

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum, which prepares students for adulthood.

AQA Language Assessment Objectives:

- AO1-Identify and interpret explicit and implicit information and ideas.
- AO2- Explain, comment on and analyse how writers use language and structure to achieve effects.
- AO3- Compare writers’ ideas and perspectives across two or more texts.
- AO4- Evaluate texts critically and support this with appropriate textual references.
- AO5- Communicate clearly, effectively and imaginatively.
- AO6- Accurate punctuation/range of sentences for effect.
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentation.

YEAR 14 ONLY: If student has not obtained sufficient marks to secure EL1, 2 or 3, they can sit the DETECTIVES unit of work. This unit will not be valid after the June 2022 cohort (Current Year 14).

6.2 - Explorer Curriculum

English/6 Lessons Weekly

Step Up to English (AQA) Gold Steps

Year	2022 – 2023 Autumn 1	2022 – 2023 Autumn 2	2022 – 2023 Spring 1 and 2	2022-23 Summer 1 and 2
All students to study units identified years 12-14. Students in year 14 to sit	<p><u>Topic: Step Up to English AQA Gold Steps Component 1 – Hobbies</u></p> <p><u>Skills Framework Speaking and Listening Steps</u></p>	<p><u>Topic: Component 1- Music</u></p> <p>Paper 1 and 2 Skills using materials from the Music SOW (on Staff Shared) and appropriate non-fiction tasks</p>	<p><u>Topic: Component 2 - Exploring double weighting</u></p> <p>GCSE Paper 1 and 2 Skills. Selected texts/extracts related to exploring</p> <p><u>Skills Framework – Speaking and Listening Steps</u></p>	<p><u>Topic: Component 2 - Crime Double Weighting (carry forward)</u></p> <p>GCSE Paper 1 and 2 Skills. Selected texts/extracts related to Crime</p> <p><u>Skills Framework – Speaking and Listening Steps</u></p>

<p>the formal assessments for each unit and to bank these</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What skills/qualities do you need to be a participant in any given hobbies? • Could you take up a hobby? • Can you read select relevant information about a hobby? • Can I identify and label structural from a text? For example: <p>Sub Heading/Heading, Illustration/Picture/Diagram/Example of character, page number, Introduction/Description about the activity and instructions/Explanations about how to draw the feature.</p> <p><u>Key Skills and Knowledge:</u></p> <ul style="list-style-type: none"> • Information retrieval 	<p><u>Skills Framework – Speaking and Listening Steps</u></p> <p><u>Key Questions:</u></p> <p>What is inference? Can I compare? Can I understand how language is used? Can I understand how structure is used? Can I plan a letter/review?</p> <p><u>Key Skills and Knowledge:</u></p> <ul style="list-style-type: none"> • Take part in group discussions and make an individual presentation. • Read a selection of texts with support. • Use the text to learn how to: <p>Infer and comment on language and structure.</p> <p>To know how to edit and proofread effectively.</p> <p>To plan effectively.</p> <p>To communicate ideas effectively.</p> <p>To respond to others appropriately.</p>	<p><u>Key Questions:</u></p> <p>How is a story written? What is the structure of a story? What does the setting in a story look like? What is the weather like? What can we hear, see, feel and smell? How do you write an effective description? What makes a story effective and engaging? How do I plan and write a good story? Which genres can stories take? How do writers create tension and suspense? How can I use a story mountain to plan my own story?</p> <p><u>Key Skills and Knowledge:</u></p> <ul style="list-style-type: none"> • Be able to read a selection of literary and literary non-fiction texts. • Use texts to learn how to: • Infer • comment on language and structure • compare ideas and perspectives. 	<p><u>Key Questions:</u></p> <p>What is the difference between fiction and non-fiction? How do writers create meaning when writing fiction? What is the difference between fact and opinion? What is the purpose of a given text and who is the audience? How do different writers convey meaning and create effects? How do I plan and structure my own examples of non-fiction? What is the difference between primary and secondary sources? How would you respond to information about a crime? How does a news reporter make a match sound exciting? How far can you trust an eye-witness account? What kind of person would make the perfect witness? Can you think from the perspective of a news reporter/detective/criminal?</p>
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	<ul style="list-style-type: none"> • Comprehension • Inference • Language and structural analysis • Ability to evaluate texts and to critically appreciate them • Writing descriptively and imaginatively • Locate key points in a text <p>Suggested Reading:</p> <p>Please see on Shared Drive</p>	<p>Evaluate ideas with support. Plan a letter/review with appropriate form, language and structure.</p> <p>Suggested Reading:</p> <p>Music books Music clips Music magazines Music fact sheets Music website Music adverts Music posters</p> <p>Companies that help to set up School Radio: Schoolradio.com/resourcelist/categories/1/resources/44</p> <p>myliveschool.org/</p> <p>(See Music SOW on Staff Shared)</p>	<ul style="list-style-type: none"> • Learn how plan, write, edit and proofread a story. • Learn how to: • How to infer • How to compare • Understanding how language is used • Understanding how structure is used • Understand how to plan a story • How to edit <p>Suggested Reading:</p> <p>Please see on Shared Drive.</p>	<p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> • read a selection of literary and literary non-fiction texts • use the texts to learn how to: infer, comment on language and structure • compare ideas and perspectives • learn how to plan, write, edit and proof read a story <p>Suggested Reading:</p> <p>Mrs Marple Bug Muldoon Sherlock Holmes Arthur Conan Doyle (1859-1930) John Grisham Abir Mukherjee Vaseem Khan Sanjida Kay</p> <p>Audio Visual resources:</p> <p>CSI House Homicide Mission Impossible</p> <p>Please see on Shared Drive</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of</p>

	<p>needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to suit their hobbies/interests... lead onto looking at what skills are needed for different roles they are interested in and what qualifications.</p>	<p>the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance</p> <p>Students to consider what skills are needed to access the opportunities they are interested in. Going into work places/remote visits. Research. Writing C.Vs and cover letters.</p>	<p>the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees</p> <p>Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>the student and * - Personal Guidance Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are needed to be a police officer or detective.</p>
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