



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 Gold Step 3, Silver Step 1 and 2 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 fiction and non-fiction 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 and simple narrative sequence
- Develop language skills in a variety of contexts including small group discussion and short presentation work [related to Entry Level examination criteria]

Key knowledge that should be learned during this SoW

Concept:	<p>Develop understanding of themselves and others and the world beyond school through engaging with a wide variety of fiction and non-fiction texts.</p> <p>Develop reading, writing, speaking and listening skills in preparation for the next appropriate examination including building understanding of key concepts and skills related to examination criteria, texts and tasks.</p> <p>Develop understanding of when and how to call on support from the emergency services</p> <p>Build confidence expressing a personal opinion extending an original idea in response to a range of questions; working collaboratively to develop ideas listening with respect and challenging appropriately</p> <p>Develop understanding of how to use research to plan and then write an extended piece [fiction and non-fiction]</p>
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<p>Knowledge:</p>	<p><u>Superheroes:</u> The student will use a variety of sources to learn about the genre of superhero adventures. They will research, record and discuss information on at least one superhero. 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 job in the emergency services. They will use information gained to take part in role-play situations involving the emergency service jobs researched. They will take part in planning an interview with a person from the emergency services, asking the questions planned. Next, they will plan and then complete a piece of writing about someone they think is a hero. Finally, they will read this to a selected audience before listening carefully to a peer reading their writing and ask at least one question.</p>
<p>Key Skills:</p>	<p>In successfully completing this unit the student will have demonstrated the ability to</p> <p><u>Superheroes:</u> [Fantasy/Fiction Studies]</p> <ol style="list-style-type: none"> 1. complete a list of at least three superheroes and their powers 2. complete a mind-map on the qualities of a stereo-typical 'superhero' 3. watch and discuss at least one superhero film 4. create a character profile for the superhero in the film 5. re-tell one of the key moments in the film as an extended writing piece using appropriate and interesting vocabulary choices 6. create a character profile for an original, new superhero 7. plan a costume for the new superhero 8. take part in at least one drama task as the new superhero 9. write a short story in character as the new superhero 10. read the superhero short story to a selected audience. <p>PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: 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"> 1. take part in a discussion about jobs that are 'heroic' 2. complete a mind-map on the qualities a real-life 'hero' would need to have 3. read and listen to information about people from at least two different emergency services

	<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, eg 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 two questions</p> <p>7. take part in an interview with a person from the emergency services by asking two prepared questions and listening to the answers given</p> <p>8. complete planning for a piece of writing about someone they think is a 'hero' by talking to an adult or peer</p> <p>9. write about someone who they think is a 'hero'</p> <p>10. listen carefully to a peer reading their writing about a 'hero' and ask one question.</p> <p>PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: Assessed by the teacher by inspection of the student's written work (2, 4, 6, 9) and by observation (1, 3, 5, 7-8, 10). All assessments recorded on an AQA Summary Sheet.</p>	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> fact / reality / non-fiction fiction / fantasy hero/ heroism superhero / anti-hero villain emotions/feelings research original respect / law / crime society/ community</p>	<p><u>Technical language:</u> past/present/future persuade – discuss – present compare, review dialogue</p> <p>point of view protagonist – antagonist socio-historic context [Entry Gold Level]</p> <p>Step Up To English descriptive writing terms to include verb, adverb, noun [common + proper], adjective, imagery, simile, onomatopoeia, emotive language [<i>as appropriate for individual students in the group</i>]</p>
<p>Curricular Links</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 particular 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>	