

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

10E 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.

To acquire this qualification, learners will need to complete: Two topics within Component 1, One topic in Component 2.

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	<p><u>Topic:</u></p> <p>Component 1 Topic 1: Hobbies</p> <p>PRACTICE the Speaking assessment [teachers may mark to give an impression of what they would receive].</p> <p><u>SoW Hobbies</u></p>	<p><u>Topic:</u></p> <p>Component 1 Topic 2: Charities</p> <p>PRACTICE the Speaking assessment [teachers may mark to give an impression of what they would receive].</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Crime</p> <p>No Speaking assessment for C2 T3.</p> <p><u>SoW Crime</u></p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Crime</p> <p>No Speaking assessment for C2 T3.</p> <p><u>SoW Crime</u></p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Heroism</p> <p>Year 10 to complete C2 T3 by February/ March.</p> <p>No Speaking Assessment for C2 T4.</p> <p>Year 10 Exam Paper: Marked by July.</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Heroism</p> <p>Year 10 to complete C2 T3 by February/ March.</p> <p>No Speaking Assessment for C2 T4.</p> <p>Year 10 Exam Paper: Marked by July.</p>

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	Introduction to ELC: Explain the components to the learners and what topics they will be studying this year [see LTP].	SoW Charities [in shared area]			SoW Heroism	
	<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/ 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/ 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 (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 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 (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 which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p>

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	<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>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 characters in two texts and make</p>
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	eg monosyllabic words. (Silver).	eg monosyllabic words. (Silver).	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).	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).	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).	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><u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> Make an individual presentation about your idea for a lunchtime club based on your hobby.</p> <p>-What is a hobby? -What skills do you need to take part in a hobby? -Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in this text? -What does [word from text] mean?</p>	<p><u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> Make an individual presentation to discuss what charity you have chosen to raise money for.</p> <p>-Why have you chosen this charity? - What fundraising activity can you plan? - Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in the text? -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>
	<u>Suggested Reading/ Resources:</u> - Instructions for	<u>Suggested Reading/ Resources:</u>	<u>Suggested Reading/ Resources:</u> IWB games.	<u>Suggested Reading/ Resources:</u> IWB games.	<u>Suggested Reading/ Resources:</u> Board games.	<u>Suggested Reading/ Resources:</u> Board games.

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	<p>growing plants: How to Sow Seeds</p> <p>-Magazines/ leaflets/ posters/ webpages that advertise local events.</p> <p>-Recipes from either books or webpages.</p> <p>-Drawing instruction books.</p> <p>-Fact sheets/ website pages about hobbies.</p>	<p>link to a local charity/charity worker(s)</p> <p>laptops with internet access</p> <p>charity TV adverts</p> <p>charity webpages</p> <p>events timetable</p> <p>fundraising hints and tips sheets</p> <p>fundraising posters</p> <p>fundraising letters</p>	<p>Lamb to the Slaughter by Roald Dahl</p> <p>Detective Stories (Red Hot Reads) by Phillip Pullman</p> <p>The Hardy Boys by Franklin W Dixon</p>	<p>Lamb to the Slaughter by Roald Dahl</p> <p>Detective Stories (Red Hot Reads) by Phillip Pullman</p> <p>The Hardy Boys by Franklin W Dixon</p>	<p>Traffic light cards.</p> <p>Dictionary.</p> <p>Extracts from:</p> <p>“War Horse” Michael Morpurgo.</p> <p>“The Hunger Games” Suzanne Collins.</p> <p>Harriet Turban journal entry/ newspaper article.</p>	<p>Traffic light cards.</p> <p>Dictionary.</p> <p>Extracts from:</p> <p>“War Horse” Michael Morpurgo.</p> <p>“The Hunger Games” Suzanne Collins.</p> <p>Harriet Turban journal entry/ newspaper article.</p>
	<p><u>Suggested School Trips:</u></p> <p>-Local leisure facilities to try out different hobbies.</p> <p>-Invite staff/ students from other groups to come and talk about their hobbies.</p>	<p><u>Suggested School Trips:</u></p> <p>Visit local charity shops.</p> <p>Volunteer to work in a local charity.</p> <p>Volunteer at a fundraising event.</p>	<p><u>Suggested School Trips:</u></p> <p>Field trips to local areas or places where crimes have taken place and/or where criminals have been punished. Local research library to view records of past crimes.</p> <p>Trip to a crime-themed drama production.</p> <p>Trip to a film studio or theatre.</p>	<p><u>Suggested School Trips:</u></p> <p>Field trips to local areas or places where crimes have taken place and/or where criminals have been punished. Local research library to view records of past crimes.</p> <p>Trip to a crime-themed drama production.</p> <p>Trip to a film studio or theatre.</p>	<p><u>Suggested School Trips:</u></p> <p>-Research local areas where heroic acts took place.</p>	<p><u>Suggested School Trips:</u></p> <p>-Research local areas where heroic acts took place.</p>
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: What jobs can include our hobbies?	4. Linking curriculum learning to careers: What jobs can I have	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers: Working with animals.	4. Linking curriculum learning to careers: Working with animals.

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		working in the music industry?	Working as a police officer/ fire fighter/ soldier.	Working as a police officer/ fire fighter/ soldier.		
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