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|  | **Pathway 2+** | | **ENGLISH: The Island**   * **73174 Spoken Word: Responding to the Theme ‘The Island’** * **73173 Reading: Responding to the Theme ‘The Island’** * **73175 Writing: Responding to the Theme ‘The Island’**   OR   * **73391 Spoken Word: Responding to the Novel Robinson Crusoe** * **73379 Reading: Responding to the Novel Robinson Crusoe** * **73399 Writing: Responding to the Novel Robinson Crusoe**   **[Extended Unit Award units – part of the Recovery Curriculum]** | | **Term: Autumn/**  **Spring/Summer skill building towards next step examination** |
| **Learning Intention:**  The aim of the Programme of Study in Key Stage 5 is to continue to recognise the need for recovery, this year focusing on building confidence applying core literacy skills to a range of different tasks with greater consistency and independence whilst developing engagement and curiosity to learn. This is Year 3 of the recovery programme we have been running for our KS5 students; the focus selected following moderation discussions. It was noted that reading with understanding and using information gained, as well as developing confident skills writing for a range of purposes, needed greater support. The faculty aim to use IT to encourage all students to be able to build skills at their level in both these areas. Building on work from Year 2 of the recovery plan, all students will be gaining skills and understanding of how to plan, draft and review their work. They will continue to build understanding of fiction and non-fiction texts, making links to audience and purpose as appropriate. Social communication skills will continue to be a focus; this project provides a wide range of opportunities for paired, small group and whole group challenges. We are seeking to build confidence working independently with peers, solving problems related to the real-world and building transferable life skills linked to life beyond school and the World of Work. PSHCE and cross-curricular learning opportunities will continue to be taken to support recovery and greater understanding of themselves, others and current issues such as climate change and conservation as well as nurture their creative thinking and ability to image and tell a story. Student work will be accredited through the AQA Unit Award Scheme, these units have been written to provide learning opportunities at Entry Level Silver Step 2 and Gold Step to ensure the right level of challenge for students. Due to the diverse nature of the groups in English Pathway 2+, there are TWO different ‘sets’ of Unit Award units available. Some groups will benefit from exploring this theme guided by the narrative of *Robinson Crusoe* whereas engagement will be better achieved for others by using a range of shorter texts. <https://www.evidenceforlearning.net/recoverycurriculum/>  Key Intentions:   * Build confidence and independence applying core literacy skills to a range of different task. * Build confidence and a greater sense of personal identify through providing opportunities to reflect on their personal qualities, relationships and experiences to develop understanding of what is most important to them and set ambitious goals for the future. * Build confidence and social communication skills through working collaboratively and independently with peers to problem-solve and build transferable life skills. Focus: demonstrating respect when responding, understanding, building on and challenging different points of view. * Develop abilities to predict and make decisions in a range of situations, demonstrating understanding of actions and consequences. * Develop creativity and imagination focusing on exploring ideas and language through engaging with a wide range of fiction and non-fiction texts. * Provide opportunities to engage with current issues related to this theme eg climate change, conservation making links to ways to make positive change and the world of work. * Developing language skills [spoken and written] including individual presentation and group discussion work linked to Step Up to English Silver Step 2 and Gold Step 3. | | | | | |
| **Key knowledge that should be learned during this SoW** | | | | | |
| **Concept:** | | * Develop understanding of different geographical features and the climate of planet Earth linked to what humans and animals need to survive. (reference conservation and climate change) * Develop awareness of their environment at home and at school linked to providing what they need to survive and how these necessities would be harder to have * Different people react differently in different situations focusing on building awareness of their strength and areas to develop to work successfully and respectfully with others [reference diversity awareness). * The importance of teamwork (working with a range of others) to achieve goals and solve problems. * How text is written and presented in a range of formats for different purposes and audiences. * How their work will be assessed including examination criteria related to Speaking, Listening & Communication, Reading and Writing. | | | |
| **Knowledge:** | | * Develop knowledge recognising their emotional state and improving understanding of how to consciously regulate their emotions, developing strategies for coping in a range of different situations (linked to common social situations and coping with change). * Develop knowledge of key concepts and skills related to their next step examination including the types of texts and tasks (reading, writing, speaking, listening and communication skills). * Gain an understanding of the contrast between modern life and a more primitive existence on ‘The Island’. * Gain knowledge of how to create a setting for a story, planning and completing independent research (this linked to the process of an author and contrasting environments on planet Earth.) * Expand understanding of themselves and others and the world beyond school through engaging with a wide variety of fiction and non-fiction stories linked to the theme. * Building understanding of the impact of adding descriptive detail and using some descriptive language techniques in speaking and writing tasks to engage, inform and entertain an audience. * Develop understanding of how to research, plan and then write extended pieces for different purposes; entertain, inform, explain, describe and instruct. * Develop ability to predict and make decisions in a range of situations; actions and consequence. * Develop understanding of diversity, understanding the valuable contribution of all in society. (reference diversity awareness) | | | |
| **Key Skills:** | | 73174 SPOKEN WORD: RESPONDING TO THE THEME ‘THE ISLAND’  Demonstrate the ability to  1. take part in a discussion to identify communication skills to entertain an audience  2. tell an original short story to entertain an audience, *eg, around a campfire*  3. take part in a discussion on a key issue related to survival, *eg, group rules and consequences, hunting*  4. give a short presentation on a theme related to The Island, *eg, animals on the island, climate, dangers*  Experienced  5. taking part in a role-play activity, *eg a press conference, an event on the island*  6. working as part of a team to solve a problem *eg building a shelter*.  Assessed by the teacher by observation (1-6). All assessments recorded on an AQA Summary Sheet.  73173 READING: RESPONDING TO THE THEME ‘THE ISLAND’  Demonstrate the ability to  1. read at least two short extracts from a fictional story about survival, *eg Kensuke’s Kingdom, Robinson Crusoe, Treasure Island*  2. read at least two short extracts from non-fiction diaries/logs, *eg Anne Frank, Captain Scott*  3. take part in a discussion on the use of language for fiction diary/log writing  4. take part in a discussion on the use of language for non-fiction diary/log writing  5. research an issue connected to survival on a remote island, *eg dangerous creatures, clean water*  6. read and follow a short set of instructions *eg putting up a tent, making food, a game*  Experienced  7. reading and discussing the content, format and style of a newspaper article.  Assessed by the teacher by inspection of the student's written work (5) and by observation (1-4, 6-7). All assessments recorded on an AQA Summary Sheet.  73175 WRITING: RESPONDING TO THE THEME ‘THE ISLAND’  Demonstrate the ability to  1. write a short biographical diary entry  2. write two fictional diary entries  3. write a short original story to entertain an audience, *eg around a campfire*  4. write a short passage to describe a place, *eg the island*  5. write a set of instructions for a task, *eg building a shelter, making food, a game*  6. write a newspaper headline for at least two current news story  7. write a newspaper headline for a fictional news story, eg survivors found  Acquired an understanding of  8. How to improve a first draft piece of work against the assessment focuses set for a task.  Assessed by the teacher by inspection of the student's written work (1-8). All assessments recorded on an AQA Summary Sheet.  OR  73391 SPOKEN WORD: RESPONDING TO THE NOVEL ROBINSON CRUSOE  Demonstrate the ability to  1. take part in a discussion to identify communication skills needed to entertain an audience  2. tell a short story to entertain an audience, *eg, around a campfire*  3. take part in a discussion on a key issue related to survival, *eg, group rules and consequences, hunting*  4. take part in a discussion about a problem the character Robinson Crusoe had to overcome  5. take part in a role-play activity, *eg a press conference, an event on the island*  Experienced  6. taking part in a short group presentation on a theme related to surviving on an island, *eg animals on the island, climate, dangers*  7. working as part of a team to solve a problems, *eg building a shelter, making clothes, cooking food*.  Assessed by the teacher by observation (1-7). All assessments recorded on an AQA Summary Sheet.  73379 READING: RESPONDING TO THE NOVEL ROBINSON CRUSOE  Demonstrate the ability to  1. read and talk about an adapted version of Robinson Crusoe giving a personal opinion, *eg storyline, a character*  2. read a prepared extract from an adapted version of Robinson Crusoe focusing on entertaining an audience  3. use the school library to find a non-fiction book to help with research  4. read and record key information from a non-fiction text, *eg looking after a pet*  5. research and follow a short set of instructions, *eg putting up a tent, making food, a game*  Experienced  7. researching an issue connected to survival on a remote island, *eg dangerous creatures, clean water, first aid*  8. taking part in a discussion of two newspaper headlines for a current news story.  Assessed by the teacher by inspection of the student's written work (4) and by observation (1-3, 5-7). All assessments recorded on an AQA Summary Sheet.  73399 WRITING: RESPONDING TO THE NOVEL ROBINSON CRUSOE  Demonstrate the ability to  1. write a short biographical diary entry  2. write two fictional diary entries  3. write a short passage to describe a place, *eg the island*  4. write a set of instructions for a task, *eg building a shelter, making food, a game*  5. write a message in a bottle, *eg asking for help*  6. write a letter home, *eg to family or a friend*  7. write a newspaper headline for a fictional news story, *eg survivors found*  Acquired an understanding of  8. How to improve a first draft piece of work against the assessment focuses set for a task.  Assessed by the teacher by inspection of the student's written work (1-8). All assessments recorded on an AQA Summary Sheet.  Step Up to English:  NEAs identified to link to this theme Component 1: Holidays, Component 2: Exploring. | | | |
| **Language and/or communication skills:** | | Key Words:  fact / reality / non-fiction  fiction / fantasy  hero/ heroism  adventure  accident / disaster  climate change  conservation  explore / explorer  home  hunter – predator/prey  Island (+ other relevant geographical features)  stereotypical (characters)  stranger  survivor – survival skills  emotions/feelings  research  original  respect / rules/law / lawlessness  society/community | | Technical language:  writer audience  illustration (illustrator) report / reporter  actor script  in character improvise  dialogue director  past/present/future point of view  entertain– discuss – present protagonist – antagonist  compare, review socio-historic context [Entry Gold Level]  Step Up To English descriptive writing terms to include verb, adverb, noun [common + proper], adjective, imagery, simile, onomatopoeia, emotive language [*as appropriate for individual students in the group]* | |
| **Curricular Links** | | Key Cross-curricular links: History - different times periods for historic events eg WW2 Anne Frank, life before modern equipment for the home; Science – animal adaptation to live in different parts of the world, issues related to The Island eg water cycle; modern life contrasted with primitive life surviving on an island; Geography – maps + keys, contrasting environments of Planet Earth – eg climate and terrain; P.S.H.E. – human behaviour in ‘survival’ conditions; rules and laws – consequences; working as part of a team; personal qualities, developing a positive self-image linked to coping with problems/difficulties including dealing with dangers; what ‘home’ means – family/friends/things what would you miss? Effects of loneliness /isolation; fantasy and reality; developing greater understanding of the world beyond school including personal safety awareness/building independent risk assessment skills. Creative Arts – design and presentation of ideas. Media – film studies core skills. I.T.: - researching using the internet, build skills using Word, adding images to a text document. World of Work – working collaboratively with others, range of jobs related to the rescue services, conservation and exploration. | | | |