

You Choose

Year Eight English
Course Selection Booklet





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).

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 8 can be broken down into 3 key factors

Curriculum Framework

Every Year 8 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 Year 7 and to prepare them to make the next step into Year 9 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 8, 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 Future Dystopia, Action and Adventure, The Journey or the Nature of Reality, 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 8.



Option 1:

Future Dystopia

"The point is, there is no feasible excuse for what we are, for what we have made of ourselves. We have chosen to put profits before people, money before morality, dividends before decency, fanaticism before fairness, and our own trivial comforts before the unspeakable agonies of others"

— Iain Banks, *Complicity*

Line of Inquiry

Choosing **Future Dystopia** as your English programme for Year 8 will see you entering a world that bears a notable resemblance to the one we know, yet something is askew. The tone is imperceptibly darker, individuals are surrendering their integrity and turning a blind eye to the slow growth of a malevolent force hidden behind the political-industrial complex...

We'll be reading the work of some of the **20th Century's greatest writers**, such as George Orwell, William Gibson, Iain Banks and John Wyndham. We'll explore **the role of the media in society** and learn what makes high quality **investigative journalism** by creating our own. We'll look at the **grammar and style** of dystopian fiction and write our own. We'll explore Shakespeare's great dystopia, **Macbeth**, and **perform** our own modern re-interpretations. In parallel to this everyone will be completing for homework their own **longitudinal reading inquiry** into the notion of dystopia.

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: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **Advanced**
- Required prior knowledge: **Low**
- Minimum entry level: **4A**



Option 2:

Action and Adventure

"We believed we were safe. That was the big fantasy."

— John Marsden, *Tomorrow, When the War Began*

Line of Inquiry

By choosing this program, we will explore **identity** through texts from various times, cultures and worlds. We will look at poetry through the eyes of those who tried to **conquer the sea** through the poetic words of those who went on long voyages to **explore the New World**. We will explore the **adventure** genre looking examples from short stories such as Ray Bradbury's '**A Sound of Thunder**' or extracts from novel including "**The Knife of Never Letting Go**" by Patrick Ness, the **Stormbreaker** series by Anthony Horowitz and **Tomorrow, when the War Began** by John Marsden.

You will be introduced to the **world of Shakespeare** where you will explore the **Globe Theatre**, learn to **talk like a Tudor**, explore the seven ages of mankind and analyse language in various extracts from some of Shakespeare's most well known plays including **Romeo and Juliet, Midsummer's Night Dream and MacBeth**. This will result in you designing your own **dramatic monologue** from the perspective of a Shakespearean character converting it to modern English. **Scriptwriting** will also be developed with opportunities for you to present the various characters' personalities and motivations you have studied to your class as well as your own **adventure-themed play script**. Magazines and newspapers explored will be based around those who have ventured into lost or strange travel destinations in the middle of nowhere.

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: **5C**



Option 3:

What is my Journey?

“Not I, not anyone else
can travel that road for
you,
You must travel it for
yourself”

— Walt Whitman

Line of Inquiry

This programme is intended to explore how you would act when faced with **adversity** and **moral uncertainty**. We will begin with reading short stories that highlight themes of domestic violence and **macabre**. We will then read Dickens’ **A Christmas Carol**, where we will meet a protagonist who is so consumed with greed that he is paid a **visit by four ghosts** so that he may learn the meaning of regret and forgiveness. You will then explore the **polysemic nature of picture books and comics** in order to help **establish your own identity** as a reader and illustrate your **cultural journey**.

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



Option 4:

Alternatives to Reality

"These things appear on the walls of the Red District in the course of the night. Nobody can track down the author of any of them... They are not slogans so much as texts, revealed in order to be thought about, expanded on, translated into action by the people."

— Thomas Pynchon, *Gravity's Rainbow*

Line of Inquiry

Key Idea: **Making Meaning**

You might have heard people say, "Truth is Stranger than Fiction"? But what if **fiction is stronger than truth**?

Taking as our starting point the word '**If**', we will explore the world through the genres of **fantasy** and the world of **dream**. From heroes lost in the wood in **A Midsummer Night's Dream** we will move to the darker side of the **urban fairytale** and its monsters. For some of the year we will turn to look at characters like the heroine of **Beverley Naidoo's 'The Other Side of Truth'** for whom dreams become Nightmares.

We will then progress to looking at ways in which people **campaign** to bring their dreams to life through **politics and persuasion**. Throughout the key idea will be how people use the power of the imagination to change the world.

Style of Learning

Mr Price teaches using **open questions** with no right or wrong answers. You are encouraged to bring your **own Experiences** into your answers. **Grammar** will be taught in this class using real life examples. You will need to work with **fiction and non-fiction texts** as well **producing** your own. You will present your work not only to your teacher but also to each other and to the general public and build your confidence.

Level of Academic Challenge

- Pace of learning: Gradual
- Complexity of Source Texts: **Moderate**
- Expectation of independent work: **Supported**
- Willingness to participate in class discussion: **Advanced**
- Required prior knowledge: **Low**
- Minimum entry level: **No minimum level**



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 Monday 9 September at 3:00pm

When will you know?

We will be making the course allocation on Monday 9 September and you will start in your new classes on Tuesday 10 September.

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