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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 |