

Curriculum Map	Subject:	Copleston Culture				Year Group: 9
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	<p><i>Cultural Reading- Of Mice and Men</i></p> <p>This is the novella that introduces the students to the themes that the other texts and non-fiction materials across the course explore further</p>	<p><i>Cultural investigation- Global citizenship and climate change</i></p> <p>This follows on from autumn 1 by exploring the context of the dust bowl in the USA and migration</p>	<p><i>Cultural Reading- Animal Farm (10 periods)</i></p> <p>This text allows students to draw upon wider knowledge of parallel societies</p>	<p><i>Cultural investigation- Political theory and global political movements (5 periods)</i></p> <p>The maturing student will be exposed to broader, historical societal structures and can build upon previous knowledge from a non-fictional perspective.</p>	<p><i>Cultural reading- Refugee Boy (10 periods)</i></p> <p>Students can now learn about a more complex issue of migration and how and why people in the modern world may need to do this.</p>	<p><i>Cultural investigation- Global art, architecture and musical movements and history (5 periods)</i></p> <p>This unit allows students to explore how artistic influences have been shaped and inspired by events that have affected humanity. This unit broadens their cultural capital further.</p>
Skills- What will be developed?	<p>Reading and interpreting key themes</p> <p>Listening and building on other's opinions</p> <p>Debating</p> <p>Appreciation of broader issues</p> <p>To think critically and evaluate issues in society</p>	<p>What are the sustainable development goals? Why were they introduced?</p> <p>Students need to understand a short history of the goals, including the UN and why the goals have been set. Students should be able to recall most of the 17 goals.</p>	<p>Reading and interpreting key themes</p> <p>Listening and building on other's opinions</p> <p>Debating</p> <p>Appreciation of broader issues</p> <p>To think critically and evaluate issues in society</p>	<p>What are political movements? Students will debate and consider democracies and autocracies. Why were they introduced? Students need to understand a short history of the goals, including the UN and why the goals have been set.</p>	<p>Reading and interpreting key themes</p> <p>Listening and building on other's opinions</p> <p>Debating</p> <p>Appreciation of broader issues in society</p> <p>To think critically and evaluate issues in society</p>	<p>Understanding some key artists and musical movements and their history.</p> <p>Investigating the impact of art, architecture and music on global cultures.</p>
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>Gender equality</p> <p>Disability</p> <p>Assisted dying</p> <p>Race/segregation</p> <p>Migrancy in 1930s USA</p> <p>American Dream</p> <p>Loneliness</p> <p>Friendships</p>	<p>What does sustainability mean? Students need to clearly understand the key term.</p>	<p>Politics</p> <p>Class and class system</p> <p>The right to protest</p> <p>Democracy</p> <p>Dictatorships</p>	<p>Understanding the political spectrum and some ideologies.</p> <p>Investigating differing systems of government and values around the world.</p>	<p>Migrancy</p> <p>Asylum seekers</p> <p>Loneliness</p> <p>Friendship</p> <p>Family</p> <p>Refugees and Political systems</p>	<p>Genres of music</p> <p>Artists and their impact</p> <p>Architectural giants</p> <p>Historians and their views and focus</p>
SEND- how will support be seen? Seating plans? Simplified questions?	<p>Seating plans</p> <p>Key vocabulary displayed and explored</p> <p>Glossaries</p> <p>Debating/oracy focus</p>	<p>Seating plans</p> <p>Key vocabulary displayed and explored</p> <p>Glossaries</p> <p>Debating/oracy focus</p> <p>Documentary viewing</p>	<p>Seating plans</p> <p>Key vocabulary displayed and explored</p> <p>Glossaries</p> <p>Debating/oracy focus</p>	<p>Seating plans</p> <p>Key vocabulary displayed and explored</p> <p>Glossaries</p> <p>Debating/oracy focus</p> <p>Documentary viewing</p>	<p>Seating plans</p> <p>Key vocabulary displayed and explored</p> <p>Glossaries</p> <p>Debating/oracy focus</p>	<p>Seating plans</p> <p>Key vocabulary displayed and explored</p> <p>Glossaries</p> <p>Auditory resources</p> <p>Visual- documentaries</p>
Assessment- What? Why?	<p>Whole class Q&A</p> <p>Individual cold calling</p> <p>Live feedback on ideas</p> <p>Discussion</p>	<p>Explore the importance of goal 13- climate action. What targets have been set and are we on course to meet them? Students should be given opportunities to recall recent events in the news like COP conferences</p>	<p>Whole class Q&A</p> <p>Individual cold calling</p> <p>Live feedback on ideas</p> <p>Discussion</p>	<p>Whole class Q&A</p> <p>Individual cold calling</p> <p>Live feedback on ideas</p> <p>Discussion</p>	<p>Whole class Q&A</p> <p>Individual cold calling</p> <p>Live feedback on ideas</p> <p>Discussion</p>	<p>Whole class Q&A</p> <p>Individual cold calling</p> <p>Live feedback on ideas</p> <p>Discussion</p>

		and the work of Greta Thunberg, as well as examining the impact on small island communities globally.				
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Starter/entry task at start of each lesson to recall previous learning Retrieval of prior knowledge around context of texts Modelling of appropriate vocabulary and sentence stems during debates	Recall previous knowledge and develop schema around climate change	Starter/entry task at start of each lesson to recall previous learning Retrieval of prior knowledge around context of text and other novel read previously Modelling of appropriate vocabulary and sentence stems during debates	Students should be able to recall most of the 17 goals.	Starter/entry task at start of each lesson to recall previous learning Retrieval of prior knowledge around context of texts Modelling of appropriate vocabulary and sentence stems during debates	Starter/entry task at start of each lesson to recall previous learning Retrieval of prior knowledge around context of texts Modelling of appropriate vocabulary and sentence stems during discussions
Literacy - reading, extended accurate writing and oracy opportunities	Reading of unknown texts and explicit vocabulary teaching; critical exploration of differing perspectives Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including discussion and debate around the key questions that shape the texts.	Reading of unknown texts and explicit vocabulary teaching; critical exploration of differing perspectives Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including discussion and debate around the key questions that shape the texts.	Reading of unknown texts and explicit vocabulary teaching; critical exploration of differing perspectives Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including discussion and debate around the key questions that shape the texts.	Reading of unknown texts and explicit vocabulary teaching; critical exploration of differing perspectives Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including discussion and debate around the key questions that shape the texts.	Reading of unknown texts and explicit vocabulary teaching; critical exploration of differing perspectives Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including discussion and debate around the key questions that shape the texts. Development of vocabulary from outside of the UK and accent/dialect.	Listening and discussing the arts and their impact on society Reading historical essay extracts and exploring vocabulary and links to other curriculum areas
Numeracy /computing skills	Map reading		Map reading	Political statistics	Map reading	Musical beats
Character development	Students will be challenged by the content and the challenging topics and themes that are deliberately demanding. Students are therefore encouraged to be compassionate. The course provides opportunities for students to gain a sense of empathy for those they study; to reevaluate their prejudices and recognise any unconscious bias they may have. The nature of assessments too feeds into to developing character as they have to consider their vocabulary and develop expressing their ideas	What is “think global, act local”? Students need to understand this approach to global citizenship, starting in their local environment.	Students will continue to be challenged by this content and the topics and themes that are deliberately demanding. Students are therefore encouraged to be compassionate. The unit provides opportunities for students to gain a sense of empathy for those they study; to re-evaluate their prejudices and recognise any unconscious bias they may have. The nature of assessments too feeds into to developing character as they have to consider their vocabulary and develop expressing their ideas	Students will be challenged by the mature content and the challenging topics and themes that are deliberately demanding. Students are therefore encouraged to be mature and considerate in their views. The unit provides opportunities for students to gain a sense of empathy for those they study; to reevaluate their pre-conceived ideas and recognise any unconscious bias they may have. The nature of assessments too feeds into to developing character as they have to consider their vocabulary and develop expressing their	Students will once again be challenged by the new content and the provocative topics and themes that are deliberately demanding. Students are therefore encouraged to be compassionate. The unit continues to provide opportunities for students to gain a sense of empathy for those they study; to re-evaluate any prejudices and recognise any unconscious bias they may have. The nature of assessments continues to feed into to developing character as they have to consider their vocabulary and develop	Students will be challenged by the new content and the topics and ideas that are deliberately broad. Students are therefore encouraged to be broad minded and appreciate classical artistic influences on modern society. The unit provides opportunities for students to gain a sense of empathy for those they study; to reevaluate their pre-conceived ideas and recognise any unconscious bias they may have. The nature of assessments too feeds into to developing character as they have to consider their vocabulary

	eloquently and in a considered manner.		eloquently and in a considered manner.	ideas eloquently and in a considered manner.	expressing their ideas eloquently and in a considered manner.	and develop expressing their ideas
Equality/Diversity opportunities	Racial and gender stereotypes are explored Migration and attitudes towards ethnic groups are evaluated	Challenge students- if you ruled the world and wanted to improve it for all nations what would you do? Class discussion and Q and A. Introduce the 17 goals- do they match the students' ideas? Use https://sdgs.un.org/goals to explore some of the goals in more detail. Briefly explain what the UN is and how it works.	Class systems Social hierarchies Gender equality	Political bias Class prejudices	Other cultures and ethnicities Stereotyping Racial discrimination Economic discrimination	Cultural prejudices Economic disadvantage
Homework/Independent learning	Homework N/A Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons.	Supercurriculum homework Use the SDG website to research more projects and interventions. Establish a model student UN with student leaders. “Climate Crisis for Beginners”- Prentice and Reynolds Explore the impact of “No one is too small to make a difference”- Greta Thunberg	Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons.	Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons.	Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons.	Research musical movements and their impact on society
CIAG coverage/links	Author Journalist Geographer	Geographer Politician United Nations role/ambassadors	Politician Novelist Journalist	Politician Novelist Journalist	Novelist Journalist Police work Social work	Artist Musician Historian Architect