

Example Curriculum Content

In Form I **History** we cover the proclamation of the rights of man and how this impacted France and its overseas colonies as well as their relationship with slavery. This allows us to broaden the discussion, at this very early stage to talk about the broader issue of human rights and Britain's role in that self same trade.

In Form II we deal extensively with the issue of race through our depth study on the Holocaust. Pupils produce detailed research projects on this topic and - again - relate it to the broader issue of Human Rights and Genocide. The final term in the FII History course is almost entirely focused on the struggle for Civil Rights in the USA. For the last 8 weeks we have been taking our FII pupils through the legacy of slavery in the USA, the Civil War, Jim Crow Laws and the emergence of the Civil Rights Movement in the USA. The final two weeks sees us examining the role of Martin Luther King and the Civil Rights Movement up to 1968. Our FII pupils could explain to you what the Jim Crow laws are, give chapter and verse on Plessy versus Ferguson and Brown v Board and explain why anti-lynching laws were not introduced in the 1930s and 40s. As you can imagine, in every lesson we are currently relating the historical context to contemporary events in the USA.

In our Form III course we choose to study the Atlantic Slave Trade. We therefore take all our pupils through the whole process of Atlantic Slavery - its genesis, its racial base, the horror of the middle passage and the appalling treatment of slaves in the British Caribbean. The focus of this course is on the British experience and not the often more looked at US cotton plantations. Although it is not part of the course we have a distinct section on Scotland's role in the slave trade, the wealth that flowed into Glasgow and we talk very openly about Dollar Academy and our legacy to the trade.

The Form II **Modern Studies** course deals with international terrorism and the issues - in our own country - with racial profiling and the issues surrounding Trump's ban on visitors entering the USA from so-called "Muslim countries". A great deal of that course is taken up with examining definitions of terrorism and the link between British (and American Foreign Policy) and the resultant - apparent - terrorist reaction.

As part of FIII Modern Studies we also spend most of the first term looking at the USA and the issues of social, political and economic inequality. Much of our discussion is taken up with reasons for - and examples of - racial inequality in the American healthcare, educational and political systems. We look at pressure groups, discuss the Black Lives Matter campaign and spend several lessons looking at the killings of Eric Garner, Trayvon Martin, Michael Brown and others. We again talk about the Civil Rights movement, the role of the NAACP and the legacy of Martin Luther King Jr.

Within the **PSE** curriculum, all pupils in FI are taught the Show Racism the Red Card unit which tackles stereotyping, prejudice, the pyramid of hate, racism in football and racist language. In FII the Peer Mentor Scheme aims to help pupils to stand up and speak out against any kind of discriminatory behaviour and that includes name-calling of any kind including racist, homophobic and sexist language. Form II and III have also had presentations and workshops to discuss racism, anti-semitism and homophobia.

On Purple Friday in February 2017 a junior **school assembly** was held to challenge the use of homophobic language. Diversity Role Models have also visited every year since 2014 to work with the Form III and II pupils on homophobia and whole staff training has also been undertaken in this area.

The aim of the **English** Department is to introduce pupils to as diverse a range of writers and texts as possible at all levels in order to challenge assumptions, develop critical thinking, foster imagination and help all our young people understand themselves and the complex world they inhabit. Diversity is not a narrow thing but includes the voices of writers from different centuries, different parts of the English-speaking world, different communities and different identities. The role of English teachers is, in a nutshell, to help our pupils feel part of a community of readers and writers that stretches centuries back across time and also includes the whole world – a temporal and geographic community, if you like.

The following table outline some of the works that our pupils currently study and the themes therein.

	Class texts	Issues covered	Other Initiatives
FI	Class texts include Malorie Blackman's <i>Noughts and Crosses</i> , Benjamin Zephaniah's <i>Face</i> , Rodman Philbrick's <i>Freak the Mighty</i>	racism, segregation, privileging of elite groups, political oppression, disability, gender and identity	The 8 Great Reads Challenge focuses on social issues for one of its sections; pupils read major texts from a very diverse range of authors in their private reading; pupils learn debating skills; they give talks and presentations; all classes are discussion based There are many opportunities to debate and write for <i>The Galley</i>
FII	For the Group Reading Project pupils make choices from a list of constantly updated novels by modern male and female writers including Patrice Lawrence's <i>Orange Boy</i> and Zephaniah's <i>Refugee Boy</i>	drugs, gangs, refugees and asylum seekers, prejudice, inequality	Pupils give talks and presentations; all classes are discussion based; pupils write discursive essays on a wide range of issues – they make their own choices There are many opportunities to debate and write for <i>The Galley</i>
FIII	Class texts include <i>Of Mice and Men</i> and <i>To Kill a Mockingbird</i> Speeches by, among others, Mandela, Martin Luther King and civil rights campaigners inform pupils' understanding of persuasive techniques	Oppression of women, racism, segregation, poverty Political language, the language of protest	<i>100 Books to be Read Before You're 20</i> list again includes a wide range of authors for private reading. Pupils make their own choices
FIV	Set authors include Jackie Kay and Carol Ann Duffy; other writers studied include <i>View from the</i>	Black, female perspectives; Scottish identity and Scottish racism, silencing of female voices	Week by week pupils take part in have discussions, write on discursive topics, explore experiences in their personal writing

	<i>Bridge and Tally's Blood; Mary Shelley's Frankenstein</i> Our Gender unit drew on contemporary male and female voices	Challenging assumptions about gender identities and roles – links with PSE	
FV	<i>Othello</i> and/ or a wide range of female novelists (Atwood, Wharton etc) Set poets include contemporary Scottish female poets like Duffy, Liz Lochhead and Jackie Kay	racism, human folly and manipulation, female oppression and silencing	There are many opportunities to debate and write for <i>The Galley</i> , and the <i>Galley Blog</i>
FVI	<i>The Tempest</i> Broadest possible range of poetic voices in textual analysis classes and the critical seminar group	Colonialism, racism, human folly and inhumanity	Pupils research these themes in British Library archives etc and do presentations on these themes There are many opportunities to debate and write for <i>The Galley</i> and <i>The Galley Blog</i>

In all year groups Shakespeare plays raise issues such as patriarchal power and colonialism. Across all year groups textual analysis units cover a wide range of poetry. We read classical poets from the 'canon' as well as modern poets - male and female, Scottish, American, Nigerian... In FVI dissertations: when pupils have free choices, they are encouraged to consider a huge and varied range of writers from across the centuries. This year alone: Toni Morrison (2 pupils), Mary Shelley, Iris Murdoch, Sylvia Plath, Antonia White, Margaret Atwood, Angela Carter, George Eliot, Elizabeth Gaskell, Jane Austen... as well as Ralph Ellison, James Baldwin, Zora Neale Thurston and Forster. Two of the four essays the AH class have been invited to read this week are by black women: Zadie Smith and Chimamanda Ngozi Adichie.

In our constantly changing choice of authors we cover, we always try to strike a balance and represent many different voices. AH English students have this year read short stories/poems/journalism by the following writers (amongst others):

Flannery O'Connor
Ernest Hemingway
Haruki Murakami
Carol Ann Duffy
Kate Tempest
Sylvia Plath
Hollie McNish

Eley Williams
Chimamanda Ngozi Adichie
Raymond Carver
Kevin Powers
Benjamin Zephaniah
Robert Frost
Caitlin Moran

Our pupil magazine, **The Galley** aims to give a voice to all of our pupils, and the magazine and blog provide a forum for them to share their views and tackle discrimination in all its forms head on. The content is led by the pupils and covers a wide range of contemporary issues.