|  |  |  |  |
| --- | --- | --- | --- |
|  |  **Pathway 2** **Year 11** | **ENGLISH: Pre-Entry Level Unit *Style*** **[AQA Unit Award Scheme *Responding to the Theme Style* with assistance. Unit no. t.b.c.]** | **Term Spring 1 + 2** |
| **Learning Intention:** The key aim of the unit is to continue to support transition to examination work developing skills and independence. Student’s work will be submitted for accreditation through AQA Unit Award Scheme; some students may be able to access Entry Level 1 tasks in the Step Up To English NEA [non-exam assessment] with the appropriate level of independence. A range of appropriate fiction and non-fiction texts across a range of media will be selected to engage students, support development of core English skills and promote discussions linking the theme to student’s experience. Relevant PSHE themes will be explored linked to building a positive self-image and the world beyond school including visits as well as supporting cross-curricular learning opportunities to strengthen general knowledge and understanding.Key themes:• Expressing a person opinion – including sharing information to others [with support].• Building empathy and understanding of others to include understanding why they enjoy a favourite activity • Developing confidence and social skills through trying a new activity with others. |
| **Key knowledge that should be learned during this SoW**  |
| **Concept:**  | Develop key skills, understanding and a more independent approach to their work in preparation for starting the Step Up To English examination course [Silver Step 1] when ready. Gain knowledge and awareness of how information is presented. Build confidence expressing a personal opinion in supported small group work; making links between information in the text and their own experience. Develop confidence using their writing skills for a range of simple tasks with greater independence. In addition, build social skills through taking part in a range of activities including revamping items with others, recording experiences for later discussion by taking photographs. Finally, building understanding of how to work in examination conditions demonstrating independence and persistence. |
| **Knowledge:**  | In this unit, with assistance, the student will engage with a wide variety of fiction and non-fiction themed texts. They will focus on developing their ability to identify key information, follow instructions and express a personal opinion and listen with respect to other points of view. They will build their social communication skills through a range of tasks and activities working with others. Extension work in this unit will be provided through greater focus on encouraging the student to offer a suggestion and ask a question to find out more. The student will also take part in additional reading comprehension and short writing activities around the texts to gain knowledge that we can gain meaning from a wide range of media texts and write to communicate ideas and information.  |
| **Key Skills:**  | Step Up To English preparatory work: Silver Step 1 examination key skills [see Scheme of Work for details] AQA Unit Award Scheme Pre-Entry Level Unit [Range of media texts should be studied to support this work.]demonstrated the ability to1. take part in a discussion about favourite outfits2. write a short description of a favourite outfit3. look at pictures and talk about fashion from different eras, *eg 1960s, 1970s*4. label a picture of an outfit from at least two different eras5. write a short description of at least one outfit6. design and label a new outfit for a teenager7. revamp an item from a charity shop8. write a sequence of instructions for how you revamped your item from a charity shopexperienced9. taking part in organising a fashion show |
| **Language and/or communication skills:**  | Key Words:style – fashion charity shop - revampmade up (fiction)facts + information (non-fiction)explainpersonal choicerespect discussion (= talk + listen)team work | Technical Language:research (‘finding out’ information)instructions (= the order to do things in)Higher Challenge vocabulary:inference (= working out the answer using the text)writer’s use of languagepresentational devices (e.g. heading, text boxes, pictures)purpose format [of a piece of writing e.g. letter, leaflet, website] |
| **Curricular Links** | Key Cross-curricular links: PSHE: Positive self-image, how clothes make us feel, fashion images in the media. Charity shops. Technology –Textiles: different types of cloth and ways of revamping items. History: changing fashions linked to different eras. Music: Creating a soundtrack for the fashion show. Mathematics: Tally charts for surveys. Measurement – people, clothes, sizes. Science/Geography: What different fabrics are made of, where the materials come from linked to the importance of revamping and recycling. Art + Photography: drawing out fashion ideas. ICT: Designing factsheets, blog pages, fashion shoot (photography/Art). PE - Dance: Moving to music – the fashion show.World of Work: Jobs in the fashion industry, retail, charity shops (including MHS Charity Shop). Suggested Trips: Local shopping centres, spaces for a fashion shoot; V&A Museum, London – fashion through history. |