

Year: 9 Subject: English Language and Literature

IMPLEMENTATION

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 5	
<p>INTENT (including key concepts and skills)</p>	<p>Context: An Inspector Calls</p>	<p>Context: Paper 2 Question 5 LANG</p>	<p>Context: A Christmas Carol</p>	<p>Context: Unseen Poetry</p>	<p>Context: Paper 1 Question 5 LANG</p>	<p>Context: Paper 1 Questions 1-3 Conflict Poetry</p>	
	<p>Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p>	<p>Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p>	<p>Key Vocabulary: All units are assigned Tier 2 and 3 vocabulary as bell work tasks Tier 3 vocabulary:</p>	<p>Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p>	<p>Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p>	<p>Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p>	<p>Key Vocabulary: All units are assigned Tier 2 vocabulary as bell work tasks Tier 3 vocabulary:</p>
	<p>Prior Learning/LTM:</p>	<p>Prior Learning/ LTM: Term 3 Year 7, Term 3 Year 8</p>	<p>Prior Learning/LTM: Term 6 Year 8 Great Expectations</p>	<p>Prior Learning/LTM: This builds on the skills learned in</p>	<p>Prior Learning/LTM:</p>	<p>Prior Learning/LTM:</p>	<p>Prior Learning/LTM:</p>
	<p>Cultural Capital: Responsibility Equality Edwardian life</p>	<p>Cultural Capital: The sharing of student’s own viewpoints and perspectives on a range of topical issues including equality and censorship</p>	<p>Cultural Capital: Dickens Victorian life Various British values dealing with a range of themes including: generosity, equality</p>	<p>Cultural Capital: Exposure and opportunity to explore a variety of pre and post-19th Century poetry</p>	<p>Cultural Capital: Exposure and opportunity to write in a range of genres and narrative styles</p>	<p>Cultural Capital: Themes such as equality, power, nature and conflict</p>	<p>Cultural Capital: Themes such as equality, power, nature and conflict</p>
	<p>Links to NC: -rehearsing and performing play scripts and poetry in order to generate language and discuss language</p>	<p>Links to NC: -selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including</p>	<p>Links to NC: - exploring aspects of plot, characterisation, events and settings, the relationships</p>	<p>Links to NC: - analysing a writer’s choice of vocabulary, form,</p>	<p>Links to NC: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using</p>	<p>Links to NC: - 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 - seeking evidence in the text to support a point of view,</p>	<p>Links to NC: - 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 - seeking evidence in the text to support a point of view,</p>

	<p>use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <ul style="list-style-type: none"> - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - seeking evidence in the text to support a point of view, including justifying inferences with evidence 	<p>rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p> <ul style="list-style-type: none"> - make notes, draft and write, including using information provided by others 	<p>between them and their effects</p> <ul style="list-style-type: none"> - seeking evidence in the text to support a point of view, including justifying inferences with evidence - 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>grammatical and structural features, and evaluating their effectiveness and impact</p> <ul style="list-style-type: none"> - make an informed personal response, recognising that other responses to a text are possible and evaluating these - seeking evidence in the text to support a point of view, including justifying inferences with evidence 	<p>these consciously in their writing and speech to achieve particular effects</p> <ul style="list-style-type: none"> - adapting their writing to narrate and describe 	<p>including justifying inferences with evidence</p>
<p>IMPACT</p>	<p>Assessment: How is Sheila presented in 'AIC'? AO1, 2 and 3 LIT</p>	<p>Assessment: Footballers get paid far too much, and should donate 50% of their wages to charity. Write an article for a local newspaper arguing your point of view. AO5 and 6</p>	<p>Assessment: How is Scrooge presented as an outsider in society? How is the wider theme of isolation presented in the novella? AO1, 2 and 3 LIT (context added)</p>	<p>Assessment: In To a Daughter Leaving Home, how does the poet present the speaker's feelings about her daughter?</p>	<p>Assessment: Write a story about a time things turned out unexpectedly. AO5 and 6</p>	<p>Assessment: Jamaica Inn Q1-3 AO1 and 2 Compare the presentation of power in 'London' and 'Storm on the Island'. AO1, 2, 3 and 4</p>