

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

9E Class - Explorer Curriculum - Subjects/Lessons weekly

AQA: Step Up to English Assessment Objectives:

- **AO1:** Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
- **AO2:** Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- **AO3:** Compare writers’ ideas and perspectives across two or more texts.
- **AO4:** Evaluate texts and support this with appropriate textual references.
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills.
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- **AO9:** Use spoken English effectively in speeches and presentations.

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p><u>Topic:</u></p> <p>Component 1 Topic 1: Holidays</p> <p>Live test taken in Y11</p> <p>Year 9 Speaking Assessment practice.</p> <p>Introduction to ELC: Explain the components to the learners and what topics they will be</p>	<p><u>Topic:</u></p> <p>Component 1 Topic 2: Style</p> <p>Live test taken in Y11</p> <p>Year 9 Speaking assessment practice.</p> <p>SOW Style</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 3: Dystopia</p> <p>Live test taken in Y11</p> <p>No Speaking Assessment for C2 T3.</p> <p>Introduction to ELC Component 2.</p> <p>SoW Dystopia.pdf</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 3: Dystopia</p> <p>Live test taken in Y11</p> <p>No Speaking Assessment for C2 T3.</p> <p>SoW Dystopia.pdf</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Science fiction</p> <p>Live test taken in Y11</p> <p>No Speaking Assessment for C2 T4.</p> <p>SOW Science Fiction</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Science fiction</p> <p>Live test taken in Y11</p> <p>No Speaking Assessment for C2 T4.</p> <p>SOW Science Fiction</p>

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

<p>studying this year [see LTP].</p> <p>SOW Holidays</p>					
<p>Key Skills and Knowledge:</p> <p>Group discussions: Take part and make an individual presentation.</p> <p>Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style</p>	<p>Key Skills and Knowledge:</p> <p>Group discussions: Take part and make an individual presentation.</p> <p>Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style</p>	<p>Key Skills and Knowledge:</p> <p>Read a selection of non-fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are</p>	<p>Key Skills and Knowledge:</p> <p>Read a selection of non-fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are</p>	<p>Key Skills and Knowledge:</p> <p>Read a selection of non-fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are</p>	<p>Key Skills and Knowledge:</p> <p>Read a selection of non-fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear</p>

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

	<p>which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately</p>	<p>which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately</p>	<p>clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p> <p>Comparison: Identify similarities and differences between significant</p>	<p>clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p> <p>Comparison: Identify similarities and differences between significant</p>	<p>clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p> <p>Comparison: Identify similarities and differences between significant</p>	<p>and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p> <p>Comparison: Identify similarities and differences between significant ideas, themes, events and</p>
--	--	--	--	--	--	--

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

<p>eg monosyllabic words. (Silver).</p>	<p>eg monosyllabic words. (Silver).</p>	<p>ideas, themes, events and characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).</p>	<p>ideas, themes, events and characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).</p>	<p>ideas, themes, events and characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).</p>	<p>characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).</p>
<p><u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> This task is based around where you live. Your teacher/tutor has asked you to work together to discuss the advantages and disadvantages of a staycation (holiday in the UK). Your teacher would like you to discuss how to present your area as a place where people might come for a staycation</p>	<p><u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> This task is based around helping to set up a fashion show in which all the clothing has been either reused, repurposed or revamped. Your teacher/tutor has asked you to work together to discuss how you can get everyone involved. -What does [word from text] mean?</p>	<p><u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged? -What does [word from text] mean?</p>	<p><u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged? -What does [word from text] mean?</p>	<p><u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged? -What does [word from text] mean?</p>	<p><u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged? -What does [word from text] mean?</p>
<p><u>Suggested Reading/ Resources:-</u> Tourism Information Centre Leaflets of local attractions</p>	<p><u>Suggested Reading/ Resources:</u> Music books. Music clips. Music magazines. Music fact sheets.</p>	<p><u>Suggested Reading/ Resources:</u> The Complete Robot – Isaac Asimov.</p>	<p><u>Suggested Reading/ Resources:</u> The Complete Robot – Isaac Asimov.</p>	<p><u>Suggested Reading/ Resources:</u> Boffin Boy Series – David Orme Into the Scanner – Elizabeth Dale</p>	<p><u>Suggested Reading/ Resources:</u> Boffin Boy Series – David Orme Into the Scanner – Elizabeth Dale</p>

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

	<p>Leaflets of local accommodation Leaflets of local eateries Laptops Traffic light cards Mini whiteboards & pens Tents Envelops Holiday brochures Tourism teacher</p>	<p>Music websites. Music adverts. Music posters.</p>	<p>The Hunger Games Suzanne Collins. Brother in the Land Robert Swindells. The Maze Runner James Dashner.</p>	<p>The Hunger Games Suzanne Collins. Brother in the Land Robert Swindells. The Maze Runner James Dashner.</p>	<p>Starchasers Series – David Orme Crash Land Earth – Jonny Zucker Comets – David Orme UFOs – David Orme Manga – David Orme Great Journeys – David Orme Life in Space – Helen Orme</p>	<p>Starchasers Series – David Orme Crash Land Earth – Jonny Zucker Comets – David Orme UFOs – David Orme Manga – David Orme Great Journeys – David Orme Life in Space – Helen Orme</p>
	<p><u>Suggested School Trips:</u> -Tourist information centre -Local holiday attractions -Train trip</p>	<p><u>Suggested School Trips:</u> - Trip to a fashion show Trip to a second-hand shop Talk from a recycling plant Talk from fast fashion stores Talk from a second-hand store</p>	<p><u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; to book Free Cinema visits, visit the website. <i>Into Film Free Film Club</i> registration to receive or request films. Field trips to local areas or places linked to space – Historical prisons, escape rooms, The National Space Centre, science museums, factory visit.</p>	<p><u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; to book Free Cinema visits, visit the website. <i>Into Film Free Film Club</i> registration to receive or request films. Field trips to local areas or places linked to space – Historical prisons, escape rooms, The National Space Centre, science museums, factory visit.</p>	<p><u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; book Free Cinema visits. <i>Into Film Free Film Club</i> registration to receive or request films. Trip to a film studio or theatre.</p>	<p><u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; book Free Cinema visits. <i>Into Film Free Film Club</i> registration to receive or request films. Trip to a film studio or theatre.</p>

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

<p>Links to Gatsby Benchmarks:</p>	<p>4. Linking curriculum learning to careers: What jobs can include our hobbies?</p>	<p>4. Linking curriculum learning to careers: What jobs can I have working in the music industry?</p>	<p>4. Linking curriculum learning to careers: Working as a police officer/ journalist/ within the judiciary system.</p>	<p>4. Linking curriculum learning to careers: Working as a police officer/ journalist/ within the judiciary system.</p>	<p>4. Linking curriculum learning to careers: Working with animals.</p>	<p>4. Linking curriculum learning to careers: Working with animals.</p>
------------------------------------	--	---	---	---	---	---