English linked to the Curriculum Drivers

|  |  |
| --- | --- |
| **Curriculum Driver** | **Links to English** |
| Christianity and Faith | During our time in school, we use our reading and comprehension skills to explore a range of bible stories as well as tales from other faiths. This can be especially seen in Year 5 and 6 where we look at narrative from other cultures. Within writing, especially across the curriculum, we retell, perform and explore Christian stories as well as stories from Judaism, Hinduism, Sikhism and Islam. When we visit places of worship, we use this stimulus to write recounts or when we look at religious artefacts, we write explanations. |
| Our Local Area | When reading stories by our class readers, we examine authors from all over the UK, including Giles Andreae, David Walliams and Michael Murpurgo, ensuring we know a range of stories from our British heritage. We attend the annual Hexham Book Festival and also theatre productions during Christmas at the local Queen’s Hall. We use our rich, Roman and history heritage as a stimulus for writing in our English and History lessons. |
| Outdoor Growing, Learning and Environment | Our outdoor environment and environmental issues are important to us throughout the Federation. We have ensured that some of the texts we read throughout our time at school have links to conservation and environmental morality woven into them. These include Kenzuke’s Kingdom (Link to poachers), Greta and the Giants (linked to climate change) and There’s an orangutan in my bedroom (linked to deforestation). |
| Wider World and Diversity | When we focus on our class poetry, we learn about a diverse range of poets including female poets, poets of black heritage, poets from the past and poets from the present. We also focus on Julia Donaldson books as a class author in Year 1.2 as well as Shakespeare texts in Year 5.6, ensuring that we explore a diverse range of texts by a female author and one from the distant past. Many of the books we read are set in places very different to where we live or the lives we may lead, for example, Omar’s farm about a refugee’s life and The boy in the dress, addressing diversity. |