

DENE MAGNA ENGLISH- Curriculum Intent 2022-2023

Year 9			
Scheme of learning	Which materials and skills/content will be covered and why? INTENT	How is the SOW a progression of previous learning? IMPLEMENTATION	Which aspect of KS4 are we preparing students for? How are we building Cultural Capital? IMPACT
<p>War Poetry</p> <ul style="list-style-type: none"> 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>How to analyse poetry, compare ideas and ultimately respond to a GCSE question. Getting the students used to what AOs are assessed for each component. Sustained progress</p> <p>(Assessment AO2 Lit)</p>	<p><u>Building on poetry units in Y7 and 8.</u> Using the skills of analysis and understanding meaning to approach a series of poems connected by the theme of war. Numerous conflicts during history are addressed (links to History)</p>	<p>Preparation for trip to the Imperial War Museum Enabling our students to access key historical points to enable AO3 understanding of GCSE poetry. Cross curricular link to history.</p> <p>Students understand that their GCSE course includes some war poetry, which they will cover during this half-term.</p>
<p>Short story/ narrative writing</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information through: adapting their writing for a wide range of purposes and audiences: to describe, narrate. selecting, and using 	<p>Short story analysis of structure, plot, character leading to planning these things with stimulus and titles.</p> <p>(Assessment AO5/6 Lang)</p>	<p>Link to different writing experiences during KS3 <u>Detective Fiction and playscript study</u> - writing for a purpose and audience.</p> <p>Building up to later GCSE narrative. Identifying plot, character, setting</p>	<p>Students have to create a narrative for their GCSE Language paper and find this difficult.</p> <p>Students are given opportunities to develop their writing up to this end point. We offer extra-curricular opportunities to build imagination (Warner Bros Studios - Harry Potter</p>

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<p>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>via short stories to then create a narrative using the skills seen. Use of models to create effective structures, show not tell, authorial voice etc</p>	<p>trip), Spine Chillers competitions, having external authors come in for workshops etc.</p>
<p>Dickens' world</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> <p>High quality 19th century texts.</p>	<p>Whole text comprehension and understanding of how context impacts on the text. Dealing with more complex texts and continuing the development of using evidence to support points.</p> <p>(Assessment AO2/4 Lang)</p>	<p>Link to <u>Nineteenth century novel and Detective</u></p> <p>Students build on their understanding of context from Y7 and 8 to study a novel in its entirety from this period.</p> <p>Builds up to Comp 2 Lit - nineteenth century novel. Focus on AO3 context as well as approaching whole text responses on theme and character.</p>	<p>Students have the opportunity to develop an understanding of this time period during Y7 and 8 to then complement their understanding at GCSE. This creates a working memory of context and how it impacts on what they read. This also complements the Language paper.</p>
<p>GCSE Speaking and Listening</p> <p>Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.</p>	<p>To enable students to communicate effectively in discussion and to express themselves and form their own opinions</p>	<p>Link to Y7 (speech - personal response to text) and Y8 (playscript)</p> <p>This will function as the students' GCSE S&L presentation with questions, assessed and recorded by the class teacher.</p>	<p>Building confidence and a student's ability to present information in an organised and clear way.</p> <p>Making students aware of the importance of clear verbal communication beyond KS4/5.</p>

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Post-1914 Prose/Drama Works from the 19th, 20th and 21st centuries	Study of GCSE Post-1914 text Developing understanding of plot, character, theme, structure to engage with a GCSE question Source based response AO1, 2, 3	Using skills learnt in KS3 - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects. Modelling of responses and using teacher expertise to support students in producing answers that meet AOs	Repeated reading for depth of understanding - increasing working memory of quotations, plot etc. Theatre trip to see drama text - develop understanding. Increase writing stamina.