



**Pathway 2+  
Year 11**

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

**Term: Summer 2**  
[revision/reinforce key skills]

**Learning Intention:** Following completion of the AQA Step Up To English qualification, this unit provides students the opportunity to further develop their 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. Students will have the opportunity to continue to build skills listening and appreciating other’s choices and point of view. Students will engage with a wide range of fiction, non-fiction and media texts. This module of work will engage with ELC Step Up To English higher Silver level learning outcomes and assessment focuses to reinforce skills gained to ensure this learning is secure. 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. This unit is not prescriptive and teachers are encouraged to adapt resources so that it is appropriate and engaging for the students they teach. Links to the World of Work will be made consistently.

Key themes:

- Read a selection of literary, literary non-fiction and media texts
- Building confidence identifying fact and opinion in a range of texts
- Developing confidence expressing their ideas in greater detail and writing for a range of purposes building awareness of ‘audience’ i.e. taking notes, presenting information, descriptive writing.

**Key knowledge that should be learned during this SoW**

**Concept:**

Reinforce and develop higher level key skills, understanding and independence at Step Up To English Silver Step. Gain confidence and independence expressing a personal opinion in discussion work, sometimes making more extended contributions through recalling key points of information from the text and using their growing knowledge of this theme; listening with respect to others, beginning to ask 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 and opinion. To build awareness of the needs of the reader, using a range of fiction and non-fiction writing frames, adding descriptive detail.

**Knowledge:**

Speaking, Listening and Communication: To take part in group discussions on a range of subjects related to the theme and develop social communication skills through a range of paired and group activity tasks.  
Reading: Engage with a wide range of fiction and non-fiction texts gaining skills identifying fact and opinion and

	<p>making simple comparisons between two texts on the same theme. Gain skills identifying structure and examples of descriptive language used making links [with support].</p> <p>Writing: Gain skills in how to plan, write, edit and proofread a piece of informative writing and narrative writing demonstrating some awareness of the detail needed by an 'audience'.</p>
<p><b>Key Skills:</b></p>	<p><u>Step Up To English</u> revision/consolidation work: Silver Step</p> <p>AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</p> <p>AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views [with support].</p> <p>AO4 - Evaluate texts and support this with appropriate textual references.</p> <p>AO5 - Communicate clearly and effectively, adapting tone of voice and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence.</p> <p>AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, building greater accuracy with spelling and punctuation.</p> <p>AO7 - Demonstrate presentation skills [with support].</p> <p>AO8 - Listen and respond appropriately to spoken language, including to questions and feedback.</p> <p>AO9 - Use spoken English effectively in discussions and presentations to communicate ideas.</p> <p><u>AQA Unit Award Scheme</u> 10072 English: Thematic Study: Reading Entry Level [2]</p> <p>demonstrated the ability to</p> <ol style="list-style-type: none"> <li>1. engage with and make a personal response to one text on a chosen theme</li> <li>2. study at least one other text from a selection of texts on the same theme and make links between the texts</li> <li>3. <i>show an understanding of the theme in the texts and express personal views, opinions and preferences [with support]</i></li> </ol> <p><u>AQA Unit Award Scheme</u> 10052 English: Thematic Study: Writing Entry Level [2]</p> <p>demonstrated the ability to</p> <ol style="list-style-type: none"> <li>1. engage with and make a personal response to one text on a chosen theme</li> <li>2. write a short summary or review of one of a selection of texts on the same theme</li> <li>3. <i>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 [with support]</i></li> </ol>

<p><b>Language and/or communication skills:</b></p>	<p><u>Key Words:</u>  myth  legend  explain  comment  information  ideas  fact / opinion  true / false  detail  choice</p>	<p><u>Technical Language:</u>  infer  writer’s use of language  range of punctuation terms [at this level]  purpose  evaluate  setting  building tension</p>
<p><b>Curricular Links</b></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>	