

ENGLISH INTENT DOCUMENT

Year group: 8 Link to LTP here					
NS= New skill DS= Developing skills NAK= Newly acquired knowledge PL= Previous learning	Number of lessons	Acquired knowledge – build in opportunities to revisit & sequence carefully	Acquired Skills – embed, revisit and build in checks to ensure they have acquired them	AP Assessment – What have they learnt and remembered?	Extra- curricular links
Block 1 (Term 1 & 2) <u>Dystopian Fiction: The Hunger Games/ Noughts and Crosses</u>	48	Conventions of the dystopian genre. NAK Imaginative writing (narrative, descriptive). PL Character construction and presentation. PL Character development. PL Presentation of relationships. PL Presentation of themes. PL	To explore events, character, relationships and themes in a modern novel. DS To consider how the writer uses language form and structure to present character/relationships/themes. DS To develop descriptive and narrative writing skills. DS	<u>Assessment 1 – Writing AO5 & AO6 – LANG</u> Write about a dystopian world. You may wish to base your response on one of the images. <u>Assessment 2 – Reading AO1 & AO2 - LIT</u> Essay: In what ways is (Katniss Everdeen) an important character throughout the novel? PETAL (Teachers can differentiate through focus on a different character).	Recognise difference between right and wrong. Consider dictatorships and ideologies Investigate moral, ethical and political issues. Spiritual 2, 5 Moral 1, 2, 3 Social 3 British values 1, 2, 3 Cultural 1, 3, 5 CEAIG - Language used to present themselves in a personal statement for an interview.

Block 2 (Term 3) Mastering Language	28	<p>Sentence Structures PL</p> <p>Vocabulary for effect PL</p> <p>Punctuation PL</p> <p>Prepositional / noun phrases PL</p> <p>Writing to Describe (features) PL</p> <p>Writing for audience / purpose / effect PL</p> <p>The writer's craft PL</p>	<p>To develop a personal and critical response to both non-fiction and literary non-fiction texts. DS</p> <p>To explore use of rhetoric in writing and using this for specific effects. DS</p> <p>To understand how to effectively use punctuation to guide the reading voice. DS</p> <p>To evaluate a given text, remaining unbiased NS</p> <p>To build on use of tone and mood, crafting writing for a plethora of audiences and purposes DS</p>	<p>Assessment– Writing AO5 & 6 – LANG.</p> <p>Choice of transactional writing tasks exploring use of rhetoric.</p> <p>Transactional Writing</p>	<p>Reflection of relevant societal issues and current events.</p> <p>Debating moral issues.</p> <p>CEIAG- journalists, reporters, speech writers, publicists.</p> <p>Spiritual 1, 2, 5 Moral 2, 4 Social 2 Cultural 1,3</p>
Block 3 (Term 4) Literary Heritage: Adventure and mystery	28	<p>Reading for meaning - explicit and implied. PL</p> <p>Inference and Deduction. PL</p> <p>Links between text and context. How elements of historical context impacting content of texts PL / NAK</p> <p>Conventions of adventure genre. NAK</p>	<p>To read, understand and respond to texts developing a critical style and personal response. NS</p> <p>To make links between texts and context. DS</p> <p>To analyse and evaluate language, form and structure used by writers to create meanings. DS</p> <p>Evaluating a theme, developing a critical personal judgement DS</p>	<p>Assessment 2 – Reading AO4 - LANG</p> <p>In my view, the writer successfully shows Frankenstein's horror at the creature he has created. Based on your evaluation of the text, how far do you agree?</p> <p>SITE/PETAL</p>	<p>Concept of exploration, historical expeditions, colonialism and the impact of discovering the wider world.</p> <p>Understanding how different countries contribute to a global community.</p> <p>Cultural capital opportunity- exposure to a range of literary texts that celebrate English literary heritage.</p> <p>Spiritual 2, 3, 5 Moral 1,2,3,4 Cultural 4 CEAIG - Police, forensics, crime novelists, Law and legal clerk</p>

Block 4 (Term 5) Shakespearean Tragedy: Macbeth	20	Exploration of the theme of the Supernatural in the whole text. NAK Inference using evidence. PL Character and Plot. PL Key themes PL Links between texts and contexts. PL Speaking and Listening PL	To explore the theme of the supernatural in the text. NS To explore how figurative language is used by Shakespeare to create specific effects. DS To explore and analyse a range of dramatic devices. DS To consider the social, moral, historical contexts of the play. DS To consider effect on the audience. DS Analysis of Language, form and structure in key extracts. DS	Assessment – Reading AO1 & AO3 - LIT Explain the importance of the supernatural elsewhere in the play. In your answer you must consider: <ul style="list-style-type: none"> • How the supernatural is presented • The effect the supernatural has within the play. PEACE	Recognise the way in which power can be used for both positive and negative outcomes. Consideration of morality of war. Discussion of the consequences of decisions and accountability. Trip opportunity- watch Macbeth at the Globe Theatre in London. Spiritual 2, 4, 5 Moral 1, 2, 3, 4 Social 2 British values 2 Cultural - 2, 4 CEIAG - Stage management, actor, theatre director, drama teacher, public speaker
Block 5 (Term 6) <u>Comparing poetry</u>	28	Plethora of poetry explored in different forms and with different genres/ themes PL Key subject terminology- both language and structure. PL	To identify and select relevant information. DS To consider effects on different readers. DS Compare and contrast use of language and structure across two texts NS	End of Year Assessment: Poetry exam Comparative essay on 2 themed poems. PETAL	CEIAG- poet, publicist, writer, poetry reviewer. Spiritual 1, 5 Cultural - 1, 4