

# ENGLISH INTENT DOCUMENT

Year group: 7						
Link to LTP <a href="#">here</a>						
<p><b>NS</b>= New skill  <b>DS</b>= Developing skills  <b>NAK</b>= Newly acquired knowledge  <b>PL</b>= Previous learning</p>		<p><b>What qualification does this lead to at KS4?</b></p> <ul style="list-style-type: none"> <li>English literature</li> <li>English language</li> </ul> <p><b>Can they continue studying this at KS5, if so, what is the course?</b></p> <ul style="list-style-type: none"> <li>English literature</li> <li>English literature and language</li> <li>English language</li> <li>Creative writing</li> </ul>			<p>Exam board hyperlink:</p> <p><a href="#">Edexcel- English language Lift 2.0</a>  <a href="#">Edexcel- English literature</a></p>	
LONG TERM PLAN	Number of lessons	Acquired knowledge	Acquired Skills	AP Assessment – What have they learnt and remembered?	Extra- curricular links:	
<p><b>Block 1 (Term 1 &amp; 2)</b>            Contemporary literature: My Sister Lives on the Mantelpiece</p>	48	Imaginative writing (narrative, descriptive). <b>PL</b> Character construction and presentation. <b>PL</b> Character development. <b>PL</b> Presentation of relationships. <b>PL</b> Presentation of themes. <b>PL</b>	To explore contemporary social and political issues. <b>NS</b> To consider varied cultural perspectives. <b>NS</b> To explore events, character, relationships and themes in a modern novel. <b>DS</b> To show knowledge and understanding of text. <b>DS</b>	<p><b>Assessment 1 – Writing AO5 &amp; AO6 – LANG</b></p> Imaginative Writing – first person narrative – from a character’s point of view. Write about a time when you, or someone you know, experienced loss. <p><b>Assessment 2 – Reading AO1 &amp; AO2 – LANG/LIT</b></p> Essay: How does the writer use language and structure to present the character of X in chapter Y? PETAL	<ul style="list-style-type: none"> <li>School values</li> <li>CEIAG</li> <li>Trips</li> <li>Links to local context</li> <li>Working across subjects</li> <li>SMSC (see bottom of document)</li> </ul> <p>Consideration of social and political conflict, <b>terrorism and extremism</b></p> <p>Political systems linked to current international affairs.</p> <p>Active discussion and explicit consideration of Human Rights. Link to RE- tolerance of others’ religions and cultures.</p>	

		<p>Knowledge of language and structural devices NAK</p>	<p>To develop imaginative writing skills. DS</p> <p>To analyse language and structure and their effects NS</p>		<p>CEIAG- links to jobs to do with human rights and social care; support group workers, teachers.</p> <p>Spiritual 1, 3, 4 Moral 1, 2, 3 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 2, 3, 4, 5</p>
<p><b>Block 2 (Term 3)</b> Identity: who am I?</p>	28	<p>Autobiographical writing features PL</p> <p>Characterisation PL</p> <p>Narrative perspectives PL</p> <p>Tone and imagery linked to context NAK</p> <p>Poetry exploring a sense of self. Extracts from auto/biographies from a range of ethnicities / gender / cultures. NAK</p> <p>Exploration of prose fiction extracts linked to identity. PL</p> <p>Knowledge of language and structural devices NAK</p>	<p>To introduce students to prose and poetry exploration at KS3. NS</p> <p>To understand and use the features of non-fiction writing. DS</p> <p>To explore the description of culture and how culture is captured in language. NS</p> <p>To create autobiographical writing describing own identity. DS</p> <p>Speaking and Listening skills. DS</p> <p>Crafting writing for effect. DS</p> <p>To analyse language and structure and their effects NS</p>	<p><b>Assessment– Reading AO2– LANG/LIT</b></p> <p>Analysis of a poem. “Poem at 39” by Alice Walker - How does the poet present her feelings about her father?</p>	<p>Appreciate wide range of cultural influences.</p> <p>Link to RE- tolerance of others’ religions and cultures.</p> <p>Concepts of identity and self</p> <p>CEIAG- tolerance in the work place; ability to express oneself effectively. Identifying career journey goals (who/what do I want to be? How will I get there?).</p> <p>Spiritual 1, 3, 4 Moral 1, 2 Social 1, 3 Cultural 1, 2, 3, 4 British values 4, 5</p>
<p><b>Block 3 (Term 4)</b> Writing the World</p>	28	<p>Sentence Structures PL</p> <p>Vocabulary for effect PL</p>	<p>To understand how the world is portrayed through non-fiction texts. DS</p> <p>To explore the use and effectively design simile and</p>	<p><b>Assessment – Writing AO5 &amp; 6 – LANG.</b></p> <p>Write a letter to the Head Teacher explaining the</p>	<p>Reflection of global issues and our roles and responsibilities to protect our world.</p>

		<p>Punctuation <b>PL</b></p> <p>Prepositional / noun phrases <b>PL</b></p> <p>Writing to Describe (features) <b>PL</b></p> <p>Writing for audience / purpose / effect <b>PL</b></p> <p>The writer's craft <b>PL</b></p>	<p>metaphor, precise noun phrases, descriptive features to describe the natural / social world. <b>DS</b></p> <p>To understand how to effectively use punctuation to guide the reading voice. <b>DS</b></p> <p>To gain greater knowledge of the wider world and our place and responsibility as global citizens. <b>NS</b></p>	<p>importance of the natural world and persuading the school to support a cause.</p> <p><b>Transactional Writing</b></p>	<p>Debating moral issues within nature.</p> <p>CEIAG- environmental scientist/ technician; natural world journalists, <b>broadcasting researcher.</b></p> <p>Spiritual 1, 2, 5 Moral 2, 4 Social 2 Cultural 1,3</p>
<p><b>Block 4 (Term 5)</b> Shakespearean Comedy: A Midsummer Night's Dream</p>	20	<p>Inference using evidence. <b>PL</b></p> <p>Character and Plot. <b>PL</b></p> <p>Effect on the audience. <b>PL</b></p> <p>Dramatic Devices and their effect. <b>NAK</b></p> <p>Speaking and Listening <b>PL</b></p>	<p>To develop an appreciation of Shakespeare. <b>NS</b></p> <p>To explore how figurative language is used by Shakespeare to create specific effects. <b>NS</b></p> <p>To explore and analyse a range of dramatic devices. <b>NS</b></p> <p>To consider effect on the audience. <b>DS</b></p> <p>Analysis of Language, form and structure. <b>DS</b></p>	<p><b>Assessment 1 – Reading AO1 &amp; AO2– LANG/LIT</b> Extract Analysis: How does Shakespeare present the relationship between Titania and Bottom in the extract. <b>PETAL</b></p> <p><b>Assessment 2- Speaking and Listening- AO7,8,9- LANG</b> Presentation based on the themes, characters and/or events in the play.</p>	<p>Respond positively to artistic / literary heritage.</p> <p>Use drama as an opportunity to develop a range of social skills.</p> <p>Cultural capital opportunities- showing of AMND through Digital/ Live Theatre.</p> <p>Spiritual 2, 5 Moral 2 Social 3 British values 2, 3</p>
<p><b>Block 5 (Term 6)</b> <a href="#">Alter Egos</a></p>	24	<p>Fiction writing. <b>PL</b></p> <p>Varied sentence construction for impact on the reader. <b>PL</b></p>	<p>To understand the concept of an alter ego. <b>NS</b></p> <p>To explore the use of narrative viewpoint and consider the effect on reader response. <b>DS</b></p>	<p><b>End of Year Assessment:</b></p> <p><b>GCSE English Language – Paper 1</b> <b>Lang AO1, AO2, AO4, AO5, AO6</b> <b>Lit AO2, AO4</b></p>	<p>Understanding different personalities.</p> <p>Addressing mental health issues <b>linked to concepts of identity and self.</b></p>

		<p>Varied punctuation for impact on the reader. <b>PL</b></p> <p>Narrative voice/ tone. <b>PL</b></p> <p>Structural devices to create tension / immediacy / persona. <b>NAK</b></p> <p>Tense / verb choice / participles. <b>PL</b></p> <p>Tone and imagery linked to context. <b>PL</b></p> <p><b>Range of extracts from alter-ego based children's fiction. Exposure to plethora of texts. <b>NAK</b></b></p>	<p>To develop the effective use of synonyms and intensifiers in writing. <b>DS</b></p> <p>To understand how to use participles and verb choice to convey immediacy and action. <b>DS</b></p> <p>Analysis of language and structural features <b>DS</b></p> <p>Exploration of the effects created <b>DS</b></p>	<ul style="list-style-type: none"> <li>- Preparation for reading section via analysis of extracts including "The Strange Case of Dr. Jekyll and Mr. Hyde" in lesson 10.</li> <li>- Preparation for imaginative writing via a range of writing activities.</li> </ul>	<p>Tolerance toward others.</p> <p>CEIAG- developing grammatical skills to allow students to express their views in a formal manner using correct standard English. Applies to any job that requires writing/ typing fluency.</p> <p>Cultural capital opportunity- exposure to a plethora of literary texts to celebrate literary heritage.</p> <p>Spiritual 4, 5 Moral 1, 2, 3 Social 1, 2 Cultural 1, 4 British values 4, 5</p>
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