

YEAR 9 CURRICULUM (2021-2022)

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Core Knowledge/ Skills	American Literature (OMAM) <ul style="list-style-type: none"> Critical reading and writing, identifying and analysing the conventions of a novella, identifying and analysing writer's methods. 	Victorian Heroes & Villains <ul style="list-style-type: none"> Developing vocabulary and accuracy. Evaluation of writers' methods, understanding of structural features. 	Different Cultures <ul style="list-style-type: none"> Developing analytical skills. Comparison skills to identify similarities and differences between texts. 	An Inspector Calls <ul style="list-style-type: none"> Critical reading and writing, identifying and analysing the conventions of a play. Identifying and analysing writer's methods, applying social, historical context to understand perspectives and identifying themes. 		Much ado about Nothing <ul style="list-style-type: none"> Analysis of Shakespearean comedy. Analysis of language, plot and character.
	SMSC & British values	<ul style="list-style-type: none"> Tolerance. Discussions around friendship, treatment of people with physical and mental disabilities, racism, sexism and poverty. 	<ul style="list-style-type: none"> Tolerance & respect Exploring how attitudes towards those struggling in society. 	<ul style="list-style-type: none"> Tolerance & respect Students will be encouraged to consider the opinions and voices of groups often marginalised by society. 	<ul style="list-style-type: none"> Rule of law & Individual Liberty. Exploration of family dynamics and unhealthy relationships; The human condition. 		<ul style="list-style-type: none"> Relationships, Respect.
Maths	Core Knowledge/ Skills	Number <ul style="list-style-type: none"> Four rules Powers reciprocals and indices Approximate to estimate Types of Number Limits of Accuracy 	Number <ul style="list-style-type: none"> Fractions/Decimals/Percentages Limits of accuracy Rational Numbers Standard index form 	Ratio/proportion <ul style="list-style-type: none"> Ratio and direct proportion Scale drawing Scale factor/similarity 	Ratio/proportion <ul style="list-style-type: none"> Financial maths Direct and inverse variation Speed/distance/time 	Data and statistics <ul style="list-style-type: none"> Data collection and two-way tables Sampling techniques Probability/frequency trees Venn diagrams 	Data and statistics <ul style="list-style-type: none"> Probability/frequency trees Venn diagrams

	SMSC & British values	<ul style="list-style-type: none">Solving real life problems, a chance to put new skills in to context and reflect on how mathematics is relevant to everyday life.Encouragement of self-discipline as problems become more complex with multiple steps.	<ul style="list-style-type: none">Equivalence of fractions, decimals and percentages and the validity of comparisons between them.Link to Food nutrition labelling and healthy eating.	<ul style="list-style-type: none">Baking, cooking, preparation and manipulation of recipesMaps, building construction	<ul style="list-style-type: none">Money, budgeting, home finance, booking a holiday, bank accountsJourney planningWork on percentages can lead to a discussion of money lending and rates of interest.Using percentages in everyday life – link to banking and interest rates.	<ul style="list-style-type: none">Questionnaires and surveys, the history of a census. Why is it important?Use of statistics as a way of measuring and making sense of the world around us. Geographical data comparing populations, climate, environment data of different countriesComparing data sets, using statistical data to make judgements.	<ul style="list-style-type: none">Looking at random events and the laws of chance events happening, the mathematics of risk, an opportunity to discuss the Lottery and aspects of gambling.Use of statistics to compare gender differences
Science	Core Knowledge/ Skills	Cell Biology <ul style="list-style-type: none">MicroscopyExperimental skillsSpecialised cellsBacterial cellsMovement of substances in and out of cellsEnzymes States of Separation <ul style="list-style-type: none">Particle theoryForcesTechniques for separating mixturesDrinking water Energy <ul style="list-style-type: none">Stores & transfers of energyEfficiencyCalculationsEnergy & Resources		Atoms & Periodic Table <ul style="list-style-type: none">History of the atomHistory of the Periodic tableHow theories change over timeAtoms Health & Disease <ul style="list-style-type: none">Health & well beingCommunicable and non-communicable diseasesImmune systemImmunisation Waves & Their Uses <ul style="list-style-type: none">Dangers and uses of waves		Earth Chemistry <ul style="list-style-type: none">AtmosphereChange of atmosphere over timeHuman impact Ecology <ul style="list-style-type: none">InterdependenceFieldworkNutrient cyclesHuman impact and solutions Forces <ul style="list-style-type: none">QuantitiesSI unitsSpeed and acceleration	
	SMSC & British values	<ul style="list-style-type: none">Hinkley Power StationPortable water, clean drinking water and links to hygiene,Refugee camps		<ul style="list-style-type: none">How theories change over time.STIsPersonal hygieneRefugee Camps/ Cholera		<ul style="list-style-type: none">Climate changeTheories of how the Earth beganHuman responsibility with the environmentFood production and impact.	

		<ul style="list-style-type: none">Water shortages due to extreme weather (climate change)Desalination in other countriesClimate change linked to renewable and non-renewable.Growth of nuclear power as an alternative- pros and cons applied to Hinkley.How scientific developments in microscopy have affected society and development of medicines, how cells work.		<ul style="list-style-type: none">Ash die back				
French	Core Knowledge/ Skills	School <ul style="list-style-type: none">Subjects and opinionsDescribing teachersDescribing school (facilities, adjectives)What we do at break time (3 tenses)Rules (modal verbs)Jobs and future plans		Technology & Social Media <ul style="list-style-type: none">Types of technology and uses (3 tenses)Advantages and disadvantages of social mediaComparisons and adjectives		Holidays <ul style="list-style-type: none">DestinationsAller (to go)PrepositionsAccommodationHoliday activities (3 tenses)Ideal holidays (conditional tense)		Hugo & George Méliès <ul style="list-style-type: none">- Influence of French cinema- Lumiere brothers- George Méliès
	SMSC & British values	<ul style="list-style-type: none">Les ChoristesFrench vs UK school systemsFrench in careers (CERN etc.)(Toussaint)		<ul style="list-style-type: none">Mutual respect/tolerance:Social media influences.		<ul style="list-style-type: none">French & UK overseas territories and how they compare.		<ul style="list-style-type: none">Importance of fictionInfluence of French cinema
Spanish	Core Knowledge/ Skills	Home/Town <ul style="list-style-type: none">Types of homes, rooms.Adjectival agreementPlaces in townFuture plans in town		Past Holidays <ul style="list-style-type: none">The preterit tenseDestinationsIr (to go)Accommodation/ transportHoliday activitiesWeather		School <ul style="list-style-type: none">Subjects and opinionsDescribing teachersDescribing schoolWhat we do at break time (3 tenses)Jobs and future plans		Celebrations <ul style="list-style-type: none">Hispanic celebrationsHow they are celebrated (3 tenses)Food/clothes/gifts
	SMSC & British values	<ul style="list-style-type: none">Madrid – comparisons to the London		<ul style="list-style-type: none">Alhambra/Barcelona as destinations		<ul style="list-style-type: none">Spanish vs UK school systemsSpanish in careers		<ul style="list-style-type: none">La Feria – ethics of bullfighting Ferdinand
History (main checked, SMSC & BV to do)	Core Knowledge/ Skills	How did the Russian people overthrow the Tsarist Regime? <ul style="list-style-type: none">Tsarist Russia, Nicholas II, Bloody Sunday and 1917	What do whistles, bullets and jelly babies have in common? <ul style="list-style-type: none">Long and short term causes, propaganda, women, weapons and key battles. Focus	How could the World allow another World War? <ul style="list-style-type: none">Appeasement, T of V, WSC, rise of Hitler,	What were the key stages of the Holocaust? Gisela Perl: murderer or martyr? <ul style="list-style-type: none">10 stages of Genocide, pre-war Jewish life,	How important is the issue of apartheid? <ul style="list-style-type: none">Causes and key people. Impact and current situation in South Africa now	How has Crime and punishment changed from c1000 to modern day? <ul style="list-style-type: none">Crime, law and punishment in Medieval, Renaissance, Industrial and modern	

		<p>Revolution. Focus sources and cause</p> <ul style="list-style-type: none"> Local link and Ukraine 	<p>chronology, cause and similarity/difference</p> <ul style="list-style-type: none"> Local link soldiers and battalion 	<p>causes, B of B, Barbarossa and Hiroshima. Focus causes and sources.</p> <ul style="list-style-type: none"> Local soldiers / Battle of Britain / Exeter 'jewel' 	<p>Battalion 101, key events and people. Focus interpretation.</p> <ul style="list-style-type: none"> Local reactions 	<p>(link to other African countries and Boer War). Focus cause and similarity/difference</p> <ul style="list-style-type: none"> Local geography and migration. 	<p>Britain. Focus chronology, change and continuity.</p> <ul style="list-style-type: none"> Local Shepton Mallet prison, local law court
	SMSC & British values	<ul style="list-style-type: none"> Democracy, Rule of law, Individual liberty Social – Tsarism; Cultural – Russia and its rule; Moral – right to revolt. 	<ul style="list-style-type: none"> Democracy, Rule of law, Individual liberty Social + Moral – the cost of life; Cultural – the need for war. 	<ul style="list-style-type: none"> Democracy, Rule of law, Tolerance Social – change in beliefs / indoctrination ; Spiritual – the creation of a cult. 	<ul style="list-style-type: none"> Individual liberty, Mutual respect, Tolerance Moral – finding hope in hell; Cultural – why it happened. 	<ul style="list-style-type: none"> Democracy, Rule of law, Mutual respect, Tolerance Social – difference of black + white; Moral – British involvement 	<ul style="list-style-type: none"> Rule of law, Individual liberty, Mutual respect Social – the cause of crime; Culture – changes to law; Moral – crime.
Geography	Core Knowledge/ Skills	<p>Interpreting world maps</p> <ul style="list-style-type: none"> Location of continents, major countries, oceans, mountain ranges and rivers. Describing the distribution, use of CLOCC in order to describe where things are in the world. 	<p>Volcanoes- how do volcanoes shape the earth?</p> <ul style="list-style-type: none"> Structure of the earth, how this causes plate tectonics leading to contrasting volcanoes around the world. Diagram drawing, decision making and comparisons. Developing ability to recall case study information and evaluating level of development to a volcanic response. 	<p>Geographical skills and glaciation</p> <ul style="list-style-type: none"> Main physical geography of the UK. Economic opportunities in glaciated areas, Geological timescales, rocks, weathering, soils. Map skills - 6 figure grid refs, scale, direction and orientation. Contours on maps. 	<p>Asia and Resources</p> <ul style="list-style-type: none"> Developing geographic knowledge of the Middle East. Evaluating different types of energy resource around the world. Assessing an appropriate energy resource to allow the Middle East to develop sustainably into the future. 	<p>Flooding - How can we stop a river flooding?</p> <ul style="list-style-type: none"> Main features of a river Knowledge of hydrographs and how flooding can be stopped through hard and soft engineering. Research of a flooding event to hit the UK. Interpretation of a hydrograph. 	<p>Coastal erosion - How can we protect our coastlines?</p> <ul style="list-style-type: none"> Waves, erosion, mass movement and weathering. Erosional and depositional landforms. Hard and soft engineering. Map skills, identification of coastal landforms on an OS map.

	SMSC & British values	<ul style="list-style-type: none">Cultural understanding of the word around them	<ul style="list-style-type: none">Aid given during natural disasters, both nationally and globally.Pupils learning the power of the Earth’s forces.	<ul style="list-style-type: none">Geography inspires awe and wonder at the natural world.Reflection on the stewardship of our environment	<ul style="list-style-type: none">Understanding the consequences of their own actions related to using the worlds resources.	<ul style="list-style-type: none">Understanding the social consequences of a flood	<ul style="list-style-type: none">Geography inspires awe and wonder at the natural world.Stewardship of our environment
Art	Core Knowledge/ Skills	Sketchbook project <ul style="list-style-type: none">Independent skills to develop a project autonomously.Understanding how words can be incorporated in Art to develop a stronger meaning and intentions. Wide variety of new skills/knowledge taught.		Surrealism project <ul style="list-style-type: none">Develop creative thinking. Drawing Painting, Basic Photoshop skills and photo montage.Knowledge of Surrealism and how it influenced Art, Music, Literature, Drama etc.,		Still Life Project <ul style="list-style-type: none">Refining observational skills, learning about different styles of drawing, painting and printmaking.Selecting still lives which represent themselves, inspired by a variety of different artists from around the world.	
	SMSC & British values	<ul style="list-style-type: none">Exploration of own identity.Looking at artists which consider a number of SMSC issues.Respect & Tolerance through discussing Art with Gender, race and identity subject matters.		<ul style="list-style-type: none">Psychology and the ideas of Freud. Automatism. Spiritual development through development of imagination.Cultural development through this project.Respect & Tolerance through discussion of Surrealist topics.		<ul style="list-style-type: none">Self-identity through drawing and painting objects that represent themselves. Objects and symbolism.Responsibility & individual liberty by developing a project which develops individual skills and interests.	
Music	Core Knowledge/ Skills	Rock Band 2 <ul style="list-style-type: none">Introduction to Coldplay and Muse.Students have the choice of - playing the keyboard, guitar, bass guitar, drums or singing.Greater understanding of the theoretical aspects such as key signatures, melodic and rhythmic devices that are being used	Film Music <ul style="list-style-type: none">Introduced to John Barry, John Williams, Hans Zimmer.Melodic and rhythmic devices that are used by composers to portray the action/emotion in a film. Understanding of the film industry.Analysis of music from a scene and use specific terminology, e.g. diegetic and non-diegetic music.Composing music to fit a variety of aspects within the trailer of No Time To Die.	All About the Bass <ul style="list-style-type: none">Reading bass clef. Exploring a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places.Students will be aware of the instruments and voices which use the Bass Clef are referred to throughout the unit.	Video Game Music <ul style="list-style-type: none">Character Themes in computer and video game music.Characteristic musical features of much computer game music: e.g. jumping bass lines and staccato articulation,Composing and performing tasks related.	Samba <ul style="list-style-type: none">Understand how instruments, structures and textures are used in Samba.Perform and use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.	

	SMSC & British values	<ul style="list-style-type: none">To work as a group. Resilience - looking at the ups and downs of musicians/band.	<ul style="list-style-type: none">To work in pairs and to discuss and explore ideas together when composing.Tolerance	<ul style="list-style-type: none">To work in pairs and to explore ideas together when composing.Tolerance	<ul style="list-style-type: none">To work in pairs and to explore ideas together when composing.	<ul style="list-style-type: none">To work in pairs and to discuss and explore ideas together when composing. Tolerance	
PE	Core Knowledge/ Skills	Health & fitness <ul style="list-style-type: none">Methods of training – Interval training, Fartlek training. Components of fitness testing. Circuits – netball specific. Circuits – basketball specific. Group designed circuits. Capture the flag <ul style="list-style-type: none">Introduction to basic concept / rules. Attacking and defence strategies. Marking/defending. Zonal defending. Outwitting Opposition. Responding to changing game situations. Leading Competition <ul style="list-style-type: none">Working as a team to plan and lead a successful competition over an extended period of time. Critical thinking, communication, resolving conflict, leading small groups, Handball/Crazy Catch <ul style="list-style-type: none">Students will have the opportunity to cover a range of activities to develop their fundamental movement skills.		Weights and Fitness <ul style="list-style-type: none">Methods of training – Interval training, weights training. Components of fitness testing and improvement. Team Building Challenges <ul style="list-style-type: none">Reflection on problem solving and introduction to orienteering. Develop map skills. Compass points. Extend orienteering and map skills with use of compass.Working as part of a team. Gymnastics / Parkour <ul style="list-style-type: none">Recap rotation & jumps. Recap balance – Individual/Partner work.Intro to basic vaulting. Vaulting - low level apparatus. Vaulting – apparatus.Routine Development. Table Tennis <ul style="list-style-type: none">Movement and forehand rallying. Overhead Clear. Smash/Jump Smash. Drop shotDoubles and singles tactics.		Overcoming physical challenges <ul style="list-style-type: none">Sprint running technique (100/200/400m/relays). Middle distance running – 800m. Jumping - triple jump. Throwing – shot putt. Throwing - javelin. Jumping - High jump. Striking and Fielding (kickball rounders / softball) <ul style="list-style-type: none">Fielding fundamentals. Batting-defensive shots. Batting- cut. Bowling-spin/pace. Wicket keeping. Competitive games. Net and Wall Games (Tennis) <ul style="list-style-type: none">Ground strokes/ Outwitting opponents. Topspin. Service development. Lob/smash. Drop shot. Outwitting Opponents in competitive games. Dodgeball / benchball <ul style="list-style-type: none">Teamwork and solving problems. Critical thinking, communication, resolving conflict, leading small groups,Skills linked to self-improvement, growth mind-set and health and wellbeing.	
	SMSC & British values	<ul style="list-style-type: none">In addition to developing physical skills / competency, each unit in Year 9 focuses on developing leadership skills and knowledge of health and well-being.These both require collaboration with others within the group. The sense of working together to support progression contributes to spiritual development.Cultural opportunities to this unit are signposted, including extra-curricular activities. These opportunities are created through outdoor and adventurous activities in this unit.					
Computing	Core Knowledge/ Skills	Microbit <ul style="list-style-type: none">Computation abstractionsCombining multiple applicationsBoolean logicRepurposing digital artefacts.	Augmented Reality <ul style="list-style-type: none">Computational abstractionsProgramming to solve computational problemsCombining hardware/ software componentsCreative project	Animation <ul style="list-style-type: none">Introduction to animationAnimation conceptsStop motion animation	Spreadsheets <ul style="list-style-type: none">Why spreadsheets?Validating dataCalculations to display dataAdding macrosDeveloping spreadsheets	Encryption <ul style="list-style-type: none">Caesar ciphersPython string methodsSymmetric/ asymmetric encryptionThe importance of encryption	End of year revision <ul style="list-style-type: none">MicrobitAugmented realityAnimationSpreadsheetsEncryption

	SMSC & British values	<ul style="list-style-type: none"> The moral aspects relating to the repurposing of digital artefacts 	<ul style="list-style-type: none"> The ethical implications of creating artificial content which can to others appear real. The laws surrounding misrepresentation and fraud 	<ul style="list-style-type: none"> The cultural impact and application of animation through time including its use in propaganda. 	<ul style="list-style-type: none"> The societal impact of spreadsheets since 1979 and the expected impact of this software in the future 	<ul style="list-style-type: none"> The moral and ethical issues relating to the use of encrypted data and how this can both be positive and negative to society. The Laws regarding computer misuse, hacking and cyber security 	<ul style="list-style-type: none"> Democracy / the responsibilities when given freedom of choice
Curriculum for Life	Core Knowledge/ Skills	Ground Rules Mental Health Exploitation & Gangs Stereotyping <ul style="list-style-type: none"> Sex, gender and race. 		Sex/ Relationships <ul style="list-style-type: none"> Indecent Images and the law. Contraception Drugs <ul style="list-style-type: none"> “Legal Highs” and The Law 		Diversity in Relationships <ul style="list-style-type: none"> Marriage Parenting LGBTQ+ and Homophobia Online Behaviour <ul style="list-style-type: none"> Cyberbullying 	
	SMSC & British values	<ul style="list-style-type: none"> Social/Cultural - how society can influence us into joining Gangs. Making informed decisions on gangs. The laws surrounding Carrying a knife The impact of gender stereotyping 		<ul style="list-style-type: none"> Societal attitudes towards sex, relationships & health 		<ul style="list-style-type: none"> Discrimination and the law The use of language e.g. “You are so gay” Celebrating LGBTQ+ role models Keeping safe online and in relationships. 	
DT – rotation (order varies by group)	Core Knowledge/ Skills	The Maize Puzzle <ul style="list-style-type: none"> Developing a broader understanding of electronic components and how they operate in electronic circuits including the use of a transistor as a switch and a capacitor/ resistor combination to allow delay in a circuit. CAD skills using 2D Design, use of CNC router and 	Alphabet Project <ul style="list-style-type: none"> 6 different Graphic skills taught to create a 6 letter word. A mixture of hand-drawn and digitally drawn creations using Photoshop. Creative skills developed by looking at different graphic artists 	Design history inspired clock <ul style="list-style-type: none"> Use research and exploration, identify and solve their own design problems Students showcase the skills they have 	Biomimicry inspired Drawstring Bag <ul style="list-style-type: none"> Using a variety of approaches [e.g., biomimicry] to generate creative ideas. Understand the impact of DT on individuals, society and the environment. A variety of textile and dyeing techniques explored. 	Food <ul style="list-style-type: none"> Exploring the Function of Ingredients used in Muffin Making: Sensory Qualities & Taste Testing. To give students an appreciation of the versatility of Eggs with particular focus on common Cooking Methods. Undertaking Sensory Analysis & exploring the Attributes of Curry. 	

		working with wood and plastics		developed across DT in KS3, including researching, design and communication and making skills.			
	SMSC & British values	<ul style="list-style-type: none">Team work. Communicating design ideas effectively.Objectively evaluating practical outcomes appropriately using Sensory Descriptive languageWorking as an effective member of kitchen brigade.Communicating design ideas effectively. Objectively evaluating practical outcomes appropriately using Sensory Descriptive language					
Philosophy	Core Knowledge/ Skills	Metaphysics <ul style="list-style-type: none">Looking at time - time travel - and identityListening, questioning, sharing ideas,Through a series of carefully - placed questions students will have understood the complexity of these metaphysical elements		Ethics <ul style="list-style-type: none">An introduction to ethicsQuestioning, thinking, sharing ideasStudents begin to consider how we make ethical decisions.		Further Philosophical ideas including language and meaning <ul style="list-style-type: none">A collection of other philosophical ideas including reality, language and meaning.Greek philosophersListening, questioning, sharing, oracy	
	SMSC & British values	<ul style="list-style-type: none">How time (a man-made construct) has shaped our lives		<ul style="list-style-type: none">Morality - how we know the difference between right and wrong. Making the 'right' decision		<ul style="list-style-type: none">Cultural - our view of reality and how it can differ to other cultures	
RE	Core Knowledge/ Skills	Anti-Racist Religious Studies <ul style="list-style-type: none">Concepts of racism, anti-racism, white privilege, structural or institutional racism, justice, diversity and harmony.Tolerance, respect and prejudice-reduction, and to confront racism wherever it is found.	Rights and Responsibilities <ul style="list-style-type: none">How Christians make moral decisions.Different types of authority for Christian: The Bible / The Church / The role of conscience / Situation Ethics.Human Rights in the UK / the importance of Human Rights to Christians.The Beatitudes and the Sermon on the Mount.	Religion and Environmental Issues <ul style="list-style-type: none">The various threats to the natural world: Global warming / Pollution / the scarcity of natural resources.Different Christian and Muslim teachings on stewardship and the environment.	Religion and Medical Issues <ul style="list-style-type: none">The nature and law regarding abortion in the UK. The nature of euthanasia and the UK legal position.The different perspectives held by Pro-Life and Pro-Choice. The Sanctity of Life. Sources of authority in the Christian and Muslim	Crime and Punishment <ul style="list-style-type: none">The need for law and justice including how laws are made in the UK.Theories of Punishment (Protection / Reform / Deterrence / Retribution).Religious perspectives on the death penalty. Drugs and alcohol laws in the UK.	Peace and Conflict <ul style="list-style-type: none">The nature of bullying. Christian attitudes to bullying. Muslim attitudes to bullying.Religious conflict in families.War theory. Christian attitudes to war. Muslim attitudes to war.

		<ul style="list-style-type: none"> Own experiences and views about race, ethnicity and racial justice. 			traditions on the sanctity of life.		
	SMSC & British values	<ul style="list-style-type: none"> All units in the Year 9 curriculum involve learning religious and non-religious perspectives on a range of moral issues. Students have the opportunity to develop their own responses to moral issues, whilst understanding the views of others. 					
Drama	Core Knowledge/ Skills	DNA <ul style="list-style-type: none"> "Students will study DNA by Dennis Kelly, make decisions on how to perform extracts and explore the themes within the text" Skills – Status, Exposition, Proxemics, levels, performance space, text analysis & Black comedy. 	Theatre History <ul style="list-style-type: none"> Students will explore the origins of theatre, the work of Greek playwrights, Conventions of Greek Theatre, comedy & tragedy, Greek chorus, stage combat Greek theatre conventions through the study of the text Oedipus, developing skills such as choral speech and stage combat" Skills - Greek Theatre conventions, Choral speaking, Use of prologue, Stage combat 			Devising - Find Me <ul style="list-style-type: none"> "Students will create pieces of devised theatre inspired by the play text Find Me by Olwen Wymark. This unit will provide an opportunity for student autonomy and ensemble work as they will be able to create a piece of devised theatre and choose a performance or design specialism" 	
	SMSC & British values	<ul style="list-style-type: none"> "The choice of script for this unit will challenge students existing moral compass as they will need to develop and understand characters, who at face value may seem unethical, immoral or criminal. Once students conduct character exploration and research, they may begin to understand why the characters behave in the way that they do" 	<ul style="list-style-type: none"> "Theatre history explores culture and heritage Working collaboratively will encourage sensitivity, empathy and respectful communication. Some characters within this style of theatre act dishonourably, their behaviour can be discussed and challenged" 			<ul style="list-style-type: none"> "This unit focuses on the issue of mental health. During the course of this unit students are encouraged to explore a range of perspectives to develop their compassion and empathy for others whilst exploring social challenges. Working with stimuli provides an opportunity to explore their own feelings, beliefs and ideas. 	