6.6Q Class - Quest 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
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
	Component 1 Topic 1: Hobbies	Component 1 Topic 2: Charities	Component 2 Topic 3: Heroism	Component 2 Topic 3: Heroism	Component 2 Topic 4: Crime	Component 2 Topic 4: Crime
	Year 14 to complete C1 T1 by October/ November.	Year 14 to complete C1 T2 by November-January.	Year 14 to complete C2 T3 by February/ March.	Year 14 to complete C2 T3 by February/ March.	Year 13 to complete component 2 LIVE paper.	Year 13 to complete component 2 LIVE paper.
	Year 14 Speaking assessment marked and completed by November.	Year 14 Speaking assessment marked and completed by November.	No Speaking Assessment for C2. Year 14 Exam	No Speaking Assessment for <mark>C2</mark> T3.	No <mark>Speaking assessment</mark>	No <mark>Speaking assessment</mark>
	Year 14 Exam Paper: Marked by December.	Year 14 <mark>Exam</mark> Paper: Marked by December.	Paper: Marked by March.	Year 14 <mark>Exam</mark> <mark>Paper</mark> : Marked by March.	SoW Crime	SoW Crime

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

		SoW Heroism	SoW Heroism		
SoW Hobbies		COWTICIOISIII	<u>COVITICIOISIII</u>		
<u>oow nobbles</u>	SoW Charities [in				
Introduction to ELC:	shared area]				
Explain the	Shareu areaj				
-					
components to the learners and what					
topics they will be					
studying this year					
[see LTP].					
[See LIF].					
Key Skills and	Key Skills and	Key Skills and	Key Skills and	Key Skills and	Key Skills and
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
Group	Group	Read a selection of	Read a selection of	Read a selection of	Read a selection of
discussions: Take	discussions: Take	non-fiction/ fiction	non-fiction/ fiction	non-fiction texts	non-fiction texts
part and make an	part and make an	texts (posters,	texts (posters,	(timetables,	(timetables, posters,
individual	individual	articles, short	articles, short	posters, leaflets,	leaflets, reviews,
presentation.	presentation.	stories).	stories).	reviews, webpages,	webpages, surveys).
				surveys).	. • • • • • •
Read a selection of	Read a selection of	Use the text to	Use the text to		Use the text to
non-fiction texts	non-fiction texts	learn how to:	learn how to:	Use the text to	learn how to:
(timetables,	(timetables,	Infer, Comment on	Infer, Comment on	learn how to:	Infer, Comment on
posters, leaflets,	posters, leaflets,	language and	language and	Infer, Comment on	language and
reviews, webpages,	reviews, webpages,	structure, Evaluate	structure, Evaluate	language and	structure, Evaluate
surveys).	surveys).	ideas, Express	ideas, Express	structure, Evaluate	ideas, Express
, ,	,	personal	personal	ideas, Express	personal
Use the text to	Use the text to	preferences.	preferences.	personal	preferences.
learn how to:	learn how to:	p. 6.6. 6	p. c.c. ccc.	preferences.	proferences.
Infer, Comment on	Infer, Comment on	Learn how to plan,	Learn how to plan,	proforonoco.	Learn how to plan,
language and	language and	write, edit and	write, edit and	Learn how to plan,	write, edit and
structure, Evaluate	structure, Evaluate	proofread a piece	proofread a piece	write, edit and	proofread a piece of
ideas, Express	ideas, Express	of informative	of informative	proofread a piece	informative writing
personal	personal	writing (script,	writing (script,	of informative	(script, article).
preferences.	preferences.	article).	article).		(Surpt, article).
profototiogs.	profesioes.	ar dolo <i>j</i> .	ar aolo <i>j</i> .	writing (script,	Handwriting:
Learn how to plan,	Learn how to plan,	Llonduwiting.	Honduniting.	article).	Handwriting : Demonstrate a
write, edit and	write, edit and	Handwriting:	Handwriting:	Honduniting.	
•	•	Demonstrate a	Demonstrate a	Handwriting:	handwriting style
proofread a piece	proofread a piece	handwriting style	handwriting style	Demonstrate a	which is fluent and
of informative	of informative	which is fluent and	which is fluent and	handwriting style	legible <mark>(Gold)</mark> . Form
writing (script,	writing (script,	legible (Gold). Form	legible (Gold). Form	which is fluent and	letters accurately
article).	article).	letters accurately	letters accurately	legible (Gold). Form	and consistently eg
		and consistently eg	and consistently eg	letters accurately	ascenders and

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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).

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, nonnarrative form and audience. Write mainly in simple sequenced sentences (Silver).

Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many

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Comparison: Identify similarities ascenders and descenders are clear and consistent (Silver).

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Comparison:

Identify similarities and differences between significant ideas, themes,

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high frequency high frequency and differences and differences Comparison: events and words accurately words accurately between significant Identify similarities between significant characters in two eg monosyllabic eg monosyllabic ideas, themes, ideas, themes, and differences texts and make words. (Silver). words. (Silver). between significant reference to the text events and events and ideas, themes, to support their views characters in two characters in two (Gold). From two texts and make texts and make events and simple texts identify reference to the reference to the characters in two text to support their text to support their a similarity or texts and make views (Gold). From views (Gold). From reference to the difference between two simple texts two simple texts text to support their character, events identify a similarity identify a similarity views (Gold). From or presentation or difference or difference two simple texts (Silver). identify a similarity between character. between character. or difference events or events or between character. presentation presentation events or (Silver). (Silver). presentation (Silver). Suggested Key Suggested Key Suggested Key Suggested Kev **Suggested Key Suggested Key Questions:** Questions: Questions: Questions: Questions: Questions: -Can you identify Can you identify Spoken Language Spoken Language -Can you identify Can you identify Task: Make an differences and Task: Make an differences and differences and differences and individual individual similarities between similarities between similarities between similarities between presentation about text a and text b? presentation to vour idea for a discuss what charity -How was the -How was the -How was the -How was the narrator lunchtime club based you have chosen to narrator feeling in text narrator feeling in text narrator feeling in text feeling in text a? on your hobby. raise money for. a? - Why has [word from text] been used in the -Why have you -What is a hobby? text] been used in the text] been used in the text] been used in the text? -What skills do you chosen this charity? text? text? text? -How is the text -How is the text -How is the text need to take part in a - What fundraising -How is the text interesting/ keeps the hobby? activity can you plan? interesting/keeps the interesting/ keeps the interesting/ keeps the reader engaged? reader engaged? -Can you identify and - Can you identify reader engaged? reader engaged? -What does [word from label the key features and label the key -What does [word -What does [word -What does [word text] mean? of a poster/ article. features of a poster/ from text] mean? from text] mean? from text] mean? -Why has [word from article. text] been used in -Why has [word from this text? text] been used in the -What does [word text? from text] mean? -What does [word from text] mean?

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Suggested Reading/ Resources:- Instructions for growing plants: How to Sow Seeds -Magazines/ leaflets/ posters/ webpages that advertise local eventsRecipes from either books or webpagesDrawing instruction booksFact sheets/ website pages about hobbies.	Suggested Reading/ Resources: 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	Suggested Reading/ Resources: 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.	Suggested Reading/ Resources: 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.	Suggested Reading/ Resources: Lamb to the Slaughter by Roald Dahl Detective Stories (Red Hot Reads) by Phillip Pullman The Hardy Boys by Franklin W Dixon	Suggested Reading Resources: Lamb to the Slaught by Roald Dahl Detective Stories (R Hot Reads) by Phillip Pullman The Hardy Boys by Franklin W Dixon
Suggested School Trips: -Local leisure facilities to try out different hobbiesInvite staff/ students from other groups to come and talk about their hobbies.	Suggested School Trips: Visit local charity shops. Volunteer to work in a local charity. Volunteer at a fundraising event.	Suggested School Trips: -Research local areas where heroic acts took placeWatch a heroic drama piece [virtual or in person].	Suggested School Trips: -Research local areas where heroic acts took place.	Suggested School Trips: - Visit local charity shops. Volunteer to work in a local charity. Volunteer at a fundraising event.	Suggested School Trips: - Visit local charity shops. Volunteer to work in local charity. Volunteer at a fundraising event.

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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 working in the music industry?	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.	Linking curriculum learning to careers: Working with animals.	Linking curriculum learning to careers: Working with animals.	