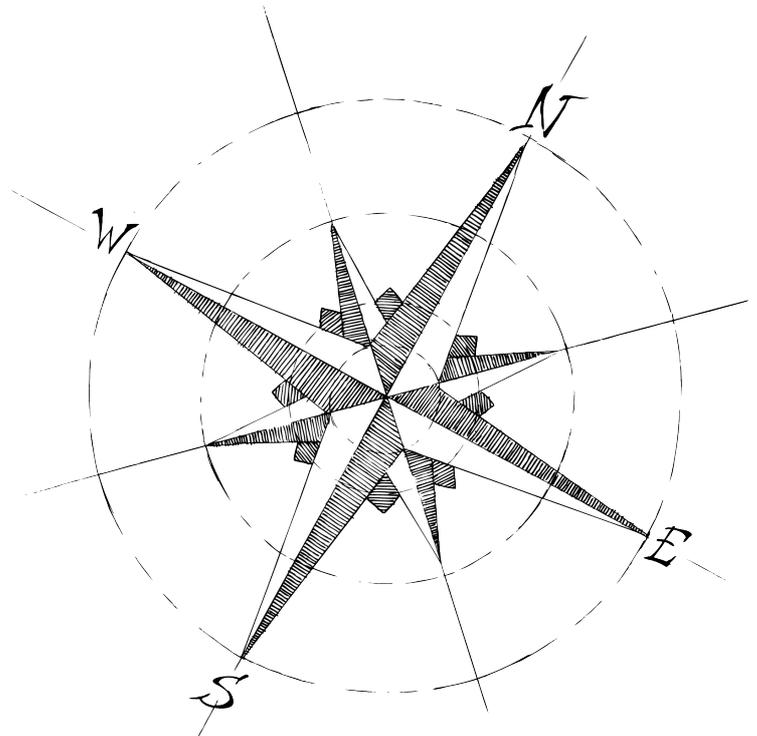
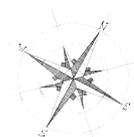


# You Choose

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Year Seven English  
Course Selection Booklet





# Welcome

## The London Nautical School Department of English 2013-14

Dear students, families and interested parties,

Welcome to a new year of English at the London Nautical School. This year is one of renewal for us in the department with a number of new teachers and the introduction of some radical new approaches to the curriculum.

We have some very exciting plans, many of which involve you and about which we are very eager to receive your feedback.

This choices booklet is an introduction to a key aspect of our plan. Each teacher has devised a programme of learning for the year that combines the core learning described in the national curriculum with a “line of inquiry” which provides the year’s learning with a singular focus and a thread of coherence.

Each programme of learning can be evaluated according to 3 dimensions; the line of inquiry, the style of learning and the level of academic challenge.

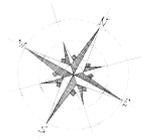
Your part in this is to choose the programme you want to join for the year and, if you’re a student, to make a commitment to giving it your best.

Please take time to consider each of the programmes in this booklet, and also feel free to contact the teachers directly to have any of your questions answered (their email addresses are included in this booklet and every programme of learning has its own online centre linked from [www.edutronic.net](http://www.edutronic.net)).

We look forward to a great year of learning and success.

Kind regards,

Christopher Waugh  
**Head of Department for English**



# How to Choose

Course selection in Year 7 can be broken down into 3 key factors

## Curriculum Framework

Every Year 7 class follows the English department's **KS3 curriculum framework**, which has been devised in accordance with the English National Curriculum to build on the students' learning from Primary school and to prepare them to make the next step into Year 8 with confidence. This framework is published online at the address:

› <http://edutronic.net/key-stage-three/framework/>

With confidence that **all** programmes embrace the requirements of English at Year 7, you are empowered to apply the following factors to your decision of “which class is right for me?”

### 1. Line of Inquiry

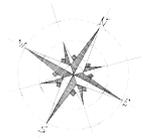
Each teacher has developed their programmes this year around a unifying idea. Each programme follows a **line of inquiry** that provides coherence to the year's learning - the students develop their skills as readers, writers, speakers, listeners and - most of all - thinkers to build their insight into the programme's unifying idea. Whether it's the **Individual and Society, Surviving in this Wacky World, Who am I? or Symbols and Code-breaking** you should choose the programme that interests you most.

### 2. Style of Learning

The English Department prides itself in the diversity of its teachers. We all teach with passion and conviction, but each of us has a different style. This booklet contains an outline of the methods each teacher favours in their classroom

### 3. Level of Academic Challenge

Every class will challenge the students, each in different ways. While ‘academic challenge’ is not something that can be reduced to a simple statement, each programme allows for a different challenge which by selecting the course, you embrace for Year 7.



# Option 1:

## The Individual and Society

“...poetry's a  
voice to talk with  
and a language  
for the voice to speak  
in nearest words to net  
the dream  
and hold it long enough  
to see.”

— Cilla McQueen, From “Kids on the Road”

## Line of Inquiry

Choosing **The Individual and Society** as your English programme for Year 7 will allow you a chance to expand on your **personal voice**. The London Nautical School draws students from all over London who represent an **extraordinary range of ethnicities and cultures**. In English this year you will be given a number of opportunities to show us who you are, and to learn more about the powerful relationships between **language, literature and our society**.

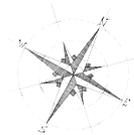
We'll be reading and writing a wide range of self-expressive **texts** and **poetry**, all of which will expand our appreciation of the power our language affords to the individual. We will read **Ender's Game** and **Two Weeks with the Queen**. We'll explore **society** through the lense of poetry and learn how to write high quality **literary analysis** of creating our own. We'll keep an acute focus on the **grammar and accuracy** of your formal and personal writing and learn how to **speak with precision** and use **grammar for effect**. We'll watch short film and create our own. In parallel to this everyone will be completing for homework their own **longitudinal reading inquiry** into their own personal history.

## Style of Learning

Mr Waugh teaches in a **collaborative** environment where you can expect to engage in **extended discussion** into the underlying ideas in texts and your own work. This programme will involve extensive integration of **film-making and self-publishing** via **online blogs**. The writing programmes will have a strong **grammar** focus and the expectation is that you will be **publishing** and **performing** a great deal of what you create.

## Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Varied**
- Expectation of independent work: **Advanced**
- Willingness to participate in class discussion: **Developing**
- Required prior knowledge: **Low**
- Minimum entry level: **None**



# Option 2:

## Surviving in this Weird and Wacky World

"The world to me was a secret, which I desired to discover; to her it was a vacancy, which she sought to people with imaginations of her own."

— Mary Shelley, *Frankenstein*

### Line of Inquiry

By choosing this program, you will explore how people and animals have survived living on the edge of life. Texts include web articles like '**How can I tell if a bug is edible**', amazing pet survival stories, extracts of James Vance Marshall's '**Walkabout**' and Louis Sachar '**Holes**', and survival style holidays advertisements.

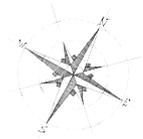
By analysing language and structural features we'll create our own **survival stories** in the style of a feature article. We will also discuss whether technology is essential for our own survival in the world through a **class debate**. We will explore a world where **a whole host of werewolves, ghosts, monsters and vampires** are waiting to help to us. Alongside Shakespeare's **Macbeth**, we will explore **gothic literature** by looking at **Frankenstein** through various film posters, extracts from the **Dictionary of Monsters and Mysterious Beasts**, Bram Stoker's **Dracula**, **The Man who Killed Darren Shan** by Anthony Horowitz and Darran Shan **Cirque du Freak**. We will look at how film posters can influenced one to watch a film, and design your own chapter for either an encyclopedia or guide-book on your own **mythical or grotesque creature**. Lastly we will study the Media Unit '**The Spy who Learnt English**' which comprises of CSI style mystery, murder and suspense. You will have the opportunity to introduce **your own spy** to the board of directors at the MI5, analyse **spy gadget** advertisements and write your own **suspense short story**.

### Style of Learning

**Miss Correia Pinto** teaches uses moving images, art and music to develop your **creativity and imagination**. You are encouraged to be creative and imaginative with your work and to use **unique** forms to presentation. There is a strong focus on **building vocabulary, strengthening grammar** and developing your **verbal communication skills**. This program involves looking at a variety of **different text styles** and where researching at home will be required. Miss Correia Pinto aims to improve **creative thinking** by using the **skill of problem solving and critical thinking in lessons**.

### Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Moderate**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Low**
- Minimum entry level: **4A**



# Option 3:

## Who am I?

"We know what we are,  
but not what we may  
be."

— William Shakespeare

## Line of Inquiry

We will begin the year with an exploration of our **identities** and our own **cultures**. You will explore what it means to be you through **poetry** and then storyboard and **film an adaptation** of your work. As well as developing your skills of analysis and **creative writing**, you will learn about the different types of shot and **how the structure of a story can affect your meaning**.

When we have finished creating our own narratives, we will explore authorial intent and intertextuality in **Haroun and the Sea of Stories**. As the year draws to a close, we will analyse the **language of advertisements** and **persuasive writing**, exploring the skills needed to become effective **debaters and public speakers**.

## Style of Learning

I am a **visual learner**, and I try to make sure that I use visual prompts in my lessons to help make my meanings clear. The **key** thing about my lessons is **choice**. I will always provide a **variety** of tasks for you to do, but it is up to you to choose which tasks suit you and how it will help you progress on your own **personal learning journey**.

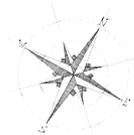
I have a **passion for films and comics** and will try to include these in my lessons where I can to help start debates and inspire our own creative writing work.

Finally, I love reading and **finding new words**. I try to include activities in my lessons that will help you evaluate your own vocabulary choices and **develop your own voice**.

*Mr North.*

## Level of Academic Challenge

- Pace of learning: Slow - **Moderate**
- Complexity of Source Texts: **Supported**
- Expectation of independent work: **Supported**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Low**
- Minimum entry level: **3C**



# Option 4:

## Symbols and Codebreaking

“What can be said at all  
can be said clearly; and  
what we cannot talk  
about we must pass over  
in silence”

— Ludwig Wittgenstein

## Line of Inquiry

The first writers were brave people. They believed that the scratchy lines they made on the page in front of them would matter in the years to come. Incredibly, they were right, and thanks to these brave individuals we have the earliest writings of **Myth and History**. Perhaps, like the characters in **Louis Sachar’s Holes**, your work will be about making sense of your own history. Later we will read **Beowulf**, the oldest piece of English Literature; here we will connect with the past and learn what it means to have the confidence of the great monster-slayer.

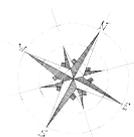
This year you will become **Sensemakers**, a group of detectives and code-breakers examining how modern day writers are using the power of technology to do what the ancient writers did thousands of years ago, online. In the course of this, you will slay a different kind of monster: Confusion

## Style of Learning

Mr Price asks that you be prepared to offer your opinion fearlessly in a variety of forms. There will be a mix of **Direct Instruction** with an environment of **debate and challenge**. You are expected to **formulate questions**. Grammar will be taught using **descriptive** rather than prescriptive methods, so you will need to work with **found texts** as well **producing** your own. You will present your work not only to your teacher but also to each other and to the wider adult world.

## Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **Supported**
- Required prior knowledge: **Low**
- Minimum entry level: **4C**



# Make your Choice:

The London Nautical  
School Department of  
English

## Course Selection Process

### Read more:

Many of your teachers have produced more detailed information about the courses they're offering this year. All this information is available on The Edutronic:

<http://www.edutronic.net/>

You're encouraged to speak to your families and the teachers to find out more about the course options before you make your final selection.

### Select your course

This is an online process, once you've decided what your preferences are for your English course for 2013 you must then go to The Edutronic and complete the course selection form.

You will be asked to:

1. Rank your course preferences from 1-4
2. Explain why you believe you should gain your first preference
3. (Optionally) enter your and your parents' contact information to be added to the English department mailing list
4. The deadline for course selection is Friday 6 September at 3:00pm

### When will you know?

We will be making the course allocation on Friday 6 September and you will start in your new classes on Monday 9 September.

Once this allocation is made, there will be no subsequent course alterations for the one year duration of the programme.