



**Pathway 2+  
Year 11**

**ENGLISH: Detectives Component 1 Unit**  
[Step Up To English – preparation + completion of NEA ]

**Term Spring 1 + 2**

**Learning Intention:** To support students to gain the necessary skills and understanding including establishing the thematic context to complete the AQA Step Up To English Component 1 Hobbies Silver Step non-exam assessment. The scheme is organised to reflect the scope of study containing read and comprehension, writing and spoken language. Students will have the opportunity to share and gain knowledge on the work of detectives, building basic understanding of crime, justice and the legal system. Students will take part in group activities to investigate a crime, discussing the evidence available, listening to opposing points of view with respect and sharing information and discussing ideas for next steps. This unit is not prescriptive and teachers are encouraged to adapt resources so that it is appropriate and engaging for the students they teach.

Key themes:

- Expressing a person opinion – including presenting information to others [with support].
- Building understanding of legal and illegal actions, linking these to the school environment and then rules of society and the work of the police
- Developing confidence and social skills through taking part in a range of group activities.

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

**Concept:**

Develop key skills, understanding and independence in preparation for completing the Step Up To English Detectives Silver Step NEA [non-exam assessment]. Gaining knowledge of how information is presented in a range of contexts including spoken presentation, posters, emails, newspaper articles, witness statements and following instructions including identifying the purpose of the text and the writer's use of language and presentational devices [with support]. Gain confidence and independence expressing a personal opinion in discussion work, identifying fact and opinion, validating their opinion using evidence from the text or their own experience. How to listen with respect to others; accepting opposing points of view, responding to a range of questions and building skills asking a simple question to find out more.

**Knowledge:**

The student will take part in group discussions and make an individual presentation [with support]. Read a selection of appropriate non-fiction texts (posters, emails, newspaper articles, witness statements and instruction leaflets) using the text to learn how to make a simple inference, comment on the organisation of the text and express personal preferences. In addition the learner will learn how to plan, write, edit and proofread a piece of informative writing (Wanted poster, police log, script).

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| <p><b>Key Skills:</b></p>                           | <p><u>Step Up To English</u> preparatory work: Silver Step</p> <p>Component 1 Literacy Unit Detectives: 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.</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><b>Language and/or communication skills:</b></p> | <p><u>Key Words:</u></p> <p>Police / detective<br/> legal / illegal<br/> crime / investigation<br/> fact / opinion<br/> evidence<br/> explain / comment<br/> information / eye-witness<br/> point of view<br/> presentation</p>  | <p><u>Technical Language:</u></p> <p>inference and deduction [= working out the answer from evidence in the text]<br/> writer’s use of language<br/> presentational devices<br/> purpose<br/> evaluate<br/> format [of a piece of writing e.g. poster, police log, email, newspaper article, instructions]</p> |
| <p><b>Curricular Links</b></p>                      | <p><u>Key Cross-curricular links:</u> [These will vary to meet the needs of the learners and activities engaged with.]</p> <p>Science: Human biology and forensic science including DNA, fingerprints. Mathematics: Measurement – investigating a crime scene. History: How crime scene investigation has changed /equipment used has evolved. Geography: Urban/countryside. Art: Police sketches , noticing detail, colour. ICT: Designing factsheets, Wanted poster, police log, newspaper report, script. Drama: Role-play to explore different point of views. PE: Police Training – need for fitness World of Work: The work of the Police, careers in the legal system. Suggested Trips: Visits to the local area; visit on-site with a community police officer. Extended Learning PSHE: Discussion of the other emergency services – link to a range of every day scenarios.</p>   |  |