

CULTURAL CAPITAL OPPORTUNITIES IN ENGLISH

	Term 1	Term 2	Term 3
Year 7	<p>Our Identity unit exposes them to other cultures and inspirational world figures such as Malala. Children study the life and works of Roald Dahl – a pioneering children’s writer. Pupils start to develop their own ‘writer’s voice’ in this unit by developing an appreciation of how a writer’s experiences shape their writing.</p> <p>The Gothic unit introduces pupils to their literary heritage and traditions and allows them to explore how the genre has changed throughout time.</p>	<p>Their study of Oliver Twist exposes them to an important text from the literary canon and immerses them in the world of Victorian England. Pupils explore the lasting effects of the Industrial Revolution and explore the dangers of a social class system and capitalism. This is the first time that pupils really start to explore the way in which literature can become a vehicle for social change.</p> <p>Pupils explore social injustice here as they embark on writing their own opinion articles on the horrors of modern-day poverty.</p>	<p>First taste of KS3 Shakespeare in the form of ‘A Midsummer Night’s Dream’. Pupils gain an insight into Elizabethan England and its social structures around patriarchy, gender and the Great Chain of Being as well as gaining a grasp of the Globe Theatre and its influence during that time period.</p> <p>As pupils begin their study of poetry, they start to consider the Romantic movement and its grounding in the beauty of the natural world.</p>
Year 8	<p>Pupils explore the presentation of famous detectives in literature and popular fiction. They explore the theme of crime and punishment and are exposed to famous crimes such as those committed by Jack the Ripper and its subsequent effect on trust in the police.</p> <p>The Voices in the Park unit involves studying a children’s book that is laced with symbolism. Pupils explore issues related to class and how it fragments society, life opportunities and how the visual imagery in the book is inspired by famous artists.</p>	<p>The travel unit is a great way of broadening pupils’ horizons by exposing them to other places, peoples and cultures. Pupils study the works of Bill Bryson which enables them to see their own country through the eyes of a foreigner’s perspective.</p> <p>The ‘Our Day Out’ unit teaches pupils about the effects of mechanisation in Liverpool and the catastrophic effects that this had on the city. Pupils explore themes such as poverty, a failing education system class and stereotypes and learn about the perpetual nature of deprivation. One of the key messages of the play relates to the consequences of a lack of cultural capital in children!</p>	<p>The Heroes unit exposes pupils to a range of inspiring heroic figures – both within literature and from the real world. This encourages pupils to re-evaluate their notions of heroism and what makes a truly good role model.</p> <p>Pupils then engage in a formal debate at the end of the year. Pupils are taught the skill of argument – its formality and its conventions - with a real focus on respect for the opinions of others. The chosen motion is always grounded in important, topical world issues / events.</p>
Year 9	<p>The war unit immerses pupils in an important historical context and enables them to explore the link between appearance vs reality. They explore the effects of propaganda and see the link between this and conscription. They explore a number of war poets and their famous works from different cultures as a way of exploring the reality of conflict and the way it has affected different people throughout history.</p>	<p>Romeo and Juliet allows pupils to develop their knowledge of Shakespeare’s works by approaching a text which requires a greater level of maturity. Pupils explore the notion of patriarchy and how this social structure has been challenged / still exists today. Pupils explore the notion of toxic masculinity in this unit and its potentially devastating consequences.</p>	<p>The study of ‘Of Mice and Men’ exposes pupils to a world and culture quite different from their own. They learn about the Great Depression in America as well as exploring important themes of sexism, racism and ableism. Pupils explore the extent to which literature can become a microcosm of a society and</p>

		<p>Pupils are then taught the art of structuring a quality formal letter – an essential life skill.</p>	<p>way for a writer to convey important messages about the world we live in. The Suffering and Survival unit allows pupils to explore a range of inspiring people from literature and the real world who have achieved despite difficult circumstances. These include people from different cultures so that pupils become inspired by a range of different people. The holocaust is explored as part of this unit – something that every child should be aware of.</p>
Year 10	<p>Pupils study A Christmas Carol – a pioneering and ground-breaking text. They explore important issues related to poverty and social class and are encouraged to see how many of the issues hinted at by Dickens are still prevalent in today's society. ALL pupils watch a performance of the play delivered in school by Quantum Theatre. This unit includes a number of high-quality articles that pupils read as a means of enhancing their understanding of Dickens' life and his intentions for fighting social injustice. Pupils explore a number of poems from AQA 'Power and Conflict' which encourage them to engage with conflict and its physical, psychological and emotional effects, other cultures and their struggles, and the two sides of nature (its beauty and its devastating power).</p>	<p>Blood Brothers immerses pupils in a city and world quite different from their own and is used to explore the injustices of the social class system. Pupils explore the impact that social class can have on your life chances and how the only way to escape the confines of poverty is through education. Pupils get the chance to attend a stage production of the play as a way of introducing pupils to the expectations and etiquette of going to the theatre.</p>	<p>Pupils research a topic that is close to their heart and then plan, write and deliver a speech on this issue. This allows pupils a platform to express their opinions in a safe and respectful environment and also exposes pupils to the thoughts, opinions and mindsets of a number of different people from different backgrounds.</p>
Year 11	<p>Pupils study Macbeth which is a widely studied, influential and celebrated text. Pupils explore the consequences of ambition and its ability to warp even the most heroic of figures. Pupils explore the links between the character of Macbeth and modern-day tyrants as a way of exposing them to world-wide injustice. Pupils explore the consequences of violence and again</p>	<p>The focus on non-fiction writing tasks allows pupils to formulate their own opinions / arguments regarding important world issues and to write with passion, coherence and force. Pupils continue to develop their own writer's voice but are often required to read widely / research an issue before writing about it.</p>	

	<p>explore the notion of toxic masculinity and how Shakespeare sometimes chooses to subvert these stereotypes.</p> <p>The pupil of unseen poems allows pupils access to important historical events and other cultures and allows them to explore how society has / hasn't changed.</p> <p>ALL pupils watch a performance of the play delivered in school by Quantum Theatre.</p>		
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