

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

11E 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>Year 11 to complete C1 T1 by October/ November.</p> <p>Year 11 Speaking assessment marked and completed by November.</p>	<p><u>Topic:</u></p> <p>Component 1 Topic 2: Charities</p> <p>Year 11 to complete C1 T2 by November- January.</p> <p>Year 11 Speaking assessment marked and completed by November.</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 3: Crime</p> <p>Year 11 to complete C2 T3 by February/ March.</p> <p>No Speaking Assessment for C2.</p> <p>Year 11 Exam Paper: Marked by March.</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 3: Crime</p> <p>Year 11 to complete C2 T3 by February/ March.</p> <p>No Speaking Assessment for C2 T3.</p> <p>Year 11 Exam Paper: Marked by March.</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Heroism</p> <p>Year 11 to have finished two C1’s and 1 C2. If not: This should be completed in Summer 1/2</p> <p>No Speaking assessment</p>	<p><u>Topic:</u></p> <p>Component 2 Topic 4: Heroism</p> <p>Year 13 to complete component 2 LIVE paper.</p> <p>No Speaking assessment</p> <p><u>SoW Heroism</u></p>

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	<p>Year 11 Exam Paper: Marked by December.</p> <p><u>SoW Hobbies</u></p> <p>Introduction to ELC: Explain the components to the learners and what topics they will be studying this year [see LTP].</p>	<p>Year 11 Exam Paper: Marked by December.</p> <p><u>SoW Charities [in shared area]</u></p>	<p><u>SoW Crime</u></p>	<p><u>SoW Crime</u></p>	<p><u>SoW Heroism</u></p>	
	<p><u>Key Skills and Knowledge:</u></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</p>	<p><u>Key Skills and Knowledge:</u></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</p>	<p><u>Key Skills and Knowledge:</u></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</p>	<p><u>Key Skills and Knowledge:</u></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</p>	<p><u>Key Skills and Knowledge:</u></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><u>Key Skills and Knowledge:</u></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</p>

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<p>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> <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</p>	<p>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> <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</p>	<p>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>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>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 eg monosyllabic words. (Silver).</p> <p>Comparison: Identify similarities</p>
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	<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?</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?</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>

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	-What does [word from text] mean?	-What does [word from text] mean?				
	<p><u>Suggested Reading/ Resources:</u>- Instructions for growing plants: How to Sow Seeds -Magazines/ leaflets/ posters/ webpages that advertise local events. -Recipes from either books or webpages. -Drawing instruction books. -Fact sheets/ website pages about hobbies.</p>	<p><u>Suggested Reading/ Resources:</u> link to a local charity/charity worker(s) laptops with internet access charity TV adverts charity webpages events timetable fundraising hints and tips sheets fundraising posters fundraising letters</p>	<p><u>Suggested Reading/ Resources:</u> Lamb to the Slaughter by Roald Dahl Detective Stories (Red Hot Reads) by Phillip Pullman The Hardy Boys by Franklin W Dixon</p>	<p><u>Suggested Reading/ Resources:</u> Lamb to the Slaughter by Roald Dahl Detective Stories (Red Hot Reads) by Phillip Pullman The Hardy Boys by Franklin W Dixon</p>	<p><u>Suggested Reading/ Resources:</u> IWB games. Board games. Traffic light cards. Dictionary. Extracts from: “War Horse” Michael Morpurgo. “The Hunger Games” Suzanne Collins. Harriet Turban journal entry/ newspaper article.</p>	<p><u>Suggested Reading/ Resources:</u> IWB games. Board games. Traffic light cards. Dictionary. Extracts from: “War Horse” Michael Morpurgo. “The Hunger Games” Suzanne Collins. Harriet Turban journal entry/ newspaper article.</p>
	<p><u>Suggested School Trips:</u> -Local leisure facilities to try out different hobbies. -Invite staff/ students from other groups to come and talk about their hobbies.</p>	<p><u>Suggested School Trips:</u> Visit local charity shops. Volunteer to work in a local charity. Volunteer at a fundraising event.</p>	<p><u>Suggested School Trips:</u> 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. Trip to a crime-themed drama production. Trip to a film studio or theatre.</p>	<p><u>Suggested School Trips:</u> 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. Trip to a crime-themed drama production. Trip to a film studio or theatre.</p>	<p><u>Suggested School Trips:</u> -Research local areas where heroic acts took place. -Watch a heroic drama piece [virtual or in person].</p>	<p><u>Suggested School Trips:</u> -Research local areas where heroic acts took place. -Watch a heroic drama piece [virtual or in person].</p>

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Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: What jobs can include our hobbies?	4. Linking curriculum: How can I work for a charity organisation?	4. Linking curriculum learning to careers: Working as soldier/ RAF/ volunteering work.	4. Linking curriculum learning to careers: Working as soldier/ RAF/ volunteering work.	4. Linking curriculum learning to careers: Working as a police officer/ fire fighter/ soldier.	4. Linking curriculum learning to careers: Working as a police officer/ fire fighter/ soldier.