

Department Information:

The FPSS Department of English aims to nurture a love for the English language and literature. The emphasis of the curriculum is to refine skills such as critical thinking and appreciation, oracy and writing. The goal is not only to prepare students to be proficient readers and writers but also to develop them into responsible citizens who are proactive in the pursuit of their own learning.

ACHIEVE in the curriculum:

The aim of the curriculum is to nurture and develop critical thinkers, able to express their views in an informed, analytical and academic manner. Each core value is reflected in the ethos and culture of the department where students are encouraged to uphold a high standard of learning for themselves and their peers reflecting ambition and excellence.

Curriculum Aims & Intent:

Over the course of the year, students will experience reading a novel as a whole class, read and enact one of Shakespeare's plays, transform poetry into prose and become media literate. We also focus on pupil's oracy skills which are essential to being able to communicate their thoughts and opinions effectively. These aspects are designed to offer them a head start into KS4 years. They will learn crucial transferable skills of close reading, analysis and effective writing.

Resources:

- *Once by Morris Gleitzman/ Private Peaceful by Michael Morpurgo.*
- *The Tempest by William Shakespeare*
- *Poetry by a variety of poets*
- *Rhetoric extracts*
- *Media unit*

How we keep parents informed:

Year 8 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in March.

How parents can help their child:

A core ethos in the English department is independent Reading. Parents must encourage their child to read out loud with them at least 3 times a week. This should be coupled by the student doing Reading Plus, an independent online reading programme at home. Parents should also keep an eye on Class Charts to ensure their child is able to access the Home Learning and is completing the work set by their teacher.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 + 2	War literature - Once by Morris Gleitzman/ Private Peaceful by Michael Morpurgo	Cross curricular connections with History – WW2 Students learn to engage with the history and context of the time. They learn to develop a critical appreciation of the writer’s methods and how these create meaning for the reader. Students are taught to view events and language and develop alternative interpretations, viewing events from different characters’ points of view. Students are taught to formulate formal responses with set criteria to progress their journey towards the GCSE years.	Through study of the context students develop awareness of the world and it’s complexities. This aim is to help students become responsible citizens by developing tolerance and empathy. Example: How does the writer show Tommo’s experience of trench life?	Students will write a response to a question based on the novel. This assessment will test the students’ ability to write a formal academic response that includes critical analysis. (Reading Assessment)	Careers with English as a degree include: <ul style="list-style-type: none"> •Digital copywriter •Editorial assistant •English as a foreign language teacher •Lexicographer •Magazine journalist •Newspaper journalist
3	Poetry Transformation	This unit will enable students to engage with poets’ through a range of varied and active approaches. Students will be encouraged to be independent, creative and resilient learners. The unit will provide opportunities to improve reading and speaking and listening skills but the focus of the unit is on developing creative writing skills. This unit is challenging as the students will need to explore and understand different poets’ perspectives and writing style before emulating their ideas and skills in their own writing.	Versatility Ambition Endurance	Transforming the poem <i>Island Man</i> into prose, capturing the feelings and atmosphere as reflected in the poem.	<ul style="list-style-type: none"> •Private tutor •Publishing copy-editor/proofreader •Secondary school teacher •Web content manager •Writer Jobs where your degree would be useful include:
4	Understanding and using rhetoric	This unit is designed in collaboration with the English and Media unit and exposes students to the use of rhetoric in fiction and real life. Students study rhetoric in Drama, Poetry, Fiction, Media, film and social action. This Unit ties in with both GCSE Language and Literature as it aims to develop the student’s skill of using rhetoric successfully in their own writing.	Versatility Ambition Endurance Ambition Collaboration Versatility Happiness	Students write and perform speeches on an issue of their own choice. (Ties in with Speaking and Listening in Year 10)	<ul style="list-style-type: none"> •Academic librarian •Advertising copywriter •Archivist •Arts administrator •Education consultant •Information officer

5	The Tempest – Outsiders in Shakespeare	<p>Developing from Year 7, students focus their attention on the abridged version of Shakespeare’s Tempest. This unit is designed to familiarise them with Shakespearean language as it links with their study of Shakespeare’s Macbeth in Year 10. Students learn to analyse different aspects of the text such as Characterisation, poetry and prose techniques used by Shakespeare to create meaning.</p> <p>They enjoy the richness of Shakespeare’s work through active approaches such as enacting scenes and discussion. They are also offered creating writing opportunities by putting themselves in the character’s shoes.</p>	<p>Endurance Collaboration Versatility Excellence</p>	<p>How does Shakespeare present the ‘outsider’ characters in The Tempest? (Reading Assessment)</p>	<ul style="list-style-type: none"> • Learning mentor • Marketing executive • Media researcher • PPC specialist • Primary school teacher • Public relations officer • Records manager • Social media manager • Corporate communications
6	Reading the world – TV News	<p>Objectives to be Addressed in Whole Scheme (Skills linked to Threshold Concepts in italics)</p> <ul style="list-style-type: none"> • Understanding and application of TV news conventions – i.e. <i>development of genre understanding</i> • Development of textual analytical skills: reading media texts – <i>application of narrative structural theories</i> • Consideration of the impact of audience on the production and reception of texts – <i>appreciation of multiplicity of meanings</i> • Development of critical thinking skills • Development of purpose writing skills (i.e. <i>writing to inform/persuade</i>) • Development of <i>textual form awareness</i> – i.e. script-format 	<p>Ambition Collaboration Versatility Happiness</p>	<p>This final unit has a ‘project work approach with students being assessed at different points of the term. For example: students will be assessed on successful teamwork, presentation and research skills, script/article writing - essential aspects of GCSE skill base.</p>	<ul style="list-style-type: none"> • Events Management