

Y8 Term 3	Title: Superheroes
<p>Why are you teaching it? What do they need to know? Misconceptions?</p>	<ul style="list-style-type: none"> ● We are teaching this unit to build the critical literacy of students and develop their linguistic analysis skills further by linking textual analysis with visual analysis, which students seem to find universally easier to grasp. We are also focusing on developing their ability to give voice to their opinions on texts in a mature and engaging way through writing and discussion. ● They need to know how superhero texts are constructed to manipulate them through denotations and connotations. They also need to know how to construct an engaging written text themselves, both in fiction and nonfiction forms, and using a variety of techniques to achieve this. ● Misconceptions around representation will be addressed and discussed to ensure students' cultural capital is also developed.
<p>Why are you teaching it now? What prior learning do students have?</p>	<p>Revising and building on the analysis skills students gained in year 7 and at the start of year 8 looking at fiction and nonfiction texts. Revising and building on the creative writing skills gained in year 7, especially those in 'The Sea' unit where students were encouraged to write poetry creatively.</p>
<p>Tier 3 vocabulary used in the unit</p>	<p>Exposition, complication, climax, denouement, characterisation, representation, simile, preposition, adverb, connective, villain, motive, protagonist, connotations, denotations.</p>
<p>Cultural Capital</p>	<p>Students will develop their cultural capital through engaging critically with a variety of texts (adverts, film clips, trailers, nonfiction reviews, fiction texts) and being asked to consider how they manipulate the audience and why this might be done. Students will also look closely at representation across a genre of text closely linked with concepts surrounding morality, and engage critically with representation on a case-by-case basis with different characters and authors. We will focus especially on discussing issues of lack of positive representation surrounding disabilities; LGBT+ people; non-white people; varying body types; or female characters.</p>
<p>What are you expecting students to be able to do at the end of the module that they couldn't do at the start?</p>	<p>Oracy: Express their opinion on a text eloquently and using a varied vocabulary.</p>
	<p>Literacy: Improved spellings of unfamiliar words, improved written arguing and analysis skills. Improved descriptive creative writing skills.</p>
	<p>SEND: Express their opinion on representation in texts; understand connotation and denotation; begin to analyse writers' choices in relation to representation; improve their story structures in creative writing.</p>