



Scheme of work: Component 2 – Heroism

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Heroism, a theme for component 2 (creative reading and writing). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit aqa.org.uk/5970.

Component 2 (creative reading and writing)

Theme: Heroism

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing.

Resources:

Suggested extracts for 19th century literary non - fiction

- [Mary Seacole video 1](#)
- Extracts taken from [Wonderful Adventures of Mrs Seacole](#)
- [Harriet Tubman video](#)
- Harriet Tubman [journal entry](#) or [diary entry](#) or [newspaper article](#)
- Newspaper article written by Dr. Barnardo (see page 16 at the back of Scheme of Work)
- [Thomas Barnardo video](#)
- [Pictures and accounts of animals in the war](#)

Suggested extracts for 20th and 21st century literary texts

- *War Horse* by Michael Morpurgo
- *Private Peaceful* by Michael Morpurgo
- *Of Mice and Men* by John Steinbeck
- *Goodnight Mr Tom* by Michelle Magorian
- *The Hunger Games* by Suzanne Collins

Suggestions for Silver text 1

- *Space Flight* by Jill Atkins
- *Awesome ATAs* by Kathryn White
- *Fly, May FLY!* by Kathryn White

Suggestions for Silver text 2

- *The Rescue* by Anita Loughrey
- *The Last Soldier* by Stephen Rickard
- *The Secret Message* by John Townsend
- *Yasmin's Journey* by Miriam Halahmy
- *A Time to Live* by Sue Purkiss
- *Coming in to Land* by Dennis Hamley

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none">• Read a selection of literary and literary non-fiction texts.• Use texts to learn how to:<ul style="list-style-type: none">• infer• comment on language and structure• compare ideas and perspectives.• learn how plan, write, edit and proofread a story.	<ul style="list-style-type: none">• AO1: Read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.• AO2: Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.• AO3: Compare writers' ideas and perspectives.• AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.• AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	<ul style="list-style-type: none">• IWB games• Board games• Mini Whiteboards• Traffic light cards• Dictionary• Thesaurus

3.1.1 Reading and comprehension

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to infer. • How to compare. • Understanding how language is used. • Understanding how structure is used. 	AO0	<p>For Component 2 it is important to study two texts (or extracts of texts) in order to meet the AO3 criteria.</p>
	AO1	<p>Starter: Dictionary Starter. Handout mini whiteboards, pens, dictionaries and thesauruses. Put five words on the board eg, 'hero', 'act', 'brave', 'courage', 'selfless'. Ask students to put them in alphabetical order. Then write the word 'hero/heroism/heroic' and ask students to use their dictionaries to find the definition, write it on their mini whiteboards and hold up their boards when finished. Finally, ask students to use a thesaurus to record three other words synonymous with 'hero/heroism/heroic'. Students share their alternatives with the class on their mini whiteboards.</p> <p>Activity: Introduce the new theme of heroism. Put students into small 'home' groups. Assign each student in the groups with a different rainbow colour (red, orange, yellow, green, blue, indigo or violet depending on the size of the group). Ask the students to discuss as many of the following topics that time allows and to record their responses as a group on the A3 recording sheet provided:</p> <ul style="list-style-type: none"> • Discuss a human hero from everyday life. • Discuss a hero from a film. • Discuss an animal hero from everyday life. • Discuss a human hero from history. • Discuss an animal hero from history. • Discuss a hero from literature. <p>For each category students should explain what it is that makes the hero 'heroic'. Discuss a heroic act that a student has carried out. What made it heroic? Then ask students to move into their 'rainbow groups' (eg all reds together in one group) and report what their home group had discussed. Finally, ask each student to present who their greatest hero is and why.</p>

What to teach	AO	Suggested activities
	AO1	<p>Starter: Put a picture (linked to your chosen Heroic Text 1) on the board and give students one minute to study it. Then ask them a set of True or False questions about the picture eg ‘the picture was black and white’; ‘there were three women in the picture’ etc. Students can either indicate their responses on mini whiteboards or by using the traffic light card system.</p> <p>Activity: Introduce students to your chosen Heroism Text 1. Read aloud an extract. Then ask students to write their own set of True or False statements (about 5-6 of each). Cut the statements up and ask students to swap their statements with a partner. The partner then sorts the statements and glues them onto a True or False grid. Finally, the students swap the work back and peer mark.</p>
	AO1	<p>Starter: Watch a short film (preferably silent or on mute) about heroism, such as Meteorlight or a clip from a film. Pause at key points to ask the students to infer:</p> <ul style="list-style-type: none"> • How are the characters feeling? • How is it conveyed visually? • How could it be conveyed through language? <p>Activity: Read a further extract from your chosen Heroism Text 1. Ask students to use the same detective skills employed when watching the film. Can they highlight the words or phrases that convey how the character is feeling?</p> <p>Then ask students to use those quotations to write a response to a question posed eg ‘What does the text tell us about the life of the character?’. You may want to provide a WAGOLL (What A Good One Looks Like) response first.</p>

What to teach	A0	Suggested activities
	A02	<p>Starter: Words with multiple meanings. Produce a set of cards - ensuring the word is presented on one card and its corresponding meanings are presented on separate cards. See examples. Provide each student with a card (either the word or one of its meanings). Students then walk around the room saying their word or definition aloud until they have found their group (eg the word 'rose' would be paired with 'a flower' and 'to get up'.) Share these groupings with the rest of the class.</p> <p>Activity: Remaining in their 'word groups' from the starter activity, read (or class read) a further extract from your chosen Heroism Text 1. Ask the group/individuals to highlight words that have been included by the writer to show how difficult/dangerous a situation was; how a character was feeling; or what a character was like. Share the words as a whole class. Then, assign one of these words to a group and after students have researched the word they then create a poster that provides the following information:</p> <ul style="list-style-type: none"> • The type/'class' of word it is (verb, noun, adjective, adverb) • Its origin (etymology – if you have access to IT try using etymonline.com) • What it means (definition) • Three synonyms • Three antonyms • The word used in a sentence • The word used in the text and why it is effective

What to teach	AO	Suggested activities
	AO1	<p>Starter: Watch a clip about inference, for example Introduction to reading skills: making inference. Check students understanding of the term 'inference'. Explain that they are already experts in the field. To demonstrate this, put them into small groups and give them an object that belongs to a character (examples could include: a running top, car keys, dog lead, a rose, a pair of glasses, a walking stick etc). Ask them to infer what the object might tell them about the character.</p> <p>Activity: Introduce and read an extract based on your chosen Heroism Text 2. Give students a worksheet with two columns headed Fact and Inference. Then provide statements (or ask them to find statements from the extract) that are either facts or inferences.</p>
	AO1	<p>Starter: Create a quiz based on the extract you read the previous lesson and test what students can recall. This could be in the form of a multiple choice quiz using traffic light cards or mini whiteboards.</p> <p>Activity: Number students 1 or 2. Give Group 1 one part of your Heroism Text 2 to read and Group 2 the next section of the Heroism Text 2. As a group, they read their text. Then ask students to individually design a quiz based on the extract (this may need scaffolding). Next, groups swap their extracts and read the 'new' text. Then ask Group 1 students to swap their quiz with a Group 2 student and vice versa. Finally, ask them to swap with another student who will mark the quiz.</p>

What to teach	AO	Suggested activities
	AO2	<p>Starter: Ask students (in pairs) to create similes. Put a simile starter on the board (eg 'As big as a...', 'As bright as a...', 'As small as a...', 'As loud as a...', 'As fast as a...'). Ask them to discuss appropriate endings. Then each pair joins another pair, share their similes and collectively agree on the best similes from the suggestions, discussing why they're the most effective. Then the group of four join another group of four and repeat the process. Finally, they share their best similes with the whole class.</p> <p>As an extension, students could write their best similes on a postcard and decorate, to produce a 'simile quilt' (wall display).</p> <p>Activity: Read an extract from your Heroism Text 2. Explain to the class that the words and images chosen are really important to the craft of writing. Listen to the rap Literary devices. Teachers may like to review Author's craft. Their task is to become the writer and to re-draft the extract to improve it. This can be differentiated to include: better adjectives, inclusion of adverbs, creating alliteration, adding or improving similes, adding or improving metaphors, shortening or elongating sentences or adding punctuation for effect.</p>
	AO2	<p>Starter: Recap from last lesson by watching a clip about literary devices, such as Literary devices in pop culture or Figurative language in pop songs or play a Literary devices quiz.</p> <p>Activity: Explain that writers also use structure to keep the reader's attention. In pairs give students a cut up picture based on a comic book strip (4-5 cells). Ask them to sequence it and then explain what is happening in each cell (eg. '1. The character is waking up...'). Remaining in pairs or moving into groups of four, give students the next section of your Heroism Text 2. Ask them to group read the text (or read as a class depending on ability). Then, in their groups, the students must discuss and decide what each paragraph is about (topic sentence) and why they were put in that order. They may like to annotate the text. Share ideas.</p>

What to teach	AO	Suggested activities
	AO3	<p>Starter: Put students into groups and present them with two hero based objects (eg superhero masks or objects more pertinent to the two texts you have been studying). Ask students to handle the objects and suggest a minimum of three things that are the same and three things that are different about the objects.</p> <p>Activity: Remaining in the groups, ask students to use an A3 Venn diagram to compare the two heroes in the texts that they have been studying. What is similar about them and what is different?</p> <p>Extension: challenge them to find quotations to support those ideas.</p> <p>Finish by sharing ideas with the group.</p>
	AO3	<p>Starter: In small groups, ask students to compare superheroes by playing a Top Trumps game, such as example 1 or example 2.</p> <p>Activity: Divide the class into Text 1 and Text 2. Ask them to group read their extracts again to refresh their memories (alternatively this could be teacher led). Then ask them to form two lines so that a Text 1 student faces a Text 2 student. Ask a series of 'Show me' questions that will elicit similarities or comparisons. For example: 'Show me your crisis / where you are / how you feel / how you resolve the crisis / who you are'. Students must strike a pose (freeze frame) in response to the 'Show Me'. Students then decide if they are similar or different to their partner and explain why. Selected students will feed back their ideas to the group.</p> <p>Extension: after the exercise, students could record their 'Show me...' comparisons and find quotations from the text to support their views.</p>

3.1.2 Writing

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan a story. • How to edit. • How to proofread. • What a good story looks like: <ul style="list-style-type: none"> • Appropriate form • Language • Structure 	AO	Consider taking students out locally to a site as stimulus for their creative writing, eg a battlefield, museum or fire station.
	AO6	<p>Punctuation</p> <p>Starter: Provide students with a punctuation mark enlarged on a piece of paper. Assign different punctuation marks to different students (your selection will be determined by the needs of individuals/the group and the level they are working to). Students then cut out their piece of punctuation and decorate it by adding explanations of when/how to use it and examples they can find of it being used in Heroic themed texts. Check their understanding of its use by reading sentences with missing punctuation and ask them to hold up their piece of punctuation when required.</p> <p>Activity: Give students a comic strip (example 1 or example 2) with speech and thought bubbles blanked out. Ask them to fill in the story, remembering to use the punctuation they have been focusing on within those sentences/statements/words.</p>
	AO6	<p>Building Tension</p> <p>Starter: Create a Circle story. Conclude by discussing which devices built tension most effectively.</p> <p>Activity: Give students a piece of very simple writing. Ask them to improve it by changing the choice of verbs (eg 'he said' to 'he hissed'). Then they need to build the layers by adding adverbs (eg 'he hissed menacingly') and adding noun phrases (eg 'His shiny, silver cape'). This could be differentiated by providing a bank of words that students could use.</p>

What to teach	AO	Suggested activities
	AO5	<p>Creating characters</p> <p>Starter: Give each student some post-it notes. Draw a simple character (stick man) on the board/flip chart. Introduce this character as the class hero. Then, pose questions about the character. For example:</p> <ul style="list-style-type: none"> • What do you want this hero to sound/act/look/dress like? • Who do you want this hero to be friends/enemies/work with and/or save? • Where do you want this hero to live/work/hang out? • Why is this character a hero? <p>As you ask each question, you can pause and give students the opportunity to think and record an answer on their post-it note. At the end they should stick it in a designated spot around the stick man. (For larger classes you may need to make this a group activity.)</p> <p>Feedback all the students' ideas to the whole class.</p> <p>Activity: Model a Character Profile and then ask students to create their own using the starter activity as inspiration.</p>

What to teach	AO	Suggested activities
	AO6	<p>Creating Setting</p> <p>Starter: ‘Where am I?’ charades in groups or as a whole class. Print some pictures/words of different locations. A student chooses a location and must act out their charade for the others to guess. Locations could include: Antarctica, desert, city, farm, rainforest, the moon, the sun, a star etc.</p> <p>Activity: Provide a selection of magazines, scissors and glue. Explain that they’re going to create mood boards for the setting of their story. They will need to decide on and find pictures to represent:</p> <ul style="list-style-type: none"> • locations they would like to use • weather that will set the scene • time of day the action will take place • who will be in the scene • any transportation. <p>Using their mood boards as inspiration, ask students to write the opening paragraph to a heroic story.</p>

What to teach	AO	Suggested activities
	AO5 & AO6	<p>Story</p> <p>Starter: Watch What makes a hero. Try a heroic story that all students know using the formula in the video.</p> <p>Activity: Students are going to plan their own Heroic stories.</p> <p>Remind students they will need to plan:</p> <ul style="list-style-type: none"> • Status quo - Describe hero's ordinary world/life. • Call to adventure - What is the adventure going to be? • Assistance - Who helps them at the beginning of the adventure? • Departure - Where is the special world? • Trials - What problems do they have to solve/battle? • Approach - What ordeal are they going to face? • Crisis - What goes wrong? How is it resolved? • Treasure - What is the hero's reward? • Result - What happens after they have claimed their reward? • Return - Introduce return to ordinary world. • New life - What has changed about their ordinary world? • Resolution - Complete the plot. • Status quo - Describe updated ordinary world/life. <p>Extension: students could record their story using stop motion animation such as Stop Motion Studio.</p>

3.1.3 Spoken language

Cross-curricular links

- **Art:** Pop Art Culture.
- **Science:** Forces, energy and pressure (to fly, to move, to power a vehicle.)
- **Drama:** Re-enacting or creating scripted Heroic pieces.
- **Design Technology:** Designing and making a superhero's transport.
- **Geography:** World maps that mark places where key events took place and their long term impact.
- **History:** Researching heroes from history. Try [The Life and Work of.... True Stories](#).
- **PE:** Superhero martial arts.
- **RE:** Moral choices.

Suggested field trips

- *Into Film Festival* takes place in November; to book Free Cinema visits, visit the [website](#).
- *Into Film Free Film Club* [registration](#) to receive or request films.
- Field trips to local areas or places where heroic acts take or have taken place.
- Trip to a Heroic drama production.
- Trip to a film studio or theatre.

Newspaper article written by Dr. Barnardo

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LITTLE SUSIE was only four years of age. She had four brothers, whose ages were ten, eight, six, and two. The mother lived in a common lodging-house ; the children had tramped almost all over the country, singing and begging. Four of the younger children were born while the parents were on the tramp, and it is dreadful to have to say, and to know that it is true, that they never have known the meaning of the word *home* for an hour of their lives. They were brought under my notice by a lady who was struck, as anybody would be, with their pitiable appearance. She acted the wise part, and did not attempt to give that temporary relief which would only have prolonged the sufferings of the children ; but at once sought, judging that the mother was beyond help in her present state, to rescue the little ones. I had the whole case carefully examined, the past history of the children and their mother sifted for many years, and was able to admit little Susie and two of the brothers, aged six and eight, to our "Homes" at once. Poor mites! to look at them was enough to make the tears rise to any one's eyes. How I thanked God for the privilege of holding out the arms of welcome to the wee wanderers, who had been tossed so sadly to and fro all through their short lives. At last, through the goodness of God, they have found a refuge and harbour of safety !

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