



Pathway 3

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/> These bespoke units, *Superheroes* and *Real-Life Heroes: The Emergency Services*, have been adapted to provide learning opportunities at Level 1 and Entry Level 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 Themes:

- Providing opportunities to reflect, talk about and process events [pre-lockdown/lockdown/post-lockdown and other personal experiences related to the theme]
- Understanding the difference between fantasy and reality through engaging with a wide range of fiction and non-fiction texts
- Recognising heroism in everyday situations including in themselves and those around them
- Developing creativity and imagination, storytelling planning and sequencing skills linked to 'audience'
- Developing language skills [spoken and written] including individual presentation and group discussion work linked to English Functional Skills Levels 1 and 2 and GCSE English Language.

Key knowledge that should be learned during this SoW

Concept:

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

Developing 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.

Developing confidence expressing a personal opinion including information to justify and persuade as well as how to develop ideas collaboratively to include core Spoken Language competencies of responding, understanding, building on and challenging appropriately.

Developing understanding of how to research, plan and then write extended pieces for different purposes; imagine, explore and entertain as well as inform, explain, describe, persuade, analyse and argue.

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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 and record information on at least one superhero including the origin story and socio-historic context of this character. They will use information gained to create a new fictional superhero characters and make a presentation to explain their choices. Finally, they will complete a piece of extended writing about this character and read it to a selected audience focusing on 'audience' (for writing and reading tasks).</p> <p><u>Real-Life Heroes: The Emergency Services:</u> The student will use a wide range of sources to learn about the work of real-life 'heroes'. They will research, record and present information on at least one job in the emergency services. They will use information gained to take part in role-play situations involving emergency service jobs researched using the opportunity to build life skills and make links to the world of work. They will take part in planning an interview with a person from the emergency services, asking the questions planned in an interview and making notes of key information. Next, they will plan and then complete an extended piece of writing about someone they think is a hero. Finally, they will listen carefully to a peer reading their writing and ask a range of questions to find out more.</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 mind-map on the qualities of a stereo-typical 'superhero' 2. complete research on one superhero character including the origin story and socio-historic context 3. watch and discuss at least one superhero film 4. create a character profile for the superhero in the film 5. retell 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. give a presentation explaining 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. complete a list of jobs that are 'heroic' in preparation for discussion |

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| | <p>2. take part in a small group discussion to complete a mind-map on the qualities a real-life 'hero' would need to have</p> <p>3. read, discuss and make notes on information about people from at least two different emergency services from a range of sources</p> <p>4. present key information about one emergency job researched in written form</p> <p>5. take part in at least one role-play situation involving the emergency services, 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 a discussion to plan 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, listening to the answers given and making notes</p> <p>8. complete planning for an extended piece of writing about someone they think is a 'hero'</p> <p>9. complete one extended piece of writing about someone they think is a 'hero'</p> <p>10. listening carefully to a peer reading their writing about a 'hero' and ask a range of questions to find out more.</p> <p>PROCEDURES FOR MAKING AND RECORDING ASSESSMENTS: Assessed by the teacher by inspection of the student's written work (4, 8-9) and by observation (1-3, 5-7, 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 extended research original respect / law / lawlessness society/community</p> | <p><u>Technical language:</u> past/present/future point of view/perspective persuade – discuss - present protagonist – antagonist analyse, compare, review, socio-historic context GCSE Language descriptive writing terms to include verb, adjective, noun, simile, metaphor, hyperbole, personification, pathetic fallacy, onomatopoeia, oxymoron, 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. 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> | |

