

# ENGLISH INTENT DOCUMENT

Year Group: 11 Link to LTP <a href="#">here</a>					
<b>KEY:</b> NS= New skill DS= Developing skills NAK= Newly acquired knowledge PL= 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>		<b>Exam board hyperlink:</b>  <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	Extra- curricular links:
<b>Block 1- terms 1 &amp; 2</b> English literature paper 2 and English language paper 2	Approx 14 weeks	<b>Literature:</b> -Knowledge of plot, characters and themes from the novel. (PL) -Knowledge of PETAL and PEACE paragraphs and when to use them. (PL) -Knowledge of subject terminology and the difference between language and structure. (PL) -Knowledge of the content of the relationships anthology -Knowledge of relevant contexts for relationship poetry (PL) -Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL)  <b>Language:</b> Knowledge of PETAL paragraphs and when to use them. (PL)	<b>Literature:</b> - Read, understand and respond to texts. (AO1) (DS) - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate (AO2) (DS) - Compare the similarities and differences between two poems (AO2, AO3) (DS) - Compare the similarities and differences between two unseen poems (AO1) (DS)  <b>Language</b> - Identify and interpret explicit and implicit information and ideas (AO1) (DS)	Literature mock- English literature paper 2 (AO1,AO2, AO3)  Language mock- English language paper 2 (AO1, AO2, AO3, AO5, AO6)	<b>School values:</b> <ul style="list-style-type: none"> <li>Making smart decisions.</li> <li>Smart work</li> <li>Diversity and difference</li> <li>Respecting each other's opinions</li> <li>Independence and working out problems ourselves</li> <li>Challenge to enable change</li> <li>Co-operation and collaboration</li> </ul> <b>Trips:</b> -Have a company workshop at the school -The British library <b>CEIAG:</b> -Ability to work to a deadline/ to a strict schedule; time management.

		<p>Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL)</p> <p>Knowledge of subject terminology and the difference between language and structure. (PL)</p> <p>Knowledge of correct grammar and use of standard English. (PL)</p>	<ul style="list-style-type: none"> <li>- Analyse how language structure are used to achieve effects (AO2) (DS)</li> <li>- Compare writers' ideas and perspectives across two texts (AO3) (DS)</li> <li>- Communicate clearly, effectively and imaginatively. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (AO5) (DS)</li> <li>- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (AO6) (DS)</li> </ul>		<p>Spiritual 1, 2, 3, 4, 5</p> <p>Moral 1, 2, 3, 4</p> <p>Social 1, 2, 3</p> <p>Cultural 1, 2, 3, 4</p> <p>British values 1, 2, 3, 4, 5</p>
Block 2- Term 3 English literature paper 1	Approx 7 weeks	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>-Knowledge of plot, characters and themes from the play. (PL)</li> <li>-Knowledge of PEACE paragraphs and when to use them. (PL)</li> <li>-Knowledge of the playwright's life and any relevant context historically that fits in with the play. (PL)</li> <li>-Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL)</li> </ul>	<ul style="list-style-type: none"> <li>- Read, understand and respond to texts. (AO1) (DS)</li> <li>- Show understanding of the relationships between texts and the contexts in which they were written (AO3) (DS)</li> </ul>	<p><b>Literature mock =</b></p> <p>Literature paper 1 (R+J, AIC) (AO1, AO2, AO3, AO4)</p>	<p><b>School values:</b></p> <ul style="list-style-type: none"> <li>• Making smart decisions.</li> <li>• Smart work</li> <li>• Diversity and difference</li> <li>• Respecting each other's opinions</li> <li>• Independence and working out problems ourselves</li> <li>• Challenge to enable change</li> <li>• Co-operation and collaboration</li> </ul> <p><b>CEIAG:</b></p> <p>Links to:</p> <ul style="list-style-type: none"> <li>-Playwright; performer; presentation skills; debating skills; ability to express oneself; tolerance in the workplace.</li> </ul> <p><b>Working across subjects:</b></p> <p>Drama- acting out the play.</p> <p>Evaluating a play.</p>

					History- social and historical context links. <a href="#">Spiritual 1, 2, 3, 4, 5</a> <a href="#">Moral 1, 2, 3, 4</a> <a href="#">Social 1, 2, 3</a> <a href="#">British values 1, 2, 3, 4, 5</a>
Block 3- term 4 <a href="#">English language paper 1</a>	Approx 6 weeks	<b>Language:</b> <ul style="list-style-type: none"> <li>- Knowledge of PETAL paragraphs and when to use them. (PL)</li> <li>- Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL)</li> </ul> Knowledge of subject terminology and the difference between language and structure. (PL) <ul style="list-style-type: none"> <li>- Knowledge of correct grammar and use of standard English. (PL)</li> </ul>	<b>Language:</b> <ul style="list-style-type: none"> <li>- Identify and interpret explicit and implicit information and ideas (AO1) (DS)</li> <li>- Analyse how language structure are used to achieve effects (AO2) (DS)</li> <li>- Evaluate texts critically and support this with appropriate textual references (AO4) (DS)</li> <li>- Communicate clearly, effectively and imaginatively. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (AO5) (DS)</li> <li>- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (AO6) (DS)</li> </ul>	<b>English language mock:</b> Language paper 1 (AO1, AO2, AO4, AO5, AO6)	<b>School values:</b> <ul style="list-style-type: none"> <li>• Making smart decisions.</li> <li>• Smart work</li> <li>• Diversity and difference</li> <li>• Respecting each other's opinions</li> <li>• Independence and working out problems ourselves</li> <li>• Challenge to enable change</li> <li>• Co-operation and collaboration</li> </ul> <b>CEIAG:</b> Links to: -Performer; ability to communicate effectively; writer; ability to express oneself in an effective manner. <b>Working across subjects:</b> Drama- acting out the play. Evaluating a play. History- social and historical context links.  <a href="#">Spiritual 1, 3, 5</a>
Term 5 and 6	Approx 7 weeks				