

ENGLISH INTENT DOCUMENT

Year Group: 9 Link to LTP here					
NS = New skill DS = Developing skills NAK = Newly acquired knowledge PL = Previous learning		What qualification does this lead to at KS4? <ul style="list-style-type: none"> English literature English language Can they continue studying this at KS5, if so what is the course? <ul style="list-style-type: none"> English literature English literature and language English language Creative writing 			Exam board hyperlink: Edexcel- English language Lift 2.0 Edexcel- English literature
LONG TERM PLAN	Number of lessons	Acquired knowledge	Acquired Skills	AP Assessment	Extra- curricular links:
Block 1 (Term 1 & 2) Gothic literature	58	Literature: -Knowledge of plot, characters and themes from the novel. (NAK) -Knowledge of PETAL and PEACE paragraphs and when to use them. (NAK) (PL) -Knowledge of the authors' lives and any relevant historical and social context. (NAK) -Knowledge of subject terminology and the difference between language and structure. (NAK) (PL) -Knowledge of the assessment questions- what is the assessment looking for? (NAK) -Knowledge of Gothic literature and gothic conventions (NAK) Language: -Knowledge of how to adapt punctuation and sentence structure for intended effect (NAK) (PL)	Literature: - 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) - Show understanding of the relationships between texts and the contexts in which they were written (AO3) (DS) Language: - Communicate clearly, effectively and imaginatively. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (AO5) (DS) - Use a range of vocabulary and sentence structures for clarity,	Lit assessment 1 = language and structure extract analysis (AO2) Lang assessment 2 = Creative writing piece based on a stimulus from the text (AO5 & AO6)	School values: <ul style="list-style-type: none"> Making smart decisions. Smart work Diversity and difference Respecting each other's opinions Independence and working out problems ourselves Challenge to enable change Co-operation and collaboration CEIAG: Links to: -Any form of work that requires written/ typed work, emails, communication, presentation skills etc.; novelist; proofreaders; editors. Trips:

		<p>-Knowledge of the exam- what is the examiner looking for? What do they want in each response? (NAK)</p> <p>-Knowledge of how to use literary devices to create intended atmosphere and mood. (NAK) (PL)</p> <p>-Knowledge of correct grammar and use of standard English. (PL)</p>	<p>purpose and effect, with accurate spelling and punctuation. (AO6) (DS)</p>		<p>-See a production of The Woman in Black</p> <p>-Have a company workshop at the school</p> <p>-The British library</p> <p>Link to history- The Victorian Era</p> <p>Spiritual 1, 4, 5</p> <p>Moral 1, 2, 3, 4</p> <p>Social 2</p> <p>Cultural 3, 4</p> <p>British values 2, 3</p>
<p>Block 2 (Term 3 & 4)</p> <p>Contemporary drama and transactional writing</p>	<p>Approx 12 weeks</p>	<p>Literature:</p> <p>-Knowledge of plot, characters and themes from the play. (NAK)</p> <p>-Knowledge of PETAL and PEACE paragraphs and when to use them. (NAK) (PL)</p> <p>-Knowledge of the playwright's life and any relevant context historically that fits in with the play. (NAK)</p> <p>-Knowledge of the assessment questions- what is the assessment looking for? (NAK)</p> <p>-How contemporary literature is represented in theatre (NAK)</p> <p>Language:</p> <p>-Knowledge of how to adapt punctuation and sentence structure for intended effect (NAK) (PL)</p> <p>-Knowledge of the exam- what is the examiner looking for? What do they want in each response? (NAK)</p> <p>-Knowledge of how to use rhetorical devices to create intended tone and mood. (NAK) (PL)</p>	<p>Literature:</p> <ul style="list-style-type: none"> - 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) - Show understanding of the relationships between texts and the contexts in which they were written (AO3) (DS) - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO4) (DS) <p>Language:</p> <ul style="list-style-type: none"> - Communicate clearly, effectively and imaginatively. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (AO5) (DS) 	<p>Lang assessment 1= Transactional writing piece based on DoaS stimulus (AO5 & AO6)</p> <p>Lit assessment 2= Whole text question focusing on a theme/ character/ relationship (AO1, AO3, AO4)</p>	<p>School values:</p> <ul style="list-style-type: none"> • Making smart decisions. • Smart work • Diversity and difference • Respecting each other's opinions • Independence and working out problems ourselves • Challenge to enable change • Co-operation and collaboration <p>CEIAG:</p> <p>Links to:</p> <p>-Any form of work that requires written/ typed work, emails, communication, presentation skills etc.;</p> <p>journalist; publisher; learning how to write an effective CV; playwright; actor.</p> <p>Trips:</p> <p>-See a production of Death of a Salesman/ DNA</p>

		<p>-Knowledge of correct grammar and use of standard English. (PL)</p> <p>-Knowledge of different forms and purposes and how to adapt language accordingly.</p>	<p>- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (AO6) (DS)</p>		<p>-Have a company workshop at the school</p> <p>Working across subjects: Drama- acting out the play. Evaluating a play. History- social and historical context links.</p> <p>Spiritual 1, 3, 4 Moral 1, 2, 3, 4 Social 2, 3 Cultural 1, 3, 4 British values 1, 2, 3</p>
<p>Block 3 (Term 5 & 6)</p> <p>Shakespearean romance: Romeo and Juliet</p>	<p>Approx 12 weeks</p>	<p>Literature: Knowledge of plot, characters and themes from the play. (NAK) Knowledge of PETAL and PEACE paragraphs and when to use them. (PL) Knowledge of subject terminology and the difference between language and structure. (NAK) (PL) Knowledge of the poets' lives and any relevant context historically that fits in with individual poems. (NAK) Knowledge of the playwright's life and any relevant context historically that fits in with the play. (NAK) Knowledge of the exam- what is the examiner looking for? What do they want in each response? (NAK) Develop an appreciation for Shakespeare and the impact he has had on English culture and literature (PL)</p> <p>Language: Knowledge of the assessment- what is the assessment looking for? Knowledge of correct grammar and use of standard English. (PL) Knowledge of evaluative phrases (PL)</p>	<p>Literature:</p> <ul style="list-style-type: none"> - 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) - Show understanding of the relationships between texts and the contexts in which they were written (AO3) (DS) <p>Language:</p> <ul style="list-style-type: none"> - Evaluate texts critically and support this with appropriate textual references (AO4) (DS) - Communicate clearly, effectively and imaginatively. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (AO5) (DS) - Candidates must use a range of vocabulary and sentence 	<p>Mock= language paper 1 (AO1, AO2, AO4, AO5, AO6)</p>	<p>School values:</p> <ul style="list-style-type: none"> • Making smart decisions. • Smart work • Diversity and difference • Respecting each other's opinions • Independence and working out problems ourselves • Challenge to enable change • Co-operation and collaboration <p>CEIAG: Links to: -Any form of work that requires written/ typed work, emails, communication, presentation skills etc.; performer; speaker.</p> <p>Trips: -See a production of Romeo and Juliet -Have a company workshop at the school -The Globe theatre</p>

		Knowledge of subject terminology and how to identify language/ structural devices.	structures for clarity, purpose and effect, with accurate spelling and punctuation. (AO6) (DS)		<p>-Residential trip to Stratford Upon Avon</p> <p>Working across subjects:</p> <p>Drama- acting out the play.</p> <p>Evaluating a play.</p> <p>History- social and historical context links.</p> <p>Spiritual 1, 2, 3, 4, 5</p> <p>Moral 1, 2, 3, 4</p> <p>Social 1, 2, 3</p> <p>Cultural 1, 4</p> <p>British values 2,3</p>
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