

# ENGLISH INTENT DOCUMENT

**Year group: 7**

**Link to LTP [here](#)**

<b>NS</b> = New skill <b>DS</b> = Developing skills <b>NAK</b> = Newly acquired knowledge <b>PL</b> = Previous learning		<b>What qualification does this lead to at KS4?</b> <ul style="list-style-type: none"> <li>English literature</li> <li>English language</li> </ul> <b>Can they continue studying this at KS5, if so, what is the course?</b> <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>			Exam board hyperlink:  <a href="#">Edexcel- English language Lift 2.0</a> <a href="#">Edexcel- English literature</a>
LONG TERM PLAN	Number of lessons	Acquired knowledge	Acquired Skills	AP Assessment – What have they learnt and remembered?	Extra- curricular links: <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><a href="#">SMSC (see bottom of document)</a></li> </ul>
<b>Block 1 (Term 1 &amp; 2)</b> Contemporary literature: My Sister Lives on the Mantelpiece	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>	<b>Assessment 1 – Writing AO5 &amp; AO6 – LANG</b>  Imaginative Writing – first person narrative – from a character’s point of view. Write about a time when you, or someone you know, experienced loss.  <b>Assessment 2 – Reading AO1 &amp; AO2 – LANG/LIT</b>  Essay: How does the writer use language and structure to present the character of X in chapter Y? PETAL	Consideration of social and political conflict, <b>terrorism and extremism</b>  Political systems linked to current international affairs.  Active discussion and explicit consideration of Human Rights. Link to RE- tolerance of others’ religions and cultures.

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

		<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></p> <p>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></p> <p>Extract Analysis: How does Shakespeare present the relationship between Titania and Bottom in the extract.</p> <p><b>PETAL</b></p> <p><b>Assessment 2- Speaking and Listening- AO7,8,9- LANG</b></p> <p>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></p> <p><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></p> <p><b>Lang AO1, AO2, AO4, AO5, AO6</b></p> <p><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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