

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Michaelmas HT1	<p><b>Is This for Real?</b>  <b>Contents: Modern Literature - Wonder</b> R.J. Palagio. Look at realistic first person fiction, and examine scenes from different points of view. Discuss and analyse character and their relationships. Understand precepts and create own. Grammar focus - parts of speech, sentence structure, clauses</p> <p><b>Project:</b> Creative writing based on neighbourhood. Write own precept. Write from another character's POV.</p> <p><b>Assessment Format:</b> Analytical Essay  <b>Literacy:</b> Close reading of novel, descriptive writing and PEE paragraphs. Grammar and vocabulary related to the book.  <b>Numeracy:</b>  <b>Internationalism/British Values:</b> Respect and tolerance, Individual liberty.</p>	<p><b>Contents: Modern Novel - A Monster Calls</b> Patrick Ness. Close reading looking at writer techniques - metaphor, inference, language of connotations of words used. How the author used foreshadowing and allegory. Character development, motives and feelings. Look at how people hide their own feelings from those they love.</p> <p><b>Project:</b> Write a script to show interaction between characters.</p> <p><b>Assessment Format:</b> Analytical Essay using PEE format  <b>Literacy:</b> Reading skills, discussion, writing in response to the book, scripts,  <b>Numeracy:</b>  <b>Internationalism/British Values:</b> Tolerance and respect. Individual liberty.</p>	<p><b>Can we ever escape the past?</b>  <b>Contents: Gothic Literature - Rebecca</b> by Daphne du Maurier; find out Gothic conventions in literature, close reading and analysis of the novel, explore how Gothic literature can be used to consider our relationship with the past, femme fatale, nostalgia and collective memory</p> <p><b>Project: 1.</b> Create a Gothic Moodboard (B) <b>2.</b> Present a Gothic Weather Forecast <b>3.</b> Ghost stories: <i>Is Rebecca a ghost story?</i> (AD)</p> <p><b>Assessment Format:</b> PEA paragraphs for text analysis and essay  <b>Literacy:</b> close reading, using question prompts, essay writing, text analysis, literary techniques  <b>Numeracy:</b> Identifying structures &amp; relevant data, sequencing, timelines, graphic organisers  <b>Internationalism/British Values:</b> Democracy, Individual Liberty, The Rule of Law</p>	<p><b>Should we always believe what we see and hear?</b>  <b>Contents:</b> Information Age &amp; Bias in media; <b>Animal Farm</b> by George Orwell; find out different ways in which information may be presented to us through different media; what 'bias' is and what it looks like; how and why persuasive techniques may be used; explore who controls the information we see, hear and read &amp; how an audience might engage with text in age of mass information; analyse Animal Farm to see in what ways can language and texts be powerful (propaganda)</p> <p><b>Project: 1.</b> Create a propaganda poster (B) <b>2.</b> Napoleon's Rise to Power - step-by-step guide (B) <b>3.</b> <i>The Valley Report</i> fake news site (A)</p> <p><b>Assessment Format:</b> Speech analysis of Animal Farm, King's <i>I Have a Dream</i> and Lennon's <i>Imagine</i> (A)  <b>Literacy:</b> reading critically and for comprehension, analysing text, loaded language, satire, irony, allegory, objective &amp; subjective language, tone, emotive language, fact and opinion, bias and objectivity within a text  <b>Numeracy:</b> infographic, data, timeline, dates, sequencing, graphic organisers  <b>Internationalism/British Values:</b> links to Russia, looking at information from around the globe; Democracy, Individual Liberty, The Rule of Law, Tolerance and respect of opinions and diversity</p>	<p><b>What am I responsible for?</b>  <b>Contents: The Kite Runner</b> by Khaled Hosseini; find out what personal responsibility and loyalty is; explore how our choices and decisions can influence what happens in our lives and the kinds of people we are; How can a cultural context influence our understanding of personal responsibility?; To what extent is it possible to atone for past mistakes?</p> <p><b>Project: 1.</b> Fatherhood (comparing Afghan and British parenting responsibilities) (AB) <b>2.</b> Amnesty International &amp; Human Rights activity in connection to the Taliban (B) <b>3.</b> A letter to Amir on how to overcome guilt and regret (BCD)</p> <p><b>Assessment Format:</b> comparative essay, discussion, letter writing, research  <b>Literacy:</b> foreshadowing, themes, context, character analysis, essay writing, reading critically and for comprehension  <b>Numeracy:</b> charts, percentages, dates  <b>Internationalism/British Values:</b> Talibans in Afghanistan / Democracy, The Rule of Law, Individual Liberty, Mutual respect</p>
Cross Curricular	PSHE - bullying, acceptance, relationships, family	PSHE - bullying, death, relationships	Art - Gothic art & architecture	Humanities: the 1917 Russian Revolution, reinterpretation of history, wartime propaganda	PSHE: Anti-Bullying Alliance & bystanders; overcoming guilt and regret

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Michaelmas HT2	<p><b>Is This for Real</b>  <b>Contents: Modern Novel</b> Wonder RJ Palagio. Look at realistic first person fiction, and examine scenes from different points of view. Discuss and analyse character and their relationships. Understand precepts and create own. Grammar focus - parts of speech, sentence structure, clauses</p> <p><b>Project:</b> Create own kahoot quiz based on the book.</p> <p><b>Assessment Format:</b> Essay - first person account of an event from the book from the point of view of Julian  <b>Literacy:</b> Close reading of novel. Discussion, inference and deduction, grammar - sentence types and parts of speech, comprehension  <b>Numeracy:</b> Timelines, Accuracy.  <b>Internationalism/British Values:</b> Respect and tolerance. Individual liberty</p>	<p><b>Modern Novel</b>  <b>Contents: A Monster Calls by Patric Ness</b>  Close reading looking at writer techniques - metaphor, inference, language of connotations of words used. How the author used foreshadowing and allegory. Character development, motives and feelings. Look at how people hide their own feelings from those whom they are close</p> <p><b>Project:</b> Create and present as a talk, information about yew.</p> <p><b>Assessment Format:</b> Fiction writing - watch a clip of the film and turn it into a narrative.  <b>Literacy:</b> Speaking and listening, close reading of the novel, language analysis, inference and deduction, comprehension.  <b>Numeracy:</b> Sorting and classifying information  <b>Internationalism/British Values:</b> Respect and tolerance, Individual liberty.</p>	<p><b>Does love make the world go round?</b>  <b>Contents: Love Poems</b> - find out what the conventions of love poems are; explore how literature, art and culture shape our ideas about love and relationships; discuss whether love can transcend cultural boundaries and whether literature gives us unrealistic expectations about love.</p> <p><b>Project: 1.</b> Compile a poetry booklet from various love poems from around the world (B)</p> <p><b>Assessment Format:</b> annotate a love poem using the FLIRT technique (A)  <b>Literacy:</b> sound in poetry, parallelism, FLIRT technique, sonnets, imagery, poetic techniques, poetry as a genre and its conventions, compare and contrast, discussions, synthesizing and interpreting poems  <b>Numeracy:</b> searching for patterns, count the number of lines in a poem  <b>Internationalism/British Values:</b> Tolerance and Respect  of opinions and diversity; Poetry from around the world</p>	<p><b>What perspective?</b>  <b>Contents: Body Imperfect</b> by Debi Davies; find out about responses that may arise, and attitudes that can exist, towards others, along with ways in which texts present such topics; explore how perspectives that may be held towards others are formed, along with how these may influence people's attitudes and actions; In what ways do texts present particular perspective to a reader or a viewer?; How can a perspective change?</p> <p><b>Project: 1.</b> Script-writing - making an impression (CD) 2. TED talk (Stella Young, an Australian disability activist) activity (A) 3. Random acts of kindness 4. Perspectives in song - compare and contrast the use of narrative perspective to convey ideas from the unit (AD)</p> <p><b>Assessment Format:</b> narrative writing (A Mask of Defiance) (CD)  <b>Literacy:</b> use of narrative technique to convey perspective, the power of imagery, narrative perspective in film, first-person narrator, rhetorical questions  <b>Numeracy:</b> graphic organisers, conjecturing – predicting relationships and results  <b>Internationalism/British Values:</b> Australian and American perspective on disability; Tolerance and respect of opinions and diversity</p>	<p><b>Should we always be able to say what we want, when we like?</b>  <b>Contents: Freedom of expression;</b> What is 'freedom of expression'?; In what ways can communication both help and cause harm in different situations?; How can rights and responsibilities be balanced? find out what constitutes propaganda, why it might be used, and ways in which it may be identified.; War poetry</p> <p><b>Project: 1.</b> Making school policy (CD)</p> <p><b>Assessment Format:</b> poetry or prose commentary (ABD)  <b>Literacy:</b> censorship, writing a newspaper opinion column, poetry commentary, prose commentary, compare and contrast writing  <b>Numeracy:</b> graphs, timelines, sequencing, being systematic, searching for patterns  <b>Internationalism/British Values:</b> WW1 / Democracy, Individual Liberty, The Rule of Law, Tolerance and respect of opinions and diversity.</p>
Cross Curricular	PSHE - bullying, acceptance, relationships	PSHE - bullying, death, relationships	Science - Biology: dopamine falling in love	Humanities: Slavery & American Civil War (Dunbar's <i>We wear a Mask</i> )	Humanities: WW1

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Lent HT3	<p><b>Do Adverts Rule the World?</b>  <b>Contents:</b> Analysing visual and film adverts. Discuss language used, fonts, colours. Features of persuasive text. How adverts have changed over time, what is acceptable for today's audience. How adverts influence the way we think.</p> <p><b>Project:</b> 1. Create visual advert. 2. Film an advert for a charitable cause.</p> <p><b>Assessment Format:</b> Compare adverts and create own advert.</p> <p><b>Literacy:</b> Persuasive language techniques, Presentational devices using ICT, Speaking and listening</p> <p><b>Numeracy:</b> charts and diagrams, statistics, tables, timelines</p> <p><b>Internationalism/British Values:</b> Rule of law, democracy</p>	<p><b>Do Girls Run the World?</b>  <b>Contents:</b> Throughout history, women have used creativity as a means of cultural and personal expression. Exploration of women's literature throughout the ages, underand history from a female Point of View. Inequality, a focus on Jane Austen, Virginia Woolf, Chimamanda Ngozi Adichie, and some women's poetry.</p> <p><b>Project:</b> Research and present information on a female writer of own choice.</p> <p><b>Assessment Format:</b> Compare and contrast two poems by female authors - analytical essay</p> <p><b>Literacy:</b> Reading, comprehension, speaking and listening, justifying, analysing, research skills.</p> <p><b>Numeracy:</b> classifying, comparing and sorting</p> <p><b>Internationalism/British Values:</b> Democracy, Tolerance and respect</p>	<p><b>A Matter of Ambition</b>  <b>Contents:</b> Macbeth - Shakespeare; study Shakespeare texts and have to decipher meanings and interpret events/actions. Independent challenges encourage students to investigate how society was different and why certain things have evolved/changed.</p> <p><b>Project:</b> 1. Witches in the Elizabethan era (research) (B) 2. Macbeth's Chronicles: King Duncan is Dead! newspaper article (C)</p> <p><b>Assessment Format:</b> Behind every successful man is a strong woman. (Lady Macbeth reference)  Argumentative Essay (CD)</p> <p><b>Literacy:</b> essay writing and structuring, text analysis, make inferences, justify opinions and form arguments, summarise key events, character analysis, use of language in Shakespeare's plays</p> <p><b>Numeracy:</b> timelines, Venn's diagram, predicting &amp; checking</p> <p><b>Internationalism/British Values:</b> Democracy, The Rule of Law.</p>	<p><b>What's the drama?</b>  <b>Contents:</b> An Inspector Calls; An Inspector Calls Introduction, scene analysis, character analysis, Responsibility, to describe the messages the Inspector communicates to the Birlings and to the audience, to describe the difference in attitudes of responsibility between the young and old characters, to analyse key quotes and how they show the changes in relationships between characters;</p> <p><b>Project:</b> 1. Generation Gap poster presentation (B) 2. Report on the play (You are a detective inspector and you have been asked to produce a report on the play 'An Inspector Calls' by J B Priestley.) (CD)</p> <p><b>Assessment Format:</b> analytical essay</p> <p><b>Literacy:</b> language techniques, dramatic irony, analysis, evaluation, connotations, symbol, allegory, structure, anti-climax, responsibility, plot twist, political philosophy</p> <p><b>Numeracy:</b> Venn diagram, graph</p> <p><b>Internationalism/British Values:</b> Democracy, Individual Liberty, The Rule of Law, Tolerance and respect of opinions and diversity.</p>	<p><b>Black American Experiences in Literature</b>  <b>Contents:</b> based on four extracts from books about Black oppression: <i>The Hate U Give</i>; <i>Roll of Thunder, Hear my Cry</i>; <i>To Kill a Mockingbird</i>; <i>I Know Why the Caged Bird Sings</i>. To develop an understanding of the historical positioning and cultural representation of Black Americans in literature.</p> <p><b>Project:</b> 1. Individual poster presentation on one Black American author and their work (AB)</p> <p><b>Assessment Format:</b> reading assessment (AD) &amp; creative writing (CD)</p> <p><b>Literacy:</b> To read and understand a challenging text, Points of view, Narrative viewpoint, Subtext, tension in writing</p> <p><b>Numeracy:</b> flow chart</p> <p><b>Internationalism/British Values:</b> American history - African American Rights / Individual Liberty. Mutual respect</p>
Cross Curricular	Art - use of colour and other presentational devices, Humaities, how adverts are different according to culture and history.	Humanities - history of women writers from a range of cultures.	Drama	Drama	Art

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Lent HT4	<p><b>Is Seeing Always Believing</b>  <b>Contents:</b> Find out how documentaries can expand awareness of the world around us. Explore current viewing trends and the effectiveness of the media to lead to change. Work on projects that make a real and positive difference; by striving to tell community stories of importance; by not being scared of a challenge and by always asking why.</p> <p><b>Project:</b> 1. Create a ppt presentation about how television works. 2. Create short documentary.</p> <p><b>Assessment Format:</b> Narrative piece to be turned into a screipt about what is happening, how you feel about it and why.</p> <p><b>Literacy:</b> make inferences and draw conclusions, writing - analytical and script writing ,Speaking and listening discussions about various documentaries. Research skills.</p> <p><b>Numeracy:</b> Use of tables, statistics (viewing figures etc)</p> <p><b>Internationalism/British Values:</b> Tolerance and Respect.</p>	<p><b>Why Do We Need to Belong?</b>  <b>Contents: Film adaptations,</b> Explore the culture and history of New Zealand, Understand how film can be used to highlight issues of importance. Take action to raise awareness about the social issues addressed in <i>Hunt for the Wilderpeople</i>.</p> <p><b>Project:</b> Research New Zealand and create a country profile. 2. Persuasive Poster</p> <p><b>Assessment Format:</b> Diary Entry of monologue from perspective of Hec. Essay. Explore the way in which the director presents relationships in <i>Hunt for the Wilderpeople</i>.</p> <p><b>Literacy:</b> Comprehension, presentational, speaking and listening, debate, analysis, research.</p> <p><b>Numeracy:</b> statistics, tables</p> <p><b>Internationalism/British Values:</b> Democracy, tolerance</p>	<p><b>A Matter of Ambition</b>  <b>Contents: Macbeth</b> - Shakespeare; study Shakespeare texts and have to decipher meanings and interpret events/actions. Independent challenges encourage students to investigate how society was different and why certain things have evolved/changed.</p> <p><b>Project:</b> 1. Witches in the Elizabethan era (research) <b>(B)</b> 2. Macbeth's Chronicles: King Duncan is Dead! newspaper article (C)</p> <p><b>Assessment Format:</b> Behind every successful man is a strong woman. (Lady Macbeth reference)  Argumentative Essay (CD)</p> <p><b>Literacy:</b> essay writing and structuring, text analysis, make inferences, justify opinions and form arguments, summarise key events, character analysis, use of language in Shakespeare's plays</p> <p><b>Numeracy:</b> timelines, Venn's diagram, predicting &amp; checking</p> <p><b>Internationalism/British Values:</b> Democracy, The Rule of Law.</p>	<p><b>What's the drama?</b>  <b>Contents: An Inspector Calls;</b> An Inspector Calls Introduction, scene analysis, character analysis, Responsibility, to describe the messages the Inspector communicates to the Birlings and to the audience, to describe the difference in attitudes of responsibility between the young and old characters, to analyse key quotes and how they show the changes in relationships between characters;  <b>Project:</b> 1. Generation Gap poster presentation (B) 2. Report on the play (You are a detective inspector and you have been asked to produce a report on the play 'An Inspector Calls' by J B Priestley.) (CD)</p> <p><b>Assessment Format:</b> analytical essay</p> <p><b>Literacy:</b> language techniques, dramatic irony, analysis, evaluation, connotations, symbol, allegory, structure, anti-climax, responsibility, plot twist, political philosophy</p> <p><b>Numeracy:</b> Venn diagram, graph</p> <p><b>Internationalism/British Values:</b> Democracy, Individual Liberty, The Rule of Law, Tolerance and respect of opinions and diversity.</p>	<p><b>Black American Experiences in Literature</b>  <b>Contents:</b> based on four extracts from books about Black oppression: The Hate U Give; Roll of Thunder, Hear my Cry; To Kill a Mockingbird; I Know Why the Caged Bird Sings. To develop an understanding of the historical positioning and cultural representation of Black Americans in literature.</p> <p><b>Project:</b> 1. Individual poster presentation on one Black American author and their work (AB)</p> <p><b>Assessment Format:</b> reading assessment (AD) &amp; creative writing (CD)</p> <p><b>Literacy:</b> To read and understand a challenging text, Points of view, Narrative viewpoint, Subtext, tension in writing</p> <p><b>Numeracy:</b> flow chart</p> <p><b>Internationalism/British Values:</b> American history - African American Rights / Individual Liberty. Mutual respect</p>
Cross Curricular	Humanities	Humanities - culture of New Zealand	Drama	Drama	Art

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Summer HT5	<p><b>Contents:</b></p> <p><b>Project:</b></p> <p><b>Assessment Format:</b></p> <p><b>Literacy:</b></p> <p><b>Numeracy:</b></p> <p><b>Internationalism/British Values:</b></p>	<p><b>Contents:</b></p> <p><b>Project:</b></p> <p><b>Assessment Format:</b></p> <p><b>Literacy:</b></p> <p><b>Numeracy:</b></p> <p><b>Internationalism/British Values:</b></p>	<p><b>Is knowledge power?</b>  <b>Contents:</b> <b>The First Grader</b> by Kimani Ng'ang'a Maruge; find out what education is and about Maruge's story; explore the purpose and benefits of an education and attitudes towards it from around the globe; discuss whether education is the most powerful weapon and how it can empower us; concept of a lifelong learner</p> <p><b>Project:</b> 1. Incredible journey (photography writing) (CD) 2. Barriers to education (research) (A) 3. My pencil is my friend (quote analysis) (A)</p> <p><b>Assessment Format:</b> Create a piece of writing - literary (narrative or descriptive) or non-literary (article;speech;blog) based on a painting (<i>The Problem We All Live With</i> by Norman Rockwell) (C)</p> <p><b>Literacy:</b> integrating context, analyse and interpret various texts, compare and contrast, discuss and share your views and opinions, photography writing, quote analysis</p> <p><b>Numeracy:</b> Being systematic, sequencing, breaking down problems into smaller parts</p> <p><b>Internationalism/British Values:</b> Global links to education in Kenya and around the world; Individual Liberty and Mutual Respect</p>	<p><b>How can growing and learning be portrayed in short stories?</b>  <b>Contents:</b> <b>Through the Tunnel</b> by Doris Lessing; find out what elements are contained in the structure of a short story and the ways in which these can be used to present ideas i-on a theme; explore what 'growing' in terms of new learning and self-discovery may look like in practice; How does a writer construct characters?; What does a character change and growth look like?; What is 'conflict' and what role does it play in short stories?</p> <p><b>Project:</b> 1. Jerry's report card (connect ATL skills with the character from the story) (AC)</p> <p><b>Assessment Format:</b> Write a short story (CD)</p> <p><b>Literacy:</b> direct and indirect characterisation, conflicts in literature, inciting incident, how to write a short story</p> <p><b>Numeracy:</b> timeline, structure</p> <p><b>Internationalism/British Values:</b> Individual Liberty, Tolerance and respect of opinions and diversity.</p>	<p><b>What do healthy relationships look like?</b>  <b>Contents:</b> <b>Much Ado About Nothing &amp; Romeo and Juliet</b>; find out through considering relationships presented particularly in Shakespeare's writing, different ways in which close relationships might be perceived as 'healthy', and what factors may be involved in that; explore the ways in which personal responsibility may play a role in promoting and sustaining healthy relationships.; How might issues of truth and deception impact on relationships?</p> <p><b>Project:</b> 1. Love Fraudsters (online scamming at dating websites) (A) 2. The research process (character and ATL connection) (A)</p> <p><b>Assessment Format:</b> literature essay (ABD)</p> <p><b>Literacy:</b> narrative perspective, narrative voice, Shakespeare's play on words</p> <p><b>Numeracy:</b> diagram, sequencing</p> <p><b>Internationalism/British Values:</b> Individual Liberty, Mutual Respect, The Rule of Law, Tolerance and respect of opinions and diversity</p>
Cross Curricular			Humanities: The Commonwealth		

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Summer HT6	<p><b>Contents:</b></p> <p><b>Project:</b></p> <p><b>Assessment Format:</b>  <b>Literacy:</b>  <b>Numeracy:</b>  <b>Internationalism/British Values:</b></p>	<p><b>Contents:</b></p> <p><b>Project:</b></p> <p><b>Assessment Format:</b>  <b>Literacy:</b>  <b>Numeracy:</b>  <b>Internationalism/British Values:</b></p>	<p><b>Can we guess what the future holds?</b>  <b>Contents: Science fiction</b> - find out what conventions of science fiction are; explore how science fiction can be used to critique aspects of our own societies; dystopian worlds and how they reflect our own in some ways; take action to help raise awareness about the plight of child soldiers;</p> <p><b>Project: 1.</b> IB Learner Profile attributes in connection to the characters (A) <b>2.</b> Blog post about children in war (to raise awareness about the plight of child soldiers) (BD)</p> <p><b>Assessment Format:</b> writing a blog post  <b>Literacy:</b> genre conventions, semantic fields, story setting, definition and characteristics of dystopia, blog writing  <b>Numeracy:</b> Asking mathematical questions (e.g.: How could you sort these.....? How many ways can you find to ..... ? What happens when we ..... ? How many different ..... can be found? What is the same/different? Can you group these ..... in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why?)  <b>Internationalism/British Values:</b> war zones around the world with child soldiers; Democracy, Individual Liberty, The Rule of Law, Tolerance and respect of opinions and diversity.</p>	<p><b>What does courage look like?</b>  <b>Contents: Non-fiction texts on the topic of 'Courage';</b> Find out about different types of non-fiction texts, along with their different purposes and features; think about nature of 'courage', as presented in some non-fiction text types; explore the nature of 'courage', and possible different perspectives on this; How might cultural factors affect texts and our responses to them?</p> <p><b>Project: 1.</b> A thin line between love and hate (Desmond Tutu and President Botha) (CD) <b>2.</b> Letter from a Birmingham Jail (Dr King) (A) <b>3.</b> The diary of your 'things that scare you' challenge (Anne Frank's diary) (BCD)</p> <p><b>Assessment Format:</b> autobiographical writing (<i>A time when I showed courage...</i>) (CD)  <b>Literacy:</b> diaries, letters, rhetorical devices, stylistic techniques, features, characteristics and style in autobiography, giving and receiving meaningful feedback  <b>Numeracy:</b> Graphs  Timelines  Flow charts  Graphic organisers  Pie charts  <b>Internationalism/British Values:</b> South African apartheid, WW2, Talibans, persecution of Rohingya Muslims / Democracy, Individual Liberty, The Rule of Law, Tolerance and respect of opinions and diversity.</p>	<p><b>What do healthy relationships look like?</b>  <b>Contents: Much Ado About Nothing &amp; Romeo and Juliet;</b> find out through considering relationships presented particularly in Shakespeare's writing, different ways in which close relationships might be perceived as 'healthy', and what factors may be involved in that; explore the ways in which personal responsibility may play a role in promoting and sustaining healthy relationships.; How might issues of truth and deception impact on relationships?</p> <p><b>Project: 1.</b> Love Fraudsters (online scamming at dating websites) (A) <b>2.</b> The research process (character and ATL connection) (A)</p> <p><b>Assessment Format:</b> literature essay (ABD)  <b>Literacy:</b> narrative perspective, narrative voice, Shakespeare's play on words  <b>Numeracy:</b> diagram, sequencing  <b>Internationalism/British Values:</b> Individual Liberty, Mutual Respect, The Rule of Law, Tolerance and respect of opinions and diversity</p>
Cross Curricular			Design - Technology	Humanities: South African apartheid, WW2, Talibans, Civil Right Movement, persecution of Rohingya Muslims	Drama