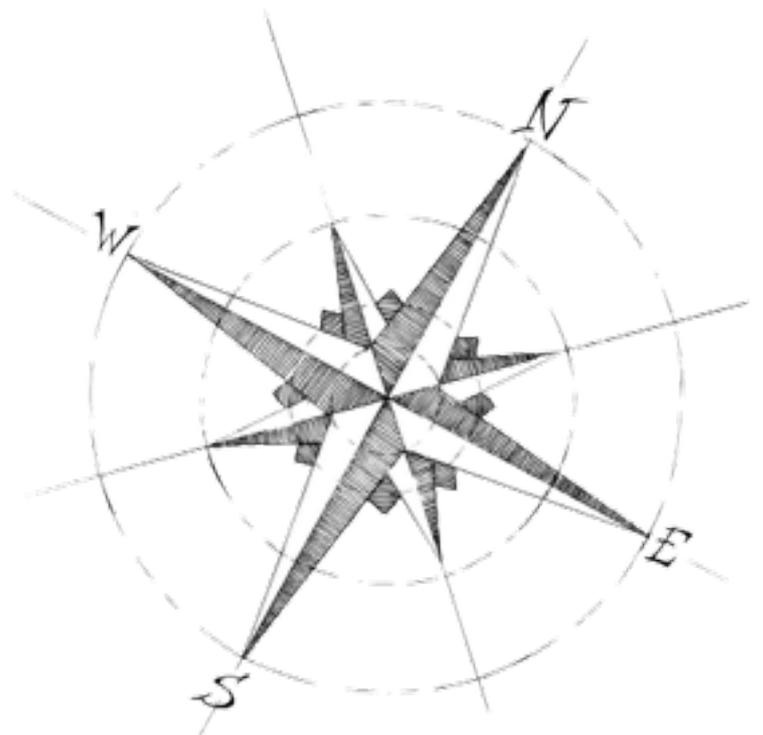


# You Choose

Year Seven English  
Course Selection Booklet



# Welcome

## The London Nautical School Department of English 2016-17

Dear students, families and interested parties,

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

This choices booklet is an introduction to a key aspect of our exciting plans. Every English 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 three 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 **Hearing Your Own Voice in the Crowd; Here be Dragons, Exploring Other Worlds, Symbols and Code-breaking** or **Supernatural and Mythical Creatures**. 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:

## Hearing Your Own Voice in the Crowd

*"And once the storm is over, you won't remember how you made it through, how you managed to survive. You won't even be sure, whether the storm is really over. But one thing is certain. When you come out of the storm, you won't be the same person who walked in. That's what this storm's all about."*

— Haruki Murakami

## 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: **Open Entry**

## Line of Inquiry

By choosing 'Hearing Your Own Voice in the Crowd', you will start a journey which will guide you through how humans have dealt with **adversity and challenge** in their lives. At the beginning of the year, we will examine Mildred Taylor's novel, **Roll of Thunder, Hear my Cry**. Here, we will follow the narrative of **nine year old Mississippi native, Cassie**, as she and her brothers try to work out how things work in the American South in the 1930s. As they find out, things are not easy being different in Mississippi, but neither Cassie or her brothers accept this without question.

Moving on, we'll stay in the same geographical area as we follow Gary Younge's journey through America in **No Place Like Home**. Younge's narrative is a non-fictional account of his journey through the American South as he asks questions about how much has changed in America throughout the years. During his narrative, he talks about his experience of **being a black Briton in the US** and this will provide much stimulus for debate in our classroom.

We finish our year with a selection of poetry. In keeping with the theme of finding your voice in the crowd, we will look at a range of **poetry that looks at overcoming difficult situations**. Here, there will be opportunities for drama and more analytical writing!

Students should note that the full year programme, including all the texts we will read, can be found here.

**DRAMA TEACHER:** Mr O'Brien

## Style of Learning

**Mr O'Brien** thinks **young people have a lot to say** and his classes reflect this. There will be plenty of room for you to **voice your opinion** in group discussion, debate and **class exploration of texts**. What you say is just as important as what you write, however, and you will be expected to do so often. We will spend time **reflecting on the choices you make** with words and how this can help us understand more about the subject of English.

# Option 2:

## 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 also delve into the notion of individual responsibility through the study of Samuel Taylor Coleridge's epic **Rime of the Ancient Marriner**. 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.

**DRAMA TEACHER:** Mr Harris

## 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 3:

## Here be Dragons

"The hero of yesterday becomes the tyrant of tomorrow, unless he crucifies himself today"

— Joseph Campbell

### Level of Academic Challenge

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

### Line of Inquiry

What do Star Wars, James Bond, Batman and the Avengers all have in common? They all tell the same story. It was once said that every hero that has ever been created are all the same person; that they all essentially have the same strengths and weaknesses; that every quest is essentially the same. If that's true, then why do we still find heroes so exciting?

If you select this course, we will explore the nature of myths. Why is it that these stories survive and why do we still want to hear them? We will look at various different myths, exploring **The Norse sagas** where you will meet Odin, Thor and Ymir. We will also read at selected **Greek myths** and **tales of ancient Egypt**. Our long term project will be to examine at the **nature of stories** and how they have made an impact upon popular culture today through mediums such as comics and films.

We will focus on exploring **performance poetry** and how we might become orators of our own stories. As well as reading Coleridge's gothic poem **The Rime of the Ancient Mariner** and Phillip Pullman's horror story **Clockwork**.

There are stories all around us, but how do we begin to make sense of them? More importantly - I want to know your stories? What have you achieved and what do you aspire to?

**DRAMA TEACHER:** Mr Harris

### Style of Learning

**Mr North's** classroom is an environment where students are **presented with choice** in order to help develop independence and resilience. Often, there will be an **investigation** aspect to the learning, which will encourage them to focus on their own understanding and interpretation of a text and its **underlying meaning**.

Mr North loves exploring the ambiguity of language and how meanings are made and changed through word placement and choice, whether it's in a book, poem, script or lyric.

Mr North is passionate about film and comics and he will use these where he can to help start debates and inspire students' own creative writing work.

# Option 4:

## What's Your Story?

"After nourishment,  
shelter and  
companionship, stories  
are the thing we need  
most in the world."

— Phillip Pullman

## 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: **Open Entry**

## Line of Inquiry

Everyone loves a good story, don't they? You will have heard many different stories in your lives so far, through your families, your friends, books, films and video games. You may enjoy listening to them, reading them, telling them, performing them, or all of these things! But have you ever wondered where all these stories come from?

This course will look at our collective love of stories, beginning with sharing tales from our different cultures as a class, including fairytales, myths and legends. We will explore the origin of storytelling as an oral tradition long before any writing happened, and how the act of telling a story out loud is still so powerful.

As part of our study of myth, we will read a translation of the Anglo-Saxon poem Beowulf, a tale of the ultimate hero, a Scandinavian prince fighting bravely against the most terrifying of monsters, when no other has the courage or the skill.

Later in the year, we will read Haroun and the Sea of Stories, a story about a charismatic storyteller who loses his gift of storytelling until his son decides to do something about it, by travelling to the land where stories are made.

If you choose What's Your Story? for your introduction to English at London Nautical School, you will be given the opportunity to create your own exciting narrative journeys through reading, writing, speech and drama. It will be unpredictable, challenging and above all, fun – just like the best stories.

## Style of Learning

**Ms Dearden** places great emphasis on the value of students expressing and developing their own opinions in her English lessons and creating a space whereby everyone feels comfortable doing so. Her classes usually contain plenty of class discussions and drama activities, with reading at the heart of every lesson. You will be encouraged to read aloud as much as possible, and listen to how language sounds, in preparation for exploring your own individual writing voice.

**DRAMA TEACHER:** Ms Dearden

# Option 5:

## Evolving Perspectives

"Most misunderstandings in the world could be avoided if people would simply take the time to ask, "What else could this mean?"."

— Shannon L. Alder

## Level of Academic Challenge

Pace of learning: **Moderate to fast**  
Complexity of Source Texts: **Moderate**  
Expectation of independent work: **Advanced**  
Willingness to participate in class discussion: **Advanced**  
Required prior knowledge: **Basic**  
Minimum entry level: **Open Entry**

**DRAMA TEACHER:** Ms Gravenor

## Line of Inquiry

If you enjoy looking at the world around you from an unfamiliar point of view then this is the programme for you.

During this course we will help students develop the thinking skills needed for success; not just in English, but across the school. You will systematically develop skills of **inference and analysis** while increasing your confidence, resilience and ability to express ideas.

Moreover, as part of the rich diversity of this course, it will be split between three teachers over the course of the year. Each one will bring their own unique style and perspective to the programme in order to stimulate your creativity and learning.

In order to build these skills, we will explore a variety of short fiction, non-fiction and audio visual texts. There will be a **broad range of subject matter** which does not attach itself to a single genre or time frame. In order to alter our perspectives we need to look beyond our comfort zone for inspiration. Texts studied will range from short stories by famed authors such as **Ernest Hemingway** and **Saki** to non-fiction articles discussing the **refugee crisis in Europe**.

## Style of Learning

**Mr Murray** strongly believes that his teaching needs to prepare students with **real world skills** that will enrich and enable their lives both inside and outside of the classroom. Using this outlook as a foundation, he uses a **diverse and flexible** approach to learning in his classroom.

Mr Murray uses **choice based lesson activities** where students will have a range of options about how they wish to express their work. **Exploration, empathy and excellence** are the key beliefs of his classroom and approach to learning.

**Mr Vinnicombe** has always taught Drama and Media Studies alongside English and likes to bring **performance and interaction** into the classroom. What better way to truly understand a character or theme than to **explore it practically?** Then we can truly begin to feel what it is like to walk in someone else's shoes or see something from an altered perspective.

Each practical session will be followed up with a demonstration of your development by using **creative writing techniques** to explore why people make the decisions they do. Mr Vinnicombe takes an holistic approach honing in on **key analytical skills** to decipher the meaning behind a variety of texts, fables and short stories

# 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 2015-16 you must then go to The Edutronic and complete the course selection form.

You will be asked to:

1. Rank your course preferences from 1-5
2. Explain why you believe you are a suitable choice for 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 completing this selection process is **midday on Sunday 11 September**

### When will you know?

We will be making the course allocation on Sunday 11 September and you will start in your new classes on Monday 12 September.

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