Explain inferences. 'This suggests...'	Justify interpretations using embedded evidence and analytical verbs.	Infer how Cratchit family shows kindness despite hardship	Explain the power dynamic in interactions
<u>Language Analysis</u>	<u>Language Analysis</u>	<u>Language Analysis</u>	<u>Language Analysis</u>
Spot a simile or metaphor	Identify and interpret figurative language (simile, metaphor, personification).	Develop explanation of inferences.	Identify metaphor or powerful verbs in speeches
Explain how a description creates mood	Analyse how language shapes atmosphere and emotional response.	<u>Structural Awareness:</u>	Explain tone: command, pleading, sorrow
Use sentence stem: "This makes the reader feel..."	Use sentence stems: <i>This implies... This evokes...</i>	Identify and explain metaphor or contrast ("solitary as an oyster")	<u>Structural Awareness:</u>
<u>Structural Awareness:</u>		Link writer's word choice to emotional effect	Track structure of a scene: setup, tension, resolution
		<u>Structural Awareness:</u>	Identify changes in relationships across scenes
		Sequence Scrooge's emotional journey	<u>Writer's Intent</u>
		Explain impact of stave structure	Begin to discuss author choices
		<u>Writer's Intent</u>	Link to the theme of hope to key moments.
		Begin to discuss author choices	<u>Contextual Understanding:</u>
		Link to the theme of hope to key moments.	Link ideas of control and rebellion to colonisation
		<u>Contextual Understanding:</u>	Use sentence starters: "This reflects how people viewed..."
		Explain the Poor Law, charity, and Dickens' moral	<u>Creative Non-Fiction</u>
			<u>Grammar and Syntax.</u>



<p>Identify when the story shifts in time or mood</p> <p>Track a repeated image or motif</p> <p>Writer's Intent</p> <p>Begin to discuss author choices</p> <p>Link to the theme of hope to key moments.</p> <p>Descriptive Writing</p> <p>Grammar and Syntax.</p> <p>Write a simple sentence with correct punctuation</p> <p>Use FANBOYS to link ideas in compound sentences</p> <p>Begin writing complex sentences using "because," "while," "although"</p> <p>Vocabulary</p> <p>Use emotion words from model texts</p> <p>Build lists of sensory and</p>	<p>Structural Awareness:</p> <p>Recognise shifts in time, mood or perspective.</p> <p>Analyse recurring motifs and structural patterns.</p> <p>Writer's Intent</p> <p>Explore the author's purpose in shaping characters and themes.</p> <p>Evaluate how the theme of hope is developed across the narrative.</p> <p>Descriptive Writing</p> <p>Grammar and Syntax.</p> <p>Construct varied sentences with control (simple, compound, complex).</p> <p>Experiment with conjunctions and clauses to deepen meaning.</p> <p>Vocabulary</p> <p>Use precise, emotionally resonant language drawn from reading.</p>	<p>aims</p> <p>Use sentence stems: "This shows Dickens thought...", "This criticises..."</p> <p>Descriptive Writing</p> <p>Grammar and Syntax.</p> <p>Write complex sentences using "although," "if," "even though"</p> <p>Use modal verbs (should, must, could) for persuasive tone</p> <p>Vocabulary</p> <p>Use opinion and value-based words (freedom, trust, responsibility)</p> <p>Introduce persuasive phrases ("It is clear that...")</p> <p>Organisation</p> <p>Plan using a basic argument map (Point → Reason → Example)</p> <p>Use paragraph starters and discourse markers ("Firstly...", "On the other hand...")</p> <p>Crafting</p> <p>Use rhetorical questions and repetition for emphasis</p> <p>Present a balanced tone by including a counter-argument</p> <p>Technical Accuracy</p>	<p>Use past-tense verbs consistently throughout</p> <p>Combine ideas using "as," "when," "while," "after"</p> <p>Embed clauses for detail: "which," "who," "whose"</p> <p>Vocabulary</p> <p>Use vivid sensory language for chaos and calm</p> <p>Introduce figurative devices like personification of the weather</p> <p>Select precise emotion verbs ("trembled," "shuddered," "sprinted")</p> <p>Organisation</p> <p>Plan and write using a four-part recount structure</p> <p>Use time markers: "Before I knew it...", "Suddenly...", "In the aftermath..."</p> <p>Crafting</p> <p>Use pacing to control tension (shorter sentences in panic moments)</p> <p>Reflect at the end on personal growth or loss</p> <p>Include flashbacks to memories before the disaster</p> <p>Technical Accuracy</p> <p>Spell common disaster-related vocabulary accurately</p> <p>Use paragraphing consistently for scene changes</p> <p>Secure punctuation for multi-clause sentences</p> <p>Spoken Language</p> <p>Speak with clarity, variation in tone, and expression</p>
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<p>setting vocabulary</p> <p>Use figurative techniques to describe mood</p> <p>Organisation</p> <p>Use adverbials to open paragraphs (“Later that night...” “In the corner...”)</p> <p>Paragraph to show time or place shift</p> <p>Crafting</p> <p>Juxtapose contrasting images (e.g. soft blanket vs hard floor)</p> <p>Vary sentence starters</p> <p>Use motif or repeated image for emphasis</p> <p>Technical Accuracy</p> <p>Correctly use full stops, commas, question marks, apostrophes and capital letters</p> <p>Paragraph appropriately</p>	<p>Integrate figurative devices to develop tone and mood.</p> <p>Organisation</p> <p>Sequence events or description clearly using cohesive devices.</p> <p>Signal shifts in time, setting, or mood through paragraphing and openings.</p> <p>Crafting</p> <p>Juxtapose contrasting images to highlight tone or character experience.</p> <p>Reuse motifs or key phrases for emphasis and cohesion.</p> <p>Vary sentence openings for rhythm and effect.</p> <p>Technical Accuracy</p> <p>Apply full range of end punctuation accurately.</p> <p>Use speech punctuation and apostrophes with increasing independence.</p> <p>Paragraph for clarity and</p>	<p>Use apostrophes for possession and omission</p> <p>Apply commas in complex sentences</p> <p>Ensure sentence demarcation is secure</p> <p>Spoken Language</p> <p>Use clear pronunciation and appropriate formal tone</p> <p>Speak with confidence using cue cards</p> <p>Divide sections among group (e.g. housing, food, treatment)</p> <p>Use signposting to move between ideas</p> <p>Listen and respond to peer questions</p> <p>Use sentence starters: “We found that...”, “Our research shows...”</p>	<p>suited to role</p> <p>Match physical movement to the speaker’s emotion</p> <p>Use signposting to move between ideas</p> <p>Rehearse a scene with cues and direction</p> <p>Know when and how to enter and exit</p> <p>Respond to feedback using drama-specific vocabulary</p> <p>Reflect on how acting choices convey character motivation</p>
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<p>Begin speech punctuation if used (e.g. thoughts or dialogue)</p> <p>Spoken Language</p> <p>Use tone to show emotion</p> <p>Vary pace and volume when presenting</p> <p>Plan using basic prompts (beginning, middle, end)</p> <p>Use time connectives to move events forward</p> <p>Finish with a reflection</p> <p>Plan using basic prompts (beginning, middle, end)</p> <p>Use time connectives to move events forward</p> <p>Finish with a reflection</p> <p>Listen with eye contact</p> <p>Ask a follow-up question or make a comment</p>	<p>emphasis.</p> <p>Spoken Language</p> <p>Modulate tone, pace, and volume for impact and emotion.</p> <p>Structure spoken narratives or responses clearly and purposefully.</p> <p>Respond with relevant questions or comments.</p> <p>Listen actively and build on others' ideas.</p>		
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>
<p>READING: Essay question on theme of hope in difficult circumstances (50 mins. Can be planned as a class beforehand and appropriate quotes selected).</p> <p>WRITING: Write a description of an image with juxtaposing ideas. 50 mins. Can be planned independently beforehand and drafted in sections of narrative but planning and drafting must be completed over 2-3 lessons.</p>	<p>READING: Essay question on the presentation of Scrooge's transformation. (50 mins. Can be planned as a class beforehand and appropriate quotes selected).</p> <p>WRITING: Write an article arguing why children should be allowed more independence 50 mins. Can be planned independently beforehand and drafted in sections of narrative but planning and drafting must be completed over 2-3 lessons.</p>	<p>READING: Essay question on how Shakespeare explores relationships (50 mins. Can be planned as a class beforehand and appropriate quotes selected).</p> <p>WRITING: Write a recount of a disaster. (Exposition to crisis). 50 mins. Can be planned independently beforehand and drafted in sections of narrative but planning and drafting must be completed over 2-3 lessons.</p>



Assessment/s (Formative and Summative):	Assessment/s (Formative and Summative):	Assessment/s (Formative and Summative):
<p>Assessed pieces:</p> <p>Checkpoint Writing: Baseline writing piece to show independent writing skills.</p> <p>Reading: Essay question on theme of hope in difficult circumstances.</p> <p>Checkpoint Reading: practise paragraphs in class.</p> <p>Checkpoint Speaking and Listening: Deliver a speech called: 'At a time I needed to be brave...'. Writing: Own description of an image using juxtaposing imagery. (Exposition to crisis).</p> <p>Checkpoint Writing: Multiple choice grammar/punctuation quiz. (Understanding and application).</p> <p>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</p>	<p>Assessed pieces:</p> <p>Reading: Essay question on Dickens' presentation of Scrooge's transformation.</p> <p>Checkpoint Reading: practise paragraphs in class.</p> <p>Checkpoint Speaking and Listening: Group presentation of a TV- style report from a Victorian Workhouse.</p> <p>Writing: Write an article arguing for why children should have more independence.</p> <p>Checkpoint Writing: Multiple choice grammar/punctuation quiz. (Understanding and application).</p> <p>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</p>	<p>Assessed pieces:</p> <p>Checkpoint Writing: Baseline writing piece to show independent writing skills.</p> <p>Reading: Essay question on Shakespeare's presentation of relationships</p> <p>Checkpoint Reading: practise paragraphs in class.</p> <p>Checkpoint Speaking and Listening: Performace of a selected scene from the play.</p> <p>Writing: Write a recount of a natural disaster.</p> <p>Checkpoint Writing: Multiple choice grammar/punctuation quiz. (Understanding and application).</p> <p>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</p>





<p>Key Terms:</p> <p>Narrator, First-person, Characterisation, Setting, Simile, Metaphor, Personification, Imagery, Symbolism, Theme, Tone, Mood, Dialogue, Point of view, Adjective, Adverb, Sensory language, Emotive language, Paragraph, Structure.</p>	<p>Key Vocabulary:</p> <p>Detention, Persecution, Refugee, Injustice, Resilience, Empathy, Hope, Despair, Curiosity, Compassion, Journey, Identity, Imaginary, Repression, Oppression, Isolation, Belonging, Trapped, Freedom, Escape.</p>	<p>Key Terms:</p> <p>Narrator, rotagonist, Antagonist, Juxtaposition, Semantic field, Omniscient, Allegory, , Stave, Foreshadowing, Contrast, Emotive language, Irony, Structure, Perspective, Linear narrative, Non-linear narrative, Motif, Pathetic fallacy, Connotation, Allusion, Hyperbole Climax, Resolution,</p>	<p>Key Vocabulary:</p> <p>Redemption, Regret, Generosity, Poverty, Charity, Morality, Isolation, Transformation, Conscience, Forgiveness, Defiance, Rebellion, Consequences, Authority, Discipline, Conflict, Expectations, Independence, Punishment, Reflection.</p>	<p>Key Terms:</p> <p>Prologue, Chorus, Soliloquy, Aside, Monologue, Iambic Pentameter, Blank Verse, Rhyming Couplet, Verse, Prose, Dramatic Irony, Stage Directions, Tragicomedy, Supernatural, Elizabethan, Divine Right of Kings, Catharsis, Hubris, Comic Relief.</p>	<p>Key Vocabulary:</p> <p>Tempest, Catastrophe, Tsunami, Earthquake, Eruption, Disaster, Evacuation, Aftershock, Tremor, Hazard, Resilience, Vulnerability, Infrastructure, Devastation, Isolation, Survival, Response, Emergency, Displacement, Recovery.</p>
<p>Literacy/ Numeracy/ Cross-Curricular Links:</p> <p>Literacy: Narrative structure and descriptive devices (imagery, metaphor, simile). Sentence variety and paragraph cohesion. First-person writing and diary/recount techniques.</p> <p>Numeracy: Estimating time and distance (e.g. detention duration, refugee journeys). Analysing statistics in supplementary refugee/non-fiction materials. Use of chronological timelines for plot events</p>	<p>Literacy/ Numeracy/ Cross-Curricular Links:</p> <p>Literacy: Analytical writing: structure, theme, language, character. Non-fiction forms: articles, letters, autobiography, speeches. Writing to argue and persuade (linked to behaviour, reform, justice). Quotation embedding and inference skills</p> <p>Numeracy: Exploring Victorian wages, poverty lines, and economic data. Interpreting tables or graphs in non-fiction extracts. Timeline of Scrooge’s past, present, and future</p> <p>History: Victorian Britain, industrial revolution.</p>			<p>Literacy/ Numeracy/ Cross-Curricular Links:</p> <p>Literacy: Shakespearean language, verse vs prose, dramatic devices. Reading and writing factual texts: reports, news articles, interviews. Exploring persuasive writing around disaster response. Developing speaking and listening skills through performance.</p> <p>Numeracy: Data on earthquakes, storms, floods (e.g. Richter scale, population impact). Mapping global disaster zones and calculating distances. Understanding scale, size, and timeframes in scientific texts</p>	



<p>Geography: Refugee movements, migration routes, global conflict zones</p> <p>SPHE: Human rights, empathy, identity, belonging</p> <p>Religious Education: Values, ethics, justice, and moral choices</p> <p>Art: Symbolism and creative responses to identity and place.</p>	<p>class divide</p> <p>SPHE: Behaviour, consequences, redemption, moral reform</p> <p>Religious Education: Themes of forgiveness, charity, Christmas traditions</p> <p>Drama: Character performance, staging, interpretation of Staves</p>	<p>Geography: Earthquakes, tsunamis, storms, global natural disasters</p> <p>Science: Causes and effects of natural disasters, tectonic activity</p> <p>Drama: Performance of <i>The Tempest</i>, roleplay, voice and movement</p> <p>History: Context of colonisation and the age of exploration</p> <p>PSHE: Human resilience, crisis response, global citizenship</p>
<p><u>SMSC/ BV/ RSHE:</u></p> <p>Spiritual: Exploring identity, imagination, hope, and personal belief systems</p> <p>Moral: Questions of justice, right and wrong in refugee treatment</p> <p>Social: The impact of community, family, and exclusion</p> <p>Cultural: Understanding different cultures and experiences of displacement</p> <p>Rule of Law: Immigration and detention policies</p> <p>Individual Liberty: Freedom of expression and movement</p> <p>Mutual Respect & Tolerance: Exploring cultural diversity and empathy for others</p> <p>Respectful Relationships: Understanding</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>Spiritual: Redemption, personal transformation, the spirit of Christmas</p> <p>Moral: Evaluating actions and consequences (Scrooge and rebellious youth)</p> <p>Social: Poverty, class division, family and social reform</p> <p>Cultural: Understanding Victorian society and modern parallels</p> <p>Democracy: Discussion of social reform and the role of individual change</p> <p>Rule of Law: Victorian justice, consequences of rebellion</p> <p>Mutual Respect: Empathy for others and reflection on personal responsibility</p> <p>Behaviour and Consequences: Evaluating cause and effect of rebellion</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>Spiritual: Themes of forgiveness, magic, and fate</p> <p>Moral: Power, control, colonisation, justice and reconciliation</p> <p>Social: Leadership, freedom, community and belonging</p> <p>Cultural: Exploration of Shakespearean theatre and postcolonial perspectives</p> <p>Individual Liberty: Characters' desire for freedom and choice</p> <p>Mutual Respect: Exploring treatment of others (e.g., Caliban, Ariel)</p> <p>Tolerance: Interpreting different cultures, beliefs, and historical settings</p> <p>Resilience and Coping: Responding to natural disasters and trauma</p> <p>Respect and Boundaries: Power imbalance,</p>





<p>empathy, kindness, and active listening</p> <p>Mental Wellbeing: Exploring trauma, resilience, and inner strength through narrative</p> <p>Families and People Who Care: The role of family, community, and belonging</p>	<p>Respect for Others: Considering alternative viewpoints and social backgrounds</p> <p>Emotional Literacy: Exploring guilt, regret, compassion, and personal change</p>	<p>control, and fairness in relationships</p> <p>Preparing for Adulthood: Leadership, forgiveness, and decision-making</p>
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St Philip Howard Catholic Voluntary Academy



Department Planning 25-26



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY