

Gatsby Benchmark 4

'Linking curriculum learning to careers'

Specific career content delivery and the promotion of employability skills

Curriculum area:	English
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Year 7/8		
Autumn term	Spring term	Summer term
<p>Reading and Writing Fiction and The Novel <i>This term's work focuses on the following employability skills link to most careers:</i></p> <p>Good literacy skills Students address spelling and grammar in all lessons through written responses to various texts, for example writing about pathetic fallacy in <i>Great Expectations</i> and <i>Hard Times</i> extracts or the structure of <i>The Werewolf</i> by Angela Carter. Reading for fluency and meaning is addressed every lesson. Reading strategies developed to create confident readers, who will tackle texts with a degree of independence. With <i>Lord of the Flies</i> there is a focus on being a fluent and confident reader, as students read the whole text as a quick read. There is also script reading activity with <i>Great Expectations</i> and dialogue sharing of reading with <i>Lord of</i></p>	<p>Literary Heritage and Poetry <i>This term's work focuses on the following employability skills link to most careers:</i></p> <p>Good literacy skills through the continuous development of spelling and grammar in English lessons. This term's work, as with the previous, relies on students decoding difficult and unfamiliar texts and their increasing demanding vocabulary, when they read and study literary heritage extracts, such as <i>Frankenstein</i>, <i>Northanger Abbey</i> and <i>Wuthering Heights</i> and similarly with the poetry of Browning or Blake.</p> <p>Communication students explore poetry through discussion of possible alternate meaning, as with who is responsible for the misery in Blake's <i>London</i> or what are the different reactions that <i>Frankenstein</i> has at the birth of the creature?</p>	<p>Shakespeare and Reading and Writing Fiction and Nonfiction <i>This term's work focuses on the following employability skills link to most careers:</i></p> <p>Good literacy skills through written answers on e.g. the development of protagonist in Shakespeare character or answering questions on how child labour is presented in two different extracts. Students are asked to begin to look at 19th century factual texts so there is increasing demand on students to tackle sophisticated vocabulary, which has also been essential in studying <i>Macbeth</i>.</p> <p>Communication students explore Shakespeare as much as a piece of drama as a written text and they work collaboratively on the discussing, scripting, acting parts out and directing. Students</p>

<p>the Flies. Both these also promote confidence.</p> <p>Communication students discuss in groups (when possible) and there is questioning when exploring and unpacking a fiction or nonfiction text after the first reading, as with The Book Thief extract. Students are asked to discuss their own opinions and justify their stance, as with Lord of the Flies and who would make the best leader and why?</p> <p>Analytical skills students use these in language analysis questions, such as how Dickens describes the people's lives in Coketown or how we piece together the character's past from clues in Wolverine River extract</p> <p>Teamwork where possible through group discussion and group activities, students explore the novel/extract through collaborative discussion or drama as with Great Expectations or Ralph and Piggy going to Jack's feast in Lord of the Flies. This also encourages confidence.</p> <p>Perseverance and resilience, reading whole challenging texts, as well as setting and reviewing targets half termly and</p>	<p>Analytical skills students answer language analysis and structure questions as part their poetry study, for example, how Rossetti expresses the narrator's different emotions through the sound techniques in the poem.</p> <p>Teamwork (where possible) students work together to produce choral reading of Sister Maude</p> <p>Resilience and perseverance students are helped to develop through target setting and reviewing targets, through breaking tasks down into achievable segments, when confronted with historical challenging texts or poetry, as well as in redrafting work in response to EBIs and peer assessment.</p> <p>Creativity students create story board for Browning to show the sequence of events and the contrast in the poem. With other poems they select and draw key symbols or can create mood boards to explain atmosphere.</p>	<p>are also give a factual presentation for the non-fiction element of their study</p> <p>Analytical skills demonstrated through analysis of language and structure of complex texts.</p> <p>Teamwork demonstrated through group discussion and drama/scripted work to bring the text to life.</p> <p>Resilience, perseverance and positive personal qualities students demonstrate and develop these through working to improve written responses (peer, self, teacher assessment) Students explore the themes of personal and social responsibility and power in both Shakespeare and nonfiction texts.</p> <p>Creativity and creative thinking when analysing complex and equivocal texts, , where they compare an acted scene from two different character viewpoints.</p>
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<p>redrafting written work, all require students to develop positive personal qualities.</p> <p>Creativity students develop through creative writing activities, for example writing a story with death as the narrator, or imagining next developments in a novel such as Lord of the Flies - where they create alternative endings or imagine what could happen to the character after the novel.</p>		
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Year 9		
Autumn term	Spring term	Summer term
<p>Reading and Writing Fiction and Nonfiction The novel</p> <p><i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses</p> <p>Communication demonstrated through verbal questioning evident in all lessons</p>	<p>Literary Heritage Poetry</p> <p><i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses</p> <p>Communication demonstrated through verbal questioning evident in all lessons</p>	<p>Shakespeare: Much Ado About Nothing Reading and Writing Fiction and Nonfiction</p> <p><i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses</p> <p>Communication demonstrated through verbal questioning evident in all lessons</p>

<p>Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity Group analysis of texts</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses (peer, self, teacher assessment) Student will explore how the characters in 'Of Mice and Men 'are victims of discrimination, racism, ageism and sexism, which will enable students empathise with the characters and their individual situations. They will make comparisons with their own lives and the opportunities they have today</p> <p>Creativity demonstrated through creative writing and thinking outside the box when analysing and evaluating language. (AO4) Responding to the highest level questioning (blooms)</p>	<p>Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity Group analysis of texts</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses (peer, self, teacher assessment) Students will explore the social, emotional and moral issues relating to the Victoria Era. To include: Gender inequality, social inequality, treatment, discrimination, love, injustice Students will explore inner and external conflict through the study of poetry</p> <p>Creativity and thinking outside the box when analysing and evaluating poetry. (AO4) Responding to the highest level questioning (blooms)</p>	<p>Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity Group analysis of texts</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses (peer, self, teacher assessment) Students will explore the themes of the social, emotional and moral issues relating to the Elizabethan Era. To include: Gender inequality, social inequality, discrimination, love, injustice, pride, respect</p> <p>Creativity and thinking outside the box when analysing and evaluating language. (AO4) Responding to the highest level questioning (blooms)</p>
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Year 10

Autumn term	Spring term	Summer term
<p>Reading and Writing Fiction and Nonfiction An Inspector Calls</p> <p>The following employability skills link to most careers:</p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses(AO5/AO6)</p> <p>Numeracy Timeline of key events</p> <p>Communication demonstrated through verbal questioning evident in all lessons Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity and group reading and enacting sections of text Group analysis of texts</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses</p>	<p>Reading Skills Poetry</p> <p><i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses</p> <p>Communication demonstrated through verbal questioning evident in all lessons Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity Group analysis of texts</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses (peer, self, teacher assessment) Students will explore social, emotional and moral issues through the study of poetry</p>	<p>Shakespeare: Romeo & Juliet</p> <p><i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses(AO5,AO6)</p> <p>Communication demonstrated through verbal questioning evident in all lessons Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses Student will explore how the key themes of love, gender, social divide, patriarchal society, societal norms in Romeo and Juliet,</p>

<p>Student will explore how the key theme of social divide impacts the less fortunate in 'An Inspector Calls,' which will enable students to empathise with the characters and their individual situations. They will make comparisons with their own lives and the opportunities they have today. Explore the role of judgement and assumption in the play.</p> <p>Creativity demonstrated through creative writing and thinking outside the box when analysing and evaluating language. (AO4) Responding to the highest level questioning (blooms)</p>	<p>overtime. To include: Gender inequality, social inequality, discrimination, love, injustice</p> <p>Creativity and thinking outside the box when analysing and evaluating poetry. (AO4) Responding to the highest level questioning (blooms)</p>	<p>which will enable students to empathise with the characters and their individual situations. They will make comparisons with their own lives and the opportunities they have today</p> <p>Student will explore how the key theme of social divide impacts the less fortunate in 'An Inspector Calls,' which will enable students to empathise with the characters and their individual situations. They will make comparisons with their own lives and the opportunities they have today</p> <p>Creativity demonstrated through creative writing and thinking outside the box when analysing and evaluating language. (AO4) Responding to the highest level questioning (blooms)</p>
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Year 11

Autumn term	Spring term	Summer term
<p>Reading and Writing Fiction and Nonfiction A Christmas Carol <i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses(AO5,AO6)</p> <p>Numeracy Scrooge sympathy graph</p> <p>Communication demonstrated through verbal questioning evident in all lessons Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses</p>	<p>Literature Revision: paper 1 and 2 Language Paper 1 and 2 Revision <i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses(AO5,AO6)</p> <p>Communication demonstrated through verbal questioning evident in all lessons Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses</p> <p>Creativity demonstrated through creative writing and thinking outside the box when analysing and evaluating language. (AO4)</p>	<p>Language Paper 1 and 2 Revision <i>The following employability skills link to most careers:</i></p> <p>Good literacy skills Recap of grammar and key language and structural terms. Demonstrated through written responses(AO5,AO6)</p> <p>Communication demonstrated through verbal questioning evident in all lessons Students reading response aloud</p> <p>Analytical skills demonstrated through analysis of language and structure (AO2)</p> <p>Teamwork demonstrated through group discussion and brainstorm activity</p> <p>Emotional intelligence demonstrated through perseverance and resilience, evident in improving responses Student will explore how the key themes of love, poverty, family, redemption in 'A Christmas Carol', which will enable students to empathise with the characters and their individual situations. They will make</p>

<p>Student will explore how the key themes of love, poverty, family, redemption in 'A Christmas Carol', which will enable students to empathise with the characters and their individual situations. They will make comparisons with their own lives and the opportunities they have today</p> <p>Creativity demonstrated through creative writing and thinking outside the box when analysing and evaluating language. (AO4) Responding to the highest level questioning (blooms)</p>	<p>Responding to the highest level questioning (blooms)</p>	<p>comparisons with their own lives and the opportunities they have today Student will explore how the key themes of love, gender, social divide, patriarchal society, societal norms in Romeo and Juliet, which will enable students to empathise with the characters and their individual situations.</p> <p>Creativity demonstrated through creative writing and thinking outside the box when analysing and evaluating language. (AO4) Responding to the highest level questioning (blooms)</p>
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