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|  | **Pathway 2+**  **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 Silver 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 how to use description in a narrative to add detail, building awareness of ‘audience’. 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 with others discussing ideas [with support]. * Building understanding of legal and illegal actions, linking these to the rules of society and the work of the police. * Developing confidence and social communication 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 Silver Step NEA [non-exam assessment]. Gain confidence and independence expressing a personal opinion in discussion work, making a simple inference and deduction sometimes supported by textual detail and making and review predictions about what might happen next. Build understanding of how to use contextual cues to talk about the meaning of words and phrases used by the writer and identify and recall specific information and main points in a range of texts related to this theme. In addition, to identify similarities and differences between two simple texts focusing on character, events or how information is presented.  In preparation for writing tasks, to build awareness of the needs of the reader identifying a simple narrative structure and descriptive detail; then applying this knowledge to plan using a writing frame and then write an original 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 related to the theme of Crime.  Reading: Gained skills in identifying a simple narrative structure, identifying descriptive language choices made by the writer and developed an understanding of how to compare texts focusing on theme, plot, characters and events.  Writing: How to plan, write, edit and proofread an original piece of narrative writing demonstrating some awareness of the descriptive detail needed by an ‘audience’ | | | |
| **Key Skills:** | | Step Up To English preparatory work: Silver Step  Component 2 Literary 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 [with support].  AO4 - Evaluate texts and support this with appropriate textual references.  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.  AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, building greater accuracy with 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 and during discussion work [with support]. | | | |
| **Language and/or communication skills:** | | Key Words:  Police / detective  legal / illegal  crime / investigation  fact / opinion  evidence  explain / comment  information / eye-witness  innocent / guilty / justice (linked to fairness)  point of view  victim / criminal | | Technical Language:  infer  writer’s language choice – *linked to* how this helps the reader  range of punctuation terms [at this level]  purpose  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. | | | |