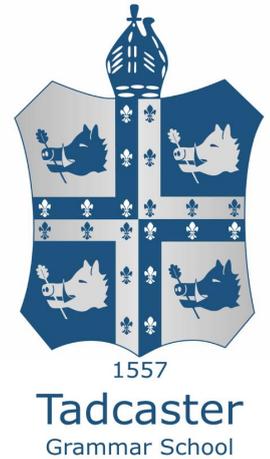


Be Your Best Self

November 2021



Dear Parents and Carers,

KS3 English Curriculum Evening

As an English Department we typically try to hold an information evening for parents of Key Stage 3 students in the Autumn Term to explain our curriculum and also to share what you can do to support and help your children at home. This year we had hoped to hold this event in 'real life' but unfortunately the current situation has meant that this isn't possible.

We have therefore put together a couple of short videos to explain our curriculum in English:

- One is from Mrs Laura Boddy, our KS3 English Leader, which explains a little bit about the KS3 curriculum in English and gives some suggestions for how you can support your child at home and complement what we are doing in school. You can access this video here:
https://drive.google.com/file/d/1aZOitlhUwRzf2iTudOHZR8uJ3P_E8J6d/view?usp=sharing
- The other is from Mrs Jo Alderson, our Literacy Coordinator, which explains the value and importance of reading on students' attainment and gives some really practical advice to support reluctant (and indeed any) readers. You can access this video here:
<https://drive.google.com/file/d/1O11qblpcRGJasmZh2LvA0S5r4FcvOpWl/view?usp=sharing>

At the end of this letter we have attached an overview of the KS3 Curriculum, with some suggestions for how you can engage your child with their learning at home. We hope these are useful. Please also see the slide show to accompany Mrs Alderson's video above.

If you have any questions please get in touch with l.boddy@tgs.starmat.uk.

Yours sincerely

Mrs L Boddy	KS3 Leader - English
Miss C Carson	Curriculum Team Leader - English
Mrs M Carroll	Assistant Head - Vulnerable Learners
Mrs J Alderson	Literacy Coordinator
Mrs V Brett	Librarian



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Year 7 English Curriculum

Scheme	Identity and Belonging	Conflict: Nature and the environment	Heroes and Villains	Mystery and Macabre: Modern play
Intent	We will develop empathy and understanding through exploring the power of stories and poetry to articulate the experiences of others, empowering students to use their own words to explore their own experiences and identity.	We will engage creatively with canonical texts exploring man's relationship with nature and use them as inspiration to express our own thoughts and ideas about the natural world. We will explore the power of rhetoric to engage others and explain and challenge our own beliefs with passion.	We will explore the power of adventure stories to stimulate the imagination and provoke curiosity and to work as metaphors for our own journeys through life. We will understand how characters can reflect ideas about our own identity and be open to learn from others' cultures and heritages.	We will explore how different genres and forms can be used to speak to audiences in different ways and with different impacts. We will explore how literary heritage can be adapted and transformed to explore new ideas and to bring deeper understanding to current texts.
Key question	What does it mean to belong?	What is our relationship with the natural world and how can it inspire us? What should we do to protect it?	What does it mean to be heroic?	Why are humans so interested in horror and mystery?
What can you do at home?	Read stories about belonging with your child, such as 'The Goldfish Boy' by Lisa Thompson or 'Wonder' by R. J. Palacio. Discuss the poems they write in school and how they link to their own sense of who they are	Discuss the climate emergency and what we can do on an individual and national level. Read articles about the climate crisis and COP 26 together. Read books such as 'The Last Wild' by Piers Torday and 'Breathe' by Sarah Crossan. Read non fiction books together such as 'There is No Planet B' by Mike Berners-Lee	Ask your child to tell you what is happening in the book together at home. REad Adventure story 'classics' together such as 'Call of the Wild' by Jack London, 'Treasure Island' by Robert Louis Stevenson, or even the original fairy stories by The Brothers Grimm or Hans Christian Anderson.	Read a Neil Gaiman book such as 'Coraline' or 'The Graveyard Book'. Watch a play together - you can 'pay per view' to watch a National Theatre Production here: https://www.nationaltheatre.org.uk/ntathome Or if you search you should be able to find some other free to view plays such as here: https://www.gatetheatre.co.uk/from-our-archive/

Year 8 English Curriculum

Scheme	Heroes and Villains: Crime Writing	Identity and Belonging: Growing up	Conflict: Modern novel	Mystery and Macabre: Shakespearean and Chaucerian Comedy
Intent	We will explore how canonical characters from literary heritage are presented and how they influence other writers, exploring different portrayals of character archetypes through literature. We will explore the different versions of a 'hero' and 'villain' and will craft a character to create a complex hero to intrigue and engage readers.	We will explore how writers are playful with language and can create mood, tone and emotion with their words to explore the experience of being a child. We will explore how the experiences we go through as a child can shape and influence us and explore how this is portrayed through texts and also through film, creating intelligent readers of film as well as texts..	We will explore the genre of dystopia, considering why people are so fascinated with imagined futures and the fate of humanity. We will explore how writers create drama and tension in the structure and plot of their stories and explore the way language can be used to create drama. We will read a canonical text in its context and read it alongside other dystopian texts to compare and to have a deeper understanding of the development of ideas.	We will explore the genre of comedy through two of the most influential writers of all time - Shakespeare and Chaucer. We will explore how comedy is about misrule and satire and understand the plot and how it presents the theme of intrigue and mystery. We will explore how Twelfth night satirises character archetypes, and compare these Chaucerian characters . We will develop and articulate our ideas into clear thesis statements.
Key questions	What fascinates and intrigues us about heroes and villains?	How do our childhood experiences shape us?	Why are we interested in imagined futures?	How does Shakespeare create a sense of mystery and intrigue?
What can you do at home?	Read key stories from the 'crime' genre such as Sherlock Holmes, Agatha Christie or Poirot. Watch different adaptations of Sherlock stories and discuss how the characters are created. Read crime stories together such as the 'Murder Most Unladylike' series by Robin Stevens or for a slightly more mature reader 'One of Us is Lying' by Karen McManus. Play a murder mystery game!	Read a coming of age memoir together - 'I am Malala' is a good choice. Read the whole of the 'Lion' memoir by Saroo Brierley. Watch the film together (after we have in class!) and discuss or let your child explain it to you. Talk together about your own childhood experiences or if there are older generations in the family encourage them to talk about their childhood. Read a classic 'coming of age' novel such as 'Little Women' by Lousia M Alcott or 'The Outsiders' by S. E. Hinton.	Set out to explore the Dystopian Genre together in books - a great place to start is 'The Hunger Games' by Suzanne Collins and 'The Knife of Never Letting Go' by Patrick Ness, both of which are the first of a trilogy. You could read or watch (if you think it appropriate) some of the key Dystopian texts such as 1984 or Animal Farm. Discuss why the genre emerged in the early 20th century with the rise of fascism, but also why it persists today.	Watch a Shakespeare production - they often have one on the iplayer, or check the Globe theatre here https://www.shakespeareglobe.com/watch/ or the Royal Shakespeare Company. Sometimes the RSC and the National Theatre stream their productions into cinemas or local theatres so look out for that. Read shortened versions of 'Twelfth Night' or some of the Canterbury Tales.

Year 9 English Curriculum

Scheme	Mystery and Macabre: Gothic	Identity and belonging: <i>Of Mice and Men</i>	Conflict: War and the pity of war	Heroes and villains: Shakespearean Tragedy
	<p>We will creatively explore with canonical gothic texts, exploring the theme and how it is interpreted by different authors. We will develop understanding of how writers respond to their context and explore ideas which challenge society and individual identity. We will use these ideas to write our own gothic opening, using language features to create mood and atmosphere.</p>	<p>We will explore the novel <i>Of Mice and Men</i> in context, exploring further how the writer develops themes and the influence of the times they live in. We will understand how writers can use structural and language features to express their own feelings and attitudes to the society they live in , revealing how important it is to have a sense of belonging and exploring the effects of marginalisation.</p>	<p>We will explore how war is presented in literature and in the collective consciousness, analysing how poets and other writers create emotion and meaning and the power of literature to colour our understanding of war.</p>	<p>We will engage with the theme of love, exploring how Shakespeare presents Romeo and Juliet's love, evaluating how convincing it is and then comparing how other canonical poets have written about love. We will explore different types of love in the play and in other canonical texts. Finally we will explore the literary genre of tragedy and evaluate whether or not Romeo and Juliet are tragic figures.</p>
Key questions	<p>Why do humans enjoy being frightened? How does horror writing reflect the fears of society?</p>	<p>How important is a sense of belonging? What happens when people are marginalised?</p>	<p>How is war presented in literature and in culture by those who were there and those who weren't?</p>	<p>Why do some characters capture our imagination?</p>
What can you do at home	<p>Discuss the gothic genre. Read a gothic novel together such as 'The Woman in Black' by Susan Hill, or even 'Frankenstein' by Mary Shelley. If you think it's appropriate watch an age appropriate gothic film - Tim Burton is a good place to start.</p>	<p>Explore the context of the Great Depression in America together. Read classic American texts from a similar time such as 'The Great Gatsby'. Ask your child to explain the themes of 'Of Mice and Men' to you, and how Steinbeck shows these themes through the main characters. Ask them to explain their thoughts and ideas about the novel and its ending (but no spoilers!!)</p>	<p>Read some war poetry together. Watch a film such as 'War Horse' or another film about WW1. You could watch parts of the documentary 'They Shall Not Grow Old' together, though be warned that there are some graphic images in there. Read a novel such as 'Regeneration' by Pat Barker, 'Private Peaceful' by Michael Morpurgo or 'Birdsong' by Sebastain Faulks</p>	<p>Watch a film or even a stage version of Romeo and Juliet together. Read a novel inspired by Romeo and Juliet - 'Noughts and Crosses' by Malorie Blackman or 'These Violent Delights' by Chloe Gong for example. Find a book of love poems and choose your favourites.</p>