

**IMPLEMENTATION**

<p><b>INTENT</b> (including key concepts and skills)</p>	<p><b>Half Term 1</b> <b>Context:</b> Paper 1 Question 5 LANG Macbeth</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 and 3 vocabulary as bell work tasks</p> <p><b>Prior Learning/LTM:</b> Term 1 Year 10 Paper 1 Question 5 Term 5 Year 10 Macbeth</p> <p><b>Cultural Capital:</b> Shakespeare Jacobean life</p> <ul style="list-style-type: none"> <li>Themes such as loyalty and patriotism</li> </ul> <p><b>Links to NC:</b> - explore aspects of plot, characterisation, events and settings, the relationships between them and their effects -Seek evidence in the text to support a point of view, including justifying inferences with evidence</p>	<p><b>Half Term 2</b> <b>Context:</b> Paper 1 Question 4 LANG A Christmas Carol</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 and 3 vocabulary as bell work tasks</p> <p><b>Prior Learning/LTM:</b> Term 6 Year 8 Great Expectations Term 3 Year 9 A Christmas Carol</p> <p><b>Cultural Capital:</b> Dickens Victorian life Various British values dealing with a range of themes including:</p> <ul style="list-style-type: none"> <li>generosity, equality</li> </ul> <p><b>Links to NC:</b> - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation -identifying and interpreting themes, ideas and information</p>	<p><b>Half Term 3</b> <b>Context:</b> Paper 2 Question 5 LANG An Inspector Calls</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 and 3 vocabulary as bell work tasks</p> <p><b>Prior Learning/ LTM:</b> Term 3 Year 7, Term 3 Year 8, Term 3 Year 10 Non-Fiction Writing for a variety of purposes and audiences</p> <p><b>Cultural Capital:</b> Responsibility Equality Edwardian life The sharing of student’s own viewpoints and perspectives on a range of topical issues, such as healthy eating and animal welfare</p> <p><b>Links to NC:</b> -improvising, rehearsing and performing play scripts in order to generate language and</p>	<p><b>Half Term 4</b> <b>Context:</b> Paper 2 Question 4 LANG Poetry</p> <p><b>Key Vocabulary:</b> All units are assigned Tier 2 and 3 vocabulary as bell work tasks</p> <p><b>Prior Learning/LTM:</b> This builds on the skills learned in Term 2 in Year 7 and 8 Non-Fiction Reading</p> <p><b>Cultural Capital:</b> Distribution of power; historical events, like WW1; the sharing of different viewpoints and perspectives</p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Links to NC:</b> -analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact -making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and</p>
--	---	---	--	--

	<p>- make an informed personal response, recognising that other responses to a text are possible and evaluating these.</p> <p>- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p> <p>- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</p>	<p>- analysing a writer's choice of structural features, and evaluating their effectiveness and impact</p>	<p>discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p>- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</p>	<p>drawing on knowledge and skills from wider reading</p> <p>- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p>
IMPACT	<p>Assessment: Paper 1 Question 5 AO5 and 6 2018</p>	<p>Assessment: Paper 2 Question 4 2018 English Literature Paper 1 PPE 2019 English Language Paper 1 PPE 2019</p>	<p>Assessment: Paper 2 Question 5 2018</p>	<p>Assessment: Paper 2 Question 4 2018 English Literature Paper 1 2019 English Language Paper 1 2019</p>