

ENGLISH	YEAR 8
	TERM 2 UNIT 2
Scheme Title	Heroes and Villains
Purpose of Scheme	Focus on how heroes and villains are presented in a variety of fiction, drama and non-fiction texts. Pupils will also be taught a range of skills to develop their ability in English to read analytically, write for a range of styles and purposes, and to communicate effectively both in group discussions and individually.
Knowledge	<ul style="list-style-type: none"> <li>• What is meant by the terms 'hero' and 'villain',</li> <li>• What a tragic hero is and this term can relate to a wider variety of literary characters.</li> <li>• How tragic heroes compare and contrast.</li> <li>• How to make inferences from a text.</li> <li>• How to use quotations to support points.</li> <li>• How context can impact upon a text.</li> <li>• How to adapt register for a range of formats and purposes.</li> <li>• How a range of poetic techniques can be used to create meaning within a poem.</li> <li>• How to embed quotations in written analysis.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Pupils can recognise and explain the potential problematic portrayal of stereotypical 'heroes' and 'villains' in texts.</li> <li>• Pupils can explain how the terms 'hubris' and 'hamartia' relate to a wide variety of characters across texts from different time periods.</li> <li>• Pupils can explain how characters from a range of texts could be defined as a 'tragic hero'.</li> <li>• Compare and contrast the portrayal of tragic heroes.</li> <li>• Show and create empathy in creative writing</li> <li>• Use a range of sentence structures in writing.</li> <li>• Use a variety of ambitious vocabulary to create meaning and effects in writing.</li> <li>• Adapt register and tone in spoken and written tasks.</li> <li>• Discuss texts in relation to their context.</li> <li>• Give informed opinions about a text/ character using evidence from the text.</li> <li>• Explain how meanings and effects are created in poetry.</li> <li>• Decode unfamiliar words in a text/ understand a word in context once they are aware of the definition.</li> <li>• use analysis language with increasing confidence(this reveal, demonstrates, illustrates, portrays etc.)</li> </ul>

<b>Keywords</b>	<ul style="list-style-type: none"> <li>• hero</li> <li>• villain</li> <li>• hubris</li> <li>• hamartia</li> <li>• protagonist</li> <li>• downfall</li> <li>• context</li> <li>• inference</li> <li>• Aristotle's tragic hero v modern tragic hero</li> <li>• mood atmosphere</li> <li>• empathy</li> <li>• summary</li> <li>• overview</li> <li>• etymology</li> <li>• conventions</li> <li>• informal</li> <li>• empathy</li> <li>• pathetic fallacy</li> <li>• metaphor</li> <li>• extended metaphor</li> <li>• fronted adverbial</li> <li>• connotations</li> </ul>
<b>End Point</b>	Pupils can recognise a tragic hero, both in texts and other genres. They understand that the terms 'hero' and 'villain' can vary according to context, narrative perspective and perception.
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Formative assessment regularly (minimum once every third week)</li> <li>• Mid point of unit - summative assessment focusing on keywords, knowledge and skills covered in first half of unit</li> <li>• End of unit - summative assessment focusing on keywords, knowledge and skills covered in second half of unit</li> </ul>