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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**  This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content. |
| **Autumn Term**  **1A**  **Year 9** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Learn the conventions of the Dystopian genre  -Use the conventions in their own writing | Analytical writing assessment  Key Knowledge test. |
| **Module 1: Dystopian Literature**  Dystopian extracts |
| **Autumn Term**  **1B**  **Year 9** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Read, understand and respond to texts, developing an informed, personal response and using appropriate evidence.  -Analyse the language, form and structure used by a writer to create meanings and effects using relevant terminology where appropriate.  -Show understanding of the relationships between texts and the contexts in which they were written. | Analytical writing assessment  Key Knowledge test. |
| **Module 2: Shakespeare**  Romeo and Juliet |
| **Spring Term**  **2A**  **Year 9** | **Intent**  Why is this taught now? |  |  |
| **Module 2 CONTINUED: Shakespeare**  Romeo and Juliet |
| **Spring Term**  **2B**  **Year 8** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Understand the difference between literal and metaphorical language.  -Analyse and comment on language used to achieve effects in poetry.  -Create their own poetry in different forms. | Poetry writing assessment  Key Knowledge test. |
| **Module 3: Global Poetry**  Poetry as fierce fire |
| **Summer Term**  **3A**  **Year 8** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Read, understand and respond to texts, developing an informed, personal response and using appropriate evidence.  -Analyse the language, form and structure used by a writer to create meanings and effects using relevant terminology where appropriate.  -Show understanding of the relationships between texts and the contexts in which they were written. | Analytical writing assessment  Key Knowledge test. |
| **Module 5: Modern Texts**  The Hate U Give |
| **Summer Term**  **3B**  **Year 8** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Students will understand the world around them through critical thinking.  -Empathise and understand the lives of others through storytelling. | Analytical writing assessment  Key Knowledge test.  End of year test |
| **Module 6: Critical Thinking Shorts**  Tolerance, rights and respect |