

# Unit planning

<b>Subject</b>	<b>English</b>		
<b>Key Stage</b>	<b>3</b>	<b>Year group</b>	<b>7-8</b>
<b>Topic</b>	<b>Heroes</b>		
<b>Disciplinary Knowledge:</b>	<ul style="list-style-type: none"> <li>● Textual analysis</li> <li>● Identification of rhetorical features</li> <li>● Making inferences</li> <li>● Knowledge of purpose, audience and purpose</li> <li>● Interpretation of language and its effects</li> <li>● Identification of language terminology linked to rhetoric</li> <li>● Reading critically</li> <li>● Writing fluently, effectively, accurately and at length</li> </ul>		
<b>Substantive Knowledge:</b>	<ul style="list-style-type: none"> <li>● Exploration of media texts</li> <li>● Creation of media texts</li> <li>● Identification of rhetorical features</li> <li>● Structuring analytical writing</li> </ul>		
<b>National curriculum links:</b>	<p>To develop an appreciation and love of reading, and read increasingly challenging material independently through:  reading a range of non-fiction  understand increasingly challenging texts through:  learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries  making inferences and referring to evidence in the text  knowing the purpose, audience for and context of the writing  and drawing on this knowledge to support comprehension  checking their understanding to make sure that what they have read makes sense.</p> <p>read critically through:  knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p>		
<b>Assessment objectives:</b>	AO1 • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.		
<b>Careers:</b>	Journalism, law, teaching, creative media, copywriting, editor		
<b>Related reading and enrichment:</b>	A Am Malala, Malala Yousafzai, Being an Ally Dana Alison Levy, Beowulf Michael Morpurgo, Good night stories for Rebel Girls Francesca Cavallo, Mythology for Teens Albert Hamilton, Holes Louis Sachar		

	<b>Learning objective</b>	<b>Learning activities</b>	<b>Assessment for learning</b>	<b>Resources</b>
Lesson 1	<p>To explore the concept of a hero</p> <p>To explore an extract from Beowulf</p> <p>To use techniques from Beowulf to create a monster character</p>	<ol style="list-style-type: none"> <li>1. Discuss the concept of a hero.</li> <li>2. Introduce the idea of the Hero's journey</li> <li>3. Explore the extract from Beowulf using questions on the ppt</li> <li>4. Create a piece of writing using techniques from Beowulf.</li> <li>5. Self and teacher assessment.</li> </ol>	<p>Quality of discussion</p> <p>Writing success criteria on the final slide of the ppt</p>	<p>Beowulf extract</p> <p>Powerpoint</p>
Lesson 2	<p>To explore the life of Harriet Tubman</p> <p>To discuss why she is heroic</p> <p>To explore how she is presented in the article</p> <p>To practice using subordinate clauses to start a sentence</p>	<ol style="list-style-type: none"> <li>1. Contextualise who Harriet Tubman was and why she might have been heroic.</li> <li>2. Read the article and answer the questions. Discuss how language choices make her seem heroic.</li> <li>3. Practise using subordinate clauses from slide</li> <li>4. Practise using them in writing</li> </ol>	<p>Quality of discussion</p> <p>Writing success criteria on the final slide of the ppt</p>	<p>Harriet Tubman article</p> <p>Powerpoint</p>
Lesson 3	<p>To explore the work of Los Topos</p> <p>To discuss why they are heroic</p> <p>To explore how they are presented in the article</p> <p>To practice using rhetorical features to present heroism</p>	<ol style="list-style-type: none"> <li>1. Contextualise who Los Topos are and why they might be heroic.</li> <li>2. Read the article and answer the questions. Discuss how language choices make them seem heroic.</li> <li>3. Practise using rhetorical techniques in writing</li> </ol>	<p>Quality of discussion</p> <p>Writing success criteria on the final slide of the ppt</p>	<p>Los Topos article</p> <p>Powerpoint</p>

Lesson 4	<p>To discuss whether animals can be heroic. To explore how animals are presented in the articles To practice using rhetorical features to present heroism</p>	<ol style="list-style-type: none"> <li>1. Contextualise who Los Tops are and why they might be heroic.</li> <li>2. Read the article and answer the questions. Discuss how language choices make them seem heroic.</li> <li>3. Practise using rhetorical techniques in writing</li> </ol>	<p>Quality of discussion Writing success criteria on the final slide of the ppt</p>	<p>Heroic animals article Powerpoint</p>
Lesson 5	<p>To write an analytical paragraph explaining how Los Topos are presented as heroic</p> <p>To learn how to structure analytical writing</p>	<ol style="list-style-type: none"> <li>4. Review the shortened version of the Los Topos article and identify language analysis points.</li> <li>5. Using the writing structure on the powerpoint support the student to write an analytical paragraph on Los Tops.</li> <li>6. Assess using the assessment criteria provided.</li> </ol>	<p>Teacher assessment of writing</p>	<p>Article Powerpoint</p>