

Curriculum connections

Geoff Barton, in his book 'Don't Call it Literacy' explores the concept that English is the cornerstone subject by which students are able to access the rest of the curriculum. As a result, we work with an array of other subject areas in order to ensure that schemata is built, cognitive overload is avoided, and to ensure that all teachers in English are teachers of English.

In order to connect our curriculum areas successfully, we work with common approaches across our teaching and learning. Please see below for detail.

Humanities:

The use of appropriate discourse markers for extended writing is something that we approach similarly across English, History, and Geography and RE. In addition to the transfer of writing skills, the content of our curricula often mirror, align or complement one another at some point over the five year curriculum journey.

The study of Victorian Literature throughout KS3 and 4 aligns well with the teaching of Victorian Britain in Y8 History, and the powerful knowledge required to approach Macbeth in KS4, with a knowledge of historical context, has already been prepared for in the Y10 Witchcraft Unit in History at Y10. In addition, the skill of writing to argue is something that is addressed in Geography, as well as in English language, where the importance of perspective and authentic material is key to being a compelling and convincing writer.

Maths and Science:

Whilst many would pit our subjects as far apart on the spectrum as possible, the importance of etymology and the history of Language is something that we align with across our subjects. 90% of scientific words come from Greek Roots, and by approaching the teaching of Tier two and three vocabulary, across subjects, via etymological understanding, we are able to broaden our students' minds and vernacular and allow them to build schema across the disciplines. In turn, this leads to a blended understanding of different meanings for different contexts, and to apply their understanding of suffixes, prefixes and other etymological skills to apply when faced with challenging, academic vocabulary, elsewhere.

Arts:

As many an English teacher has specified, English is a variety of art. Rather than using visuals, we use words on a page to present an image. As a result, it is important to address the links between our subjects. With drama as a core part of our curriculum, we are able to draw links between dramatic performances and their original writings. However, we are also able to draw on the history of art and how the term 'construct' applies across all manners of

expression: visual, vocal, etc. In addition to the fundamental knowledge of texts/artwork as 'constructs', the skills of writing to compare and use of effective discourse markers in extended writing are ones that we teach with commonality.

Languages:

Etymological understanding of the makeup of words is a key element of our 'curriculum connection' with languages. Whilst the languages may differ, we draw on our students' understanding of words across the disciplines to help them to decipher meaning. In addition to this explicit teaching of vocabulary for meaning, our teaching of grammar is something that align, also. The presentation of word class, tense types and other grammatical elements such as common writing structures, are areas of study in which we can draw links and support our students in developing scheme across the disciplines.