

KENTON SCHOOL LEARNING JOURNEY – English



2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Shakespeare Drama <i>(A Midsummer Night's Dream)</i></p> <p>Exploring AMSD develops an understanding of literary heritage, cultural history, and dramatic techniques, forming a strong foundation for further literature study.</p>	<p>Victorian Prose <i>(Oliver Twist)</i></p> <p>By transitioning from AMSND to Dickens' social novel, students are exposed to contrasting settings, tones, and issues by addressing themes such as poverty, social injustice, and the plight of orphans. Engage with social commentary, empathy, and critical analysis of societal structures.</p>	<p>Creative writing</p> <p>Developing the writing skills explored in our Autumn term and in their primary education, students will explore pieces of non-fiction and in turn produce their own using images and diverse texts as stimuli.</p>	<p>Non-Fiction: People and the Environment</p> <p>Non-fiction texts often explore real-world issues, events, and perspectives. Studying non-fiction helps students understand and engage with current affairs, social issues, scientific advancements, and global challenges.</p>	<p>Modern Prose <i>(The Hunger Games)</i></p> <p>Like in "A Midsummer Night's Dream" and our "People and the Environment" unit, "The Hunger Games" prompts reflection on the consequences of human actions on society and the environment, exploring themes of power, oppression, rebellion, and the importance of preserving the natural world.</p>	

Each text in Y7 acts as a 'hub' with companion texts from different genres being interwoven throughout. Language is also taught through Literature and vice versa.

Year 8	<p>Shakespeare Drama <i>(Othello)</i></p> <p>Moving from teaching "A Midsummer Night's Dream" to "Othello" provides a contrasting study in themes, genres, and character dynamics. It introduces students to Shakespeare's tragedies, exploring themes of jealousy, manipulation, and racism.</p>	<p>Victorian Anthology <i>(Gothic Fiction)</i></p> <p>Both "Othello" and gothic literature often delve into themes of deception, jealousy, betrayal, and the darker aspects of human nature. By juxtaposing these works, students can make thematic connections and examine how different genres approach similar ideas.</p>	<p>Creative writing</p> <p>Understanding the conventions used by many writers in the Victorian Anthology will enable students to experiment with various writing techniques, such as adopting a different narrative voice or exploring social issues in their own writing.</p>	<p>Non-Fiction: Inspirational Voices</p> <p>By connecting the voices of inspirational individuals, including powerful women, to prior learning in literature, students can deepen their understanding of complex themes, gain different perspectives, challenge societal norms, and draw inspiration for their own personal growth and development.</p>	<p>Modern Prose <i>(Noughts and Crosses)</i></p> <p>Like "Othello," "Noughts and Crosses" provides a platform for amplifying the voices of marginalised individuals, inspiring readers to consider the experiences and perspectives of those who face discrimination. These works collectively address themes of racism, discrimination, and the importance of listening to and learning from inspirational voices that challenge societal injustices.</p>	
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<p>Year 9 Lit</p>	<p>Shakespearean Drama (<i>Romeo and Juliet</i>)</p> <p>Moving from teaching "Othello" to "Romeo and Juliet" provides a compelling shift in themes, genres, and character dynamics. While "Othello" explores themes of jealousy, manipulation, and racism in a tragic context, "Romeo and Juliet" delves into themes of love, fate, and the consequences of feuding families in a romantic tragedy. This transition allows students to contrast different types of love and conflicts, analyse the effects of societal pressure, and explore the consequences of impulsive actions. It broadens their understanding of Shakespeare's versatility as a playwright and encourages a deeper exploration of human emotions and the complexities of relationships.</p>		<p>Victorian Prose (<i>Frankenstein</i>)</p> <p>Building from our exploration of gothic fiction in our "Victorian Anthology", "Frankenstein" grapples with the theme of individual liberty and the responsibility that comes with it. Victor Frankenstein's relentless pursuit of knowledge and ambition leads him to compromise his own freedom and happiness. The novel prompts readers to consider the ethical implications of unchecked individual desires and the potential consequences they may have on personal liberty.</p>	<p>Modern Drama (<i>Blood Brothers</i>)</p> <p>Like "Oliver Twist" in Y7, "Blood Brothers" delves into the effects of poverty and class divisions on the lives of the characters. Similarly, "Blood Brothers" resonates with "Noughts and Crosses in Y8," "Romeo and Juliet in Y9," and "Othello in Y8" by examining the destructive consequences of prejudice, discrimination, and societal expectations. These texts underscore the damaging effects of division based on race, class, and social norms, leading to tragic outcomes for the characters involved.</p>		
<p>Year 9 Lang</p>	<p>Dystopian Fiction This collective exploration of dystopian fiction across KS3 illuminates universal themes, cultivating critical analysis and empathy, crafting an enriching learning journey.</p>	<p>Creative writing skills It nurtures self-expression, enhances communication skills, and fosters critical thinking. Through crafting narratives, individuals develop empathy, creativity, and a deeper understanding of human emotions and experiences. It cultivates personal growth and offers a platform for sharing unique perspectives and stories.</p>	<p>Diversity in Society Building on the non-fiction work in Y7 and Y8, this anthology promotes empathy and understanding across cultures, fostering respect for differing backgrounds and narratives showcasing diverse experiences and perspectives.</p>	<p>Changing the World Building on the writing units in Y7 and Y8, students shift their focus to transactional writing this term by looking at a range of non-fiction sources as a muse for their own writing. By celebrating shared experiences and voices, the unit fosters an inclusive sense of community.</p>	<p>Identity We have read many fictional pieces of literature across KS3 and tracked characters such as Oliver Twist and Katniss Everdeen in Y7; Othello and Iago, Sephy and Callum in Y8; Romeo, Juliet and Victor Frankenstein in Y9. Here we move to a range of writers who are unique to bring diversity to our studies.</p>	<p>The Power of Nature As the final language unit in KS3, this unit consolidates everything students have learned about how to write effectively whilst also paving the way for crafted creating writing in KS4.</p>

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Year 10 Lit	Power and Conflict poetry		Modern Prose (An Inspector Calls)		Shakespearean Drama (Macbeth)	
	<p>Year 10 begins our spiral KS4 curriculum. Students will begin by studying the Power and Conflict cluster of poetry (AQA, Paper 2 Section B).</p> <ul style="list-style-type: none"> ➤ People and the environment ➤ War and Conflict ➤ People and places. <p>We begin with this, as it is the largest text to read. This enables us to revisit poetry frequently across the two year course.</p>		<p>Building on their knowledge of dramatic techniques as explored in our KS3 Shakespearean plays and Willy Rusell’s play, “Blood Brothers”, students will move on to study Priestley’s play, “An Inspector Calls”. Linking in themes of social injustice and poverty, students will be able to build on their prior knowledge explored in studying our language units in Y9.</p>		<p>Building on our knowledge of a Jacobean tragedy from studying “Othello” in KS3, students will explore Shakespeare’s play, “Macbeth”.</p> <p style="text-align: center;">Spoken Language</p> <p>Students will also complete their Spoken language units this term.</p>	
	AQA Paper 2, Sec A: Non-Fiction reading	AQA Paper 2, Sec B: Transactional writing	AQA Paper 1, Sec A: Fiction reading	AQA Paper 1, Sec B Creative writing	AQA Paper 2	AQA Paper 1 AQA Paper 2
Year 11	<p><i>Dickens’ A Christmas Carol</i></p> <p>ACC will be explored as our nineteenth century text.</p> <p>Bridging gaps: AQA Language</p>	<p><i>Dickens’ A Christmas Carol</i></p> <p>ACC will be explored as our nineteenth century text.</p> <p>Bridging gaps: AQA Language</p>	Deepening of knowledge Literature and language	Deepening of knowledge Literature and language	Exams	
Year 12 Literature	<p><i>A Streetcar Named Desire</i></p> <p><i>The Road (NEA)</i></p> <p>The Poetry of Ted Hughes and Sylvia Plath</p>	<p><i>A Streetcar Named Desire</i></p> <p><i>The Road (NEA)</i></p> <p>The Poetry of Ted Hughes and Sylvia Plath</p>	<p><i>A Streetcar Named Desire</i></p> <p><i>The Road (NEA)</i></p> <p>The Poetry of Ted Hughes and Sylvia Plath</p>	<p><i>A Streetcar Named Desire</i></p> <p><i>The Road (NEA)</i></p> <p>The Poetry of Ted Hughes and Sylvia Plath</p>	<p><i>The Duchess of Malfi.</i></p> <p><i>Hamlet.</i></p> <p>The Poetry of Ted Hughes and Sylvia Plath</p>	<p><i>The Duchess of Malfi.</i></p> <p><i>Hamlet.</i></p> <p>The Poetry of Ted Hughes</p>

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						and Sylvia Plath
Language	Introduction to Language	Child Language acquisition and textual variations and representations.	Language diversity and language change	Language diversity and language change	NEA Original writing. Language investigation	NEA Original writing. Language investigation
Year 13 Literature	<i>The Duchess of Malfi</i> <i>Hamlet</i> <i>The Merchant's Prologue and Tale.</i>	<i>The Duchess of Malfi</i> <i>Hamlet</i> <i>The Merchant's Prologue and Tale</i>	<i>The Duchess of Malfi</i> <i>Hamlet</i> <i>The Merchant's Prologue and Tale</i>	<i>The Duchess of Malfi</i> <i>Hamlet</i> <i>The Merchant's Prologue and Tale</i>	Final Paper 1 and Paper 2 revision	Final Paper 1 and Paper 2 revision
Language	Language discourse	Textual variations and representations	Child language acquisition	Language diversity and change	Final Paper 1 and Paper 2 revision	Final Paper 1 and Paper 2 revision