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| Unit of Work:  Year 8- Shaun Tan’s *The Arrival* (graphic novel) |
| What are the ‘Big Questions’ we will address?   * What experiences do people have across the world? How do people adapt and overcome these experiences? * How can we learn to be supportive and understanding of others? (developing sympathy in readers) * How are an illustrator’s methods similar to an author’s? What methods does Tan use to present a character’s experiences? |
| How will this unit be assessed?  Students will complete a reading assessment responding to the question: **How has Tan presented the family’s experiences in *The Arrival*?**  This question will enable students to reflect on the novel as a whole and analyse the visual ways that Tan has used to convey the character |
| What is the intended outcome for all pupils? How is deep learning ensured?  Across KS3 onwards pupils will be exposed to a wide range of text types. Through the study of a graphic novel, this unit seeks to ensure that all pupils are developing the analytical skills that are essential to studying English: decoding, close reading and considering the impact on the reader. The subject matter enables students to discuss and communicate their thoughts on contemporary cultural discussions including immigration, identity and the experiences of others. |
| How does this unit build on prior learning?  Having reflected and considered their own life experiences in the Autobiography unit (Autumn 1), pupils expand their understanding of the wider world and the experiences of others within it. |
| Why is it placed here in the long- and medium-term plan?  As above, this unit enables pupils to expand their understanding of the wider world. Over the course of KS3, students will continue to consider the experiences and lives of others through literature. |
| What is the key subject knowledge pupils should attain by the end of the unit?  They will:  Develop an understanding of a different text type (a graphic novel)  Practise skills of closely analysing visuals, structure and form.  Practise key writing skills.  Develop and practise oracy skills. |
| What are the key skills that will be developed by this unit of work?  R1 (How our pupils show their understanding of what they have read)  R2 (How our pupils write about the writer’s choices and the effect these have on readers)  R3 (How our pupils show their understanding of the connections between texts and the wider contexts in which they were written)  Speaking and Listening. |
| What scaffolding will be provided for disadvantaged / SEND pupils?  SEND: Scaffolding / success criteria  Use of multi-modal texts to enable access.  Individual adapted learning according to pupils’ needs. |
| What are the opportunities for literacy?  Reading and Writing: Skills of decoding (through visuals), broadening range of vocabulary through etymology, reading for pleasure, writing creatively with stimuli.  Oracy: Sharing their points of view. Scaffolded discussions about real-world topics. |