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|  | **Pathway 3**  **Year 11** | | **ENGLISH: Crime Component 2 Unit**  **[Step Up To English – preparation + completion of NEA ]** | | **Term Spring 2 + Summer 1** |
| **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 2 Crime Gold Step non-exam assessment. The scheme is organised to reflect the scope of study containing reading and comprehension, writing and spoken language. Students will have the opportunity to share and gain knowledge on the work of detectives, building understanding of crime, justice and the legal system. They will also engage with a range of literary and literary non-fiction texts (19th, 20th and 21st century) to build an understanding of the art of a writer.  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:   * Reading and discussing a selection of themed literary and literary non-fiction texts focusing on identifying key information (paired, small group, whole group work). * Building understanding of legal and illegal actions, linking these to the 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 Component 2 Crime Gold Step NEA [non-exam assessment].  Gain confidence and independence expressing a personal opinion in discussion work, validating their opinion using evidence from the text or their own experience and listening with respect to others; accepting opposing points of view and asking questions to gain further information. Gaining knowledge of how to use context to make predictions and then review these for plausibility as they continue to read, reviewing a paragraph at a time. Build skills identifying facts in a range of texts, close reading to ensure information in the text is fully understood. Gain confidence commenting on the effectiveness of words/pictures in the text and the writer’s use of language i.e. what does it show/tell the reader. Higher level students to gain skills using subject specific terminology to support their ideas. Through engaging with higher level texts students to gain strategies for identify and using context to decode more complex unfamiliar vocabulary. Build skills and understanding of how to compare and contrast video clips and passages of text using a variety of methods including a Double Bubble Thinking Map. To build awareness of the needs of the reader; using descriptive language, creating a setting and building tension in an original writing piece. | | | |
| **Knowledge:** | | The student will take part in group discussions to gain a wider understanding of this theme including study of a range of literary and literary non-fiction texts from 19th, 20th and 21st Century (engaging with extracts in detail) to support them to gain knowledge in the follow areas:  Reading - Gain knowledge of how to infer; how to understand how language is used; how to understand how structure is used and how to compare texts focusing on theme, plot, characters and events.  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. | | | |
| **Key Skills:** | | Step Up To English preparatory work: Gold Step  Component 2 Literacy Unit Crime: Examination key skills [see Scheme of Work for details]  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. | | | |
| **Language and/or communication skills:** | | Key Words:  Police / detective  legal/ illegal  crime / investigation  fact / opinion  evidence  explain / comment  information / eye-witness  innocent/ guilty/ justice  point of view  victim / perpetrator | | Technical Language:  explicit / implicit  infer  writer’s use of language – *linked to* impact on the reader  range of punctuation terms [at this level]  purpose *linked to* audience  evaluate  setting  building tension | |
| **Curricular Links** | | Key Cross-curricular links: [These will vary to meet the needs of the learners and activities engaged with.]  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: Word used to review and edit – Media: Police appeals to the public. 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, Author. Suggested Trips: Visits to the local area; visit on-site with a community police officer. Extended Learning PSHE: Discussion of the other emergency services. | | | |