

ENGLISH INTENT DOCUMENT

Year Group: 10 Link to LTP here					
KEY: 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 and 2) A Christmas Carol/ Jekyll and Hyde and relationship poetry	Approx 14 weeks	Literature: -Knowledge of plot, characters and themes from the novel. NAK -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 exam- what is the examiner looking for? What do they want in each response? (PL) -Knowledge of tone, mood and subject for each poem. (NAK) -Knowledge of the poets' lives and any relevant context historically that fits in with individual poems. (NAK)	<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) How to compare poems (DS) Evaluate the interrelationship between language and structure (HPA students) (NS) 	Lit assessment poetry comparison (AO2,AO3) Lit assessment 2= ACC question B whole text response (AO1)	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 Trips: <ul style="list-style-type: none"> -See a production of A Christmas Carol/ Jekyll and Hyde -Have a company workshop at the school -Trips linked to slam poetry or poetry workshops.

					<p>-Have a company workshop/poet come to the school</p> <p>Spiritual 1, 3, 4 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 3 British values 3</p>
<p>Block 2 (Term 3) Language paper 2</p>	Approx 6 weeks	<p>Language: Knowledge of PETAL paragraphs and when to use them. (PL) Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL) (NAK) Knowledge of subject terminology and the difference between language and structure. (PL) Knowledge of correct grammar and use of standard English. (PL) Knowledge and appreciation of 19th century non-fiction (NAK)</p>	<ul style="list-style-type: none"> - Identify and interpret explicit and implicit information and ideas (AO1) (DS) - Analyse how language structure are used to achieve effects (AO2) (DS) - Compare writers' ideas and perspectives across two fiction texts (AO3) (NS) - 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 structures for clarity, purpose and effect, with accurate spelling and punctuation. (AO6) (DS) 	<p>Lang assessment 1= 5 and 6 comparison (AO1, AO3)</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: -writer, editor, publicist. Any job that requires written communication and use of standard English</p> <p>Working across subjects: Any subject that assesses on quality of written work and use of standard English.</p> <p>Spiritual 1, 4 Social 1</p>
<p>Block 3 (Term 4) An Inspector Calls</p>	Approx 6 weeks	<p>Literature: -Knowledge of plot, characters and themes from the play. (NAK)</p>	<ul style="list-style-type: none"> - Read, understand and respond to texts. (AO1) (DS) - Show understanding of the relationships between texts and the 	<p>Lit assessment 1= AIC practice question focusing on</p>	<p>School values:</p> <ul style="list-style-type: none"> • Making smart decisions. • Smart work • Diversity and difference

		<p>-Knowledge of PEACE paragraphs and when to use them. (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 exam- what is the examiner looking for? What do they want in each response? (PL)</p>	<p>contexts in which they were written (AO3) (DS)</p> <p>- Debating moral and ethical issues (NS/DS)</p> <p>-Developing a critical personal judgement (DS)</p>	<p>characters (AO1, AO3, AO4)</p>	<ul style="list-style-type: none"> Respecting each other's opinions Independence and working out problems ourselves Challenge to enable change Co-operation and collaboration <p>Trips:</p> <p>-Trips to see a production of AIC.</p> <p>-Have a company workshop come to the school</p> <p>Working across subjects:</p> <p>Drama- exploring a play.</p> <p>History- social and historical context links.</p> <p>Spiritual 1, 3, 4</p> <p>Moral 1, 2, 3, 4</p> <p>Social 1, 2, 3</p> <p>Cultural 3</p> <p>British values 1, 2, 3</p>
<p>Block 4 (Term 5)</p> <p>Language paper 1</p>	<p>Approx 5 weeks</p>	<ul style="list-style-type: none"> Language: Knowledge of PETAL paragraphs and when to use them. (PL) Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL) Knowledge of subject terminology and the difference between language and structure. (PL) Knowledge of correct grammar and use of standard English. (PL) 	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas (AO1) (DS) Analyse how language structure are used to achieve effects (AO2) (DS) 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 structures 	<p>Lang assessment=</p> <p>Transactional writing (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:</p> <p>Links to:</p>

			for clarity, purpose and effect, with accurate spelling and punctuation. (AO6) (DS)		<p>-Writer; editor; publisher, journalist, reporter.</p> <p>Trips: writer's workshop</p> <p>Working across subjects: Any subject that assesses on quality of written work and use of standard English.</p> <p>Spiritual 1, 2, 5</p>
<p>Year 10 Term 6 Romeo and Juliet Speaking and Listening</p>	Approx 7 weeks	<p>Literature:</p> <ul style="list-style-type: none"> -Knowledge of plot, characters and themes from the play. (PL) (NAK) -Knowledge of PETAL and PEACE paragraphs and when to use them. (PL) -Knowledge of the playwright's life and any relevant context historically that fits in with the play. (PL) (NAK) -Knowledge of the exam- what is the examiner looking for? What do they want in each response? (PL) - 	<p>R+J skills:</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>Speaking and listening skills:</p> <ul style="list-style-type: none"> - Demonstrate presentation skills in a formal setting. (AO7) (DS) - Listen and respond appropriately to spoken language. (AO8) (DS) <p>Use spoken language effectively in speeches and presentations. (AO9) (DS)</p>	<p>Mock= Language paper 1 (AO1, AO2, AO4, AO5, AO6) Speaking and listening assessment= on a topic of the students' choice. (AO7, AO8, AO9)</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>Trips:</p> <ul style="list-style-type: none"> -Trips to see a production of R+J. -Have a company workshop come to the school. -Potential residential to Stratford Upon Avon. <p>Working across subjects: Drama- exploring a play. History- social and historical context links.</p> <p>Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 3</p>

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