



## Pathway 2

## ENGLISH: Heroes & Superheroes

[Extended Unit Award units – part of Recovery Curriculum]

Term: Autumn/Spring –  
skill building for examination

### Learning Intention:

Through a variety of tasks and activities provided by these complementary extended units the aim is to support students to regain and develop key skills in preparation for their next step examination and provide opportunities to complete necessary work related to the Recovery Curriculum to ensure that students are supported appropriately as they re-engage with learning in school. <https://www.evidenceforlearning.net/recoverycurriculum/> *Superheroes* and *Real-Life Heroes: The Emergency Services* have been written/updated to provide learning opportunities at Entry Level Silver Step 1 and Pre-Entry to ensure the right level of challenge for students as well as support any over-learning required for specific students within a group who may have fallen behind during time away from school. Groups will work at a pace appropriate for them; teachers will decide which unit is the right start back for their group in terms of engagement, recovery and skill building. **Extension work:** Each unit has the capacity to extend work linked to student's individual interests within these topics. Thematic link to Step Up To English Non-Exam Assessments [NEAs] Component 1 *Next Steps* and Component 2 *Heroism*.

### Key Intentions:

- Provide opportunities to reflect , talk about and process events [pre-lockdown/lockdown/post-lockdown and other personal experiences related to the theme]
- Gain understanding of the difference between fantasy and reality through engaging with a wide range of short fiction and non-fiction picture texts
- Recognise heroism in everyday situations including in themselves and those around them
- Learn when and how to contact the emergency services in real-life situations
- Develop creativity and imagination focusing on developing ideas and language through role-play and creating a new original character [with support]
- Develop language skills in a variety of contexts including 1:1 with an adult, paired and small group work [related to examination criteria – with support]

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

#### Concept:

Develop understanding of themselves and others and the world beyond school through engaging with a wide variety of fiction and non-fiction texts.

Develop reading, writing, speaking and listening skills in preparation for the next appropriate examination including building understanding of key concepts and skills to support transferring skills to examination texts and tasks.

Develop understanding of when and how to call on support from the emergency services

Build confidence expressing a personal opinion e.g. like or dislike

Build understanding of how to work collaboratively with others listening with respect

Develop language skills asking and responding to a range of simple questions.

<p><b>Knowledge:</b></p>	<p><u>Superheroes:</u> The student will use a variety of sources to learn about the genre of superhero adventures. With support they will read, watch and talk about at least one superhero character. They will express a personal opinion about events in a story identifying a favourite moment and build skills using sequencing words to explain what happened. They will use information gained to create a new fictional superhero character and take part in drama tasks designed to explore this character. Finally, they will complete a piece of writing about this character and read it to a selected audience</p> <p><u>Real-Life Heroes: The Emergency Services:</u> The student will use a variety of sources to learn about real-life 'heroes'. They will research and record information on at least one 'hero' in the emergency services. They will use information gained to take part in role-play situations involving the emergency service jobs research. They will take part in planning an interview with a person from the emergency services, asking the question planned in an interview. Next, they will talk about and then complete a piece of writing about someone they think is a hero. Finally, they will read this to at least one other person before listening carefully a peer reading their writing, answering at least one question from an adult.</p>
<p><b>Key Skills:</b></p>	<p><b>In successfully completing this unit, with assistance, the student will have demonstrated the ability to</b></p> <p><u>Superheroes:</u> [Fantasy/Fiction Studies]</p> <ol style="list-style-type: none"> <li>1. complete a list of at least three superheroes and their powers</li> <li>2. complete a mind-map on the qualities of a 'superhero'</li> <li>3. watch and talk about at least one superhero story</li> <li>4. create a character profile for the superhero in the story</li> <li>5. retell your favourite moment in the story using sequencing words</li> <li>6. create a character profile for an original, new superhero</li> <li>7. plan a costume for the new superhero</li> <li>8. take part in at least one drama task as the new superhero</li> <li>9. write a short story about the new superhero</li> <li>10. read the superhero short story to someone else.</li> </ol> <p><b>PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:</b> Assessed by the teacher by inspection of the student's written work (1-2, 4-7, 9) and by observation (3, 8, 10). All assessments recorded on an AQA Summary Sheet.</p> <p><u>Real-Life Heroes: The Emergency Services:</u> [Reality/Non-fiction Studies]</p> <ol style="list-style-type: none"> <li>1. complete a list of at least three jobs that are 'heroic'</li> <li>2. take part in a discussion to create a mind-map on the qualities a real-life 'hero' would need to have</li> <li>3. read and listen to information about people from at least two different emergency services</li> </ol>

	<p>4. record key information about one emergency job researched</p> <p>5. take part in at least one role-play situation involving the emergency job researched, e.g. making a 999 call, in role as a person from the emergency services dealing with a real-life situation</p> <p>6. take part in planning an interview with a person from the emergency services by contributing at least one question</p> <p>7. take part in an interview with a person from the emergency services by asking at least one prepared question and listening to the answers given</p> <p>8. talk about someone they think is a hero</p> <p>9. complete a piece of writing about someone they think is a hero</p> <p>10. listen carefully to a peer reading their writing about a 'hero' and answer at least one question.</p> <p><b>PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS:</b> Assessed by the teacher by inspection of the student's written work (1, 4, 6, 9) and by observation (2-3, 5, 7-8, 10). All assessments recorded on an AQA Summary Sheet.</p>											
<p><b>Language and/or communication skills:</b></p>	<p><u>Key Words:</u>  fact / real-life  fiction / fantasy = made up  hero/ brave  superhero  villain  feelings  research = finding out  original = new  respect / law / crime  community = where we live</p>	<p><u>Technical language:</u></p> <table border="0"> <tr> <td>emergency</td> <td>emergency services</td> </tr> <tr> <td>then + now</td> <td>planning – linked to first, next, then, finally</td> </tr> <tr> <td>discuss = talk about</td> <td>role-play</td> </tr> <tr> <td>dialogue = words spoken by the character</td> <td>interview</td> </tr> <tr> <td>character</td> <td>in character</td> </tr> </table> <p>Step Up To English descriptive writing terms to include sentence, full stop, capital letter, noun (proper noun – linked to use of capital letters), describing words, doing words, sound words, <i>[as appropriate for individual students in the group]</i></p>	emergency	emergency services	then + now	planning – linked to first, next, then, finally	discuss = talk about	role-play	dialogue = words spoken by the character	interview	character	in character
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<p><b>Curricular Links</b></p>	<p><u>Key Cross-curricular links:</u> P.S.H.E. – fantasy and reality, understanding heroism in everyday life, developing a positive self-image and positive relationships through appreciating qualities of others, developing greater understanding of the world beyond school and issues related to their community; assessing danger – contacting the emergency services. World of Work – working collaboratively with others. Drama – role-play related to real-life situations, work in character, developing presentation skills. Creative Arts – design and presentation of ideas. Media – film studies core skills.</p>											