

6N - Navigator Curriculum – *Life skills/6 Lessons Weekly*

Retake GCSE English/Step Up (AQA)

AQA Language Assessment Objectives:

- AO1-Identify and interpret explicit and implicit information and ideas.
- A02- Explain, comment on and analyze 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	2023-2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1 and 2	2023 – 2024 Summer 1 and 2
All students to study units identified years 12-14. Students in year 14 to sit the formal assessments for each unit and to bank these	<p><u>Topic: Step Up to English AQA Gold Steps Component 1 – Hobbies</u></p> <p>GCSE Paper 1 Skills using materials and appropriate non-fiction tasks.</p> <p><u>Skills Framework Speaking and Listening Steps</u></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</p>	<p><u>Topic: Component 1- The Next Step</u></p> <p>GCSE Paper 2 Skills using materials from the Next Steps and appropriate non-fiction tasks</p> <p><u>Skills Framework – Speaking and Listening Steps</u></p> <p><u>Key Questions:</u></p> <p>What is inference? What are the features of Non-fiction? What are the main features of informative writing? What are my next steps? When I leave sixth form what do I want to do? Who can help me plan for my next steps? What is a Curriculum Vitae? How do I produce a good C.V? How do I dress for an interview? What are the local options available to me post sixth form? How do I use body language at an interview? How do I write an application for a job or college place? What makes an effective</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>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</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><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</p>

	<p>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 • 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><u>Suggested Reading:</u></p> <p>Please see on Shared Drive</p>	<p>application?</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 non-fiction texts. • Use the text to learn how to: infer and comment on language and structure evaluate ideas 	<p>stories take?</p> <p>How do writers create tension and suspense?</p> <p>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. • Learn how plan, write, edit and proofread a story. • Learn how to: • How to infer • How to compare • Understandin g how 	<p>make a match sound exciting?</p> <p>How far can you trust an eye-witness account?</p> <p>What kind of person would make the perfect witness?</p> <p>Can you think from the perspective of a news reporter/detective/criminal ?</p> <p><u>Key Skills and Knowledge:</u></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><u>Suggested Reading:</u></p> <p>Mrs Marple Bug Muldoon Sherlock Holmes Arthur Conan Doyle (1859-1930) John Grisham Abir Mukherjee Vaseem Khan Sanjida Kay</p> <p><u>Audio Visual resources:</u></p>
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			<div>language is used</div> <ul style="list-style-type: none">• Understanding how structure is used• Understand how to plan a story• How to edit	<div>CSI House Homicide Mission Impossible</div> <div>Please see on Shared Drive</div>
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<p>9</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the 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>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of 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>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of 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. Going into work places/remote visits. Research. Writing C.Vs and cover letters.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of 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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