



**Pathway 3
Year 10**

ENGLISH: Thematic Study Myths & Legends
[Build next step examination skills.]

Term: Summer 1 + 2

Learning Intention: This unit provides the opportunity to develop English core skills in preparation for their next step examination as well as continue to make strong connections with the world around them through use of a wide range of appropriate resources. Particular focus will be given to encouraging students to exploring possibilities, evaluating texts to identify fact and opinion, responding to a range of true/false questions. Students will be encouraged to express a personal opinion giving reasons why as well as acknowledging and accepting opposing points of view. Students will engage with a wide range of fiction, non-fiction and media texts as well as selected extracts from pre-20th Century texts. This module of work will engage with ELC Step Up To English Gold Step learning outcomes and assessment focuses to build skills, confidence and independence at this level. Students will have the opportunity develop social communication skills and deepen connection with the theme through taking part in a range of kinaesthetic , drama and group work tasks.

Key themes:

- Read a selection of literary, literary non-fiction and media texts
- Building confidence identifying fact, opinion and bias in a range of texts
- Developing confidence expressing their ideas in greater detail and writing for a range of purposes
- Gaining knowledge of and accepting differing views, beliefs and opinions.

Key knowledge that should be learned during this SoW

Concept:

Develop higher level key skills, understanding and independence at Step Up To English Gold Step.
Gain confidence and independence expressing a personal opinion in discussion work, making a more extended contribution through validating their opinion using evidence from the text and their growing knowledge of this theme; listening with respect to others; accepting opposing points of view and asking questions to gain further information. Through study of a range of texts, gain an understanding of the terms ‘myth’ and ‘legend’ and understand that not all information presented is fact, building confidence identifying fiction/opinion and understanding the term ‘bias’. To build awareness of the needs of the reader; using descriptive language, creating a setting and building tension in an original writing piece.

Knowledge:

Speaking, Listening and Communication: Gain knowledge of how to use information gained in discussion work, making sustained contributions and taking on different roles/responsibilities in working with others.
Reading: Gain knowledge of how to infer; how to understand how language is used; how to understand how

	<p>structure is used and how to compare texts focusing on theme, plot, characters and events.</p> <p>Writing: How to plan a story; how to adapt and apply their skills to a range of tasks focusing on appropriate form, language and structure; how to edit and how to proof read.</p>
<p>Key Skills:</p>	<p><u>Step Up To English Gold Step</u> Examination key skills [see Scheme of Work for details]</p> <p>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. 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 – A09 Speaking, Listening and Communication skills are not graded as part of this unit, however students will continue to be given opportunities to build confidence using spoken English effectively in a range of situations, developing their ability to listen and respond appropriately, including to questions and feedback as well as respect the views of others.</p> <p><u>AQA Unit Award Scheme 10073 English: Thematic Study: Reading Entry Level [3]</u> demonstrated the ability to</p> <ol style="list-style-type: none"> 1. engage with and make a personal response to one text on a chosen theme 2. study at least one other text from a selection of texts on the same theme and make links between the texts 3. show an understanding of the theme in the texts and express personal views, opinions and preferences <p><u>AQA Unit Award Scheme 10053 English: Thematic Study: Writing Entry Level [3]</u> demonstrated the ability to</p> <ol style="list-style-type: none"> 1. engage with and make a personal response to one text on a chosen theme 2. write a short summary or review of one of a selection of texts on the same theme 3. complete a piece of personal writing based on the same theme, e.g. a diary, an alternative ending, an empathy piece, a sequel, a poem.

<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> myth legend explain comment information ideas fact / opinion true / false detail personal preference - choice</p>	<p><u>Technical Language:</u> explicit implicit infer writer’s use of language range of punctuation terms [at this level] purpose bias setting building tension descriptive writing <i>including appropriate techniques e.g. adjective, verb, adverb, simile, onomatopoeia, alliteration.</i> format [of a piece of writing e.g. fact sheet, report, narrative - story]</p>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links:</u> [These will vary depending on the texts studied.] History – Brief history of Britain to support study of King Arthur/Robin Hood; Egyptian life and beliefs; local history of High Wycombe’s Hellfire Caves. Science - space, animals and their habitats. P.S.H.C.E.- respecting other cultures, respecting other’s beliefs/opinions. R.E.- beliefs about ‘life after death’ in different cultures; exploration of ideas on ‘how the world began’. Art – accurately decoding the detail in photos/pictures/illustrations making links to the body of the text and evaluating its effectiveness; creative making linked to the theme; taking photos to capture information/an event. ICT – researching to gain information, making clear notes of key information to feedback to others. World of Work: Exploring a range of jobs related to places visited (see below). Suggested Trips: Zoo or wildlife park, Natural History Museum, British Museum, Hellfire Caves.</p>	