

You Choose

Year Nine 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.

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 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).

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

Kind regards,

Christopher Waugh
Head of Department for English and Drama

How to Choose

Course selection in Year 9 can be broken down into 3 key factors

Curriculum Framework

Every Year 9 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 8 and to prepare them to make the next step into Key Stage 4 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 9, 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 **Follow the Leader; Evolving Perspectives Politics and Power, You Can't SEE Me or Trauma in the Inner City**, 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 9.

Option 1:

Follow the Leader?

“The day the power of love overrules the love of power, the world will know peace.”

— Mahatma Ghandi

Level of Academic Challenge

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

Line of Inquiry

Have you ever witnessed someone abusing their power? What would you do in that situation – keep quiet and follow the leader or speak out and risk being alienated from a group?

If you choose Follow the Leader? as your English course for Year 9, you will be choosing to tackle some difficult and disturbing questions, as we examine the links between **power, responsibility, leadership and fear**, in the context of a **dictatorship**.

As a class, we will discuss the **power of the individual vs. the power of a collective**, the nature of bullying and the suffering caused by **injustice and tyranny**. We will be studying some brilliant texts, including Shakespeare’s **Richard III** and William Golding’s novel **Lord of the Flies**, getting up close to some of the most shocking illustrations of the dire consequences of power when seized by the wrong hands.

We will also focus on the use of **satire** as a genre to convey complex ideas about the nature of power in society, reading Jonathan Swift’s essay **A Modest Proposal** as inspiration for writing your own satirical pieces about an issue of your choice.

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**.

Option 2:

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**

Complexity of Source Texts: **High**

Expectation of independent work: **Advanced**

Willingness to participate in class discussion: **Advanced**

Required prior knowledge: **Low**

Minimum entry level: **Open Entry**

DRAMA TEACHER: Mr Waugh

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.

Option 3:

You Can't SEE Me

"Did you ever stand in a
Cavern's Mouth—
Widths out of the Sun—
And look—and shudder,
and block your breath—
And deem to be alone"

— Emily Dickenson

Line of Inquiry

Someone once said that identity was the conflict between wanting to be yourself and wanting to belong to the crowd. Is it possible to be yourself despite the influences of society? By choosing this unit, we will explore the possible conflicts between social and personal identities.

We will begin the year with reading and performing Shakespeare's **Julius Caesar**. We will explore omens and fate - what happens when you mis-read destiny's signs and how might the paths we choose shape us?

We will then explore the ideas of innocence and experience through a range of **pre 20th Century poetry** that explores how protagonists act when faced with uncertainty. We will be reading extracts from Coleridge's **Christabel**, Christina Rossetti's **Goblin Market** and a range of extracts taken from **William Blake** and **Robert Browning**.

Our final exploration of identity will examine representations of teens and the binary opposition of how young adults are seen as both vulnerable and feared by society, leading to our reading of **The Curious Incident of The Dog in the Night-Time**. We will look at the loneliness and isolation of being part of a world that you don't understand.

Style of Learning

The key thing about Mr North's lessons is **choice**. He 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 they will help you **progress on your own personal learning journey**.

Mr North has a passion for **films and comics** and will try to include these in his lessons where he can to help start debates and inspire your own creative writing work.

Finally, Mr North loves **reading and finding new words**. He tries to include activities in lessons that will help you evaluate your own vocabulary choices and **develop your own voice**.

Level of Academic Challenge

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

Option 4:

Trauma in the Inner City

"What strange phenomena we find in a great city, all we need do is stroll about with our eyes open. Life swarms with innocent monsters."

— Charles Baudelaire

Line of Inquiry

By choosing 'Trauma in the Inner City', you will embark on a journey which explores the trauma of living in the heart of the city. There will be a particular focus on the medium of the **short story**, though we will also look at how representations of the city have been reflected in other mediums; most notably, music and film. At the beginning of the year, we will start our journey with William Shakespeare's **Merchant of Venice**. We will examine how Shakespeare presents tensions between the Christian and Jewish communities, and study several stage productions of the play to examine the choices the directors have made in staging, costume and lighting.

Moving on from this, we'll move to some contemporary writing with American-Dominican writer, Junot Díaz. With his collection of short stories, **Drown**, we'll examine how Díaz presents the problems of the inner-city in his native New Jersey. There will be opportunities to study how Díaz combines Spanish and English in his writing, and how his use of colloquialisms helps him create a unique style.

In our final unit, we will look at renowned French film, **La Haine**. This will be a great opportunity for us to look at whether there are similarities in the Inner City experience in France and the UK.

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.

Level of Academic Challenge

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

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 2016-17 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 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.