



### Subject: Epics and Oracy

### Year 7 - Autumn 1 – What is Oracy and Epics?

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Shakespeare, Robert Burns, Homer – what do all of these men have in common? They told stories for a living. In this first topic of Oracy and Epics ever studied by Year 7 students we will look at the reasons why talk is so important in our society and the key role stories have played in entertainment, morality and social cohesion since the start of human society paying close attention to the creation story in Genesis as an example. Students will think about what makes a story important and how the telling of the story is as important as the content. Students will answer questions like what is the most important thing you have ever said and how did you say it on their journey to understanding what Oracy and Epics is and why it is important.</p> <p>This module is being taught at this point in the curriculum as Oracy and Epics is a bespoke subject taught at Ravens Wood students will not have had any exposure to the skills or content the course will cover. This module is their introduction to the subject and its importance in wider society. It also echoes the poetry by heart Y7 cover in English at the same point so students can draw on their skills and experiences from English.</p>		
	Critical	Core	Pinnacle
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is Oracy and Epics? What is a bard? What is a story?</p>	<p>Why do humans tell stories? What makes a good story teller? How can tone, pace and volume affect the effectiveness of storytelling?</p>	<p>Why might the story of Genesis be the most important story ever told? Do stories need to be written in order to be effective?</p>
<p><b>The Key Skills/ Techniques</b></p>	<p><b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b></p>		
	<p><b>Skill/Technique</b></p>	<p><b>How will this skill be developed?</b></p>	
	<p><b>Physical oracy</b> (i.e. the way a student positions themselves to speak and the way they use their voice).</p>	<p>This skill will be developed through teacher modelling and displays illustrating how students should stand to speak and how to use their voice. Most importantly, this skill will be developed through the frequent and consistent verbal presentations students make during lessons.</p>	

	<p><b>Linguistic oracy</b> (i.e. the vocabulary students use and the structure of their verbal presentations).</p>	<p>This skill will be developed by exposing students to new vocabulary when they are reading (second and third tier vocabulary will be highlighted in the resources) and ensuring they are provided with a definition of new words learnt. Students will also develop this skill by using vocabulary lists when they are taking part in discussions and in their written work. There will also be a 'no like(y)' rule where students will be asked to pause if they misuse the word 'like' and other colloquialisms in their speech.</p>
	<p><b>Cognitive oracy</b> (i.e. knowing what makes a good argument and posing questions).</p>	<p>Students will develop this skill by using methods of discussion such as socratic circles where it is one person's responsibility to pose questions throughout. Students will also be provided with generic question stems during discussions to support those who struggle verbalising questions. Finally, students will regularly participate in peer feedback where they highlight strengths and weaknesses in the verbal presentations.</p>
	<p><b>Social and emotional oracy</b> (i.e. having the confidence to speak in front of an audience).</p>	<p>Students will develop this skill with positive reinforcement and clear expectations that everyone is expected to speak during Oracy and Epics lessons. Students will work in a variety of discussion methods such as think-pair-share, socratic circles and speed dating, this small scale discussion should build confidence in students to then share their ideas in front of a larger audience.</p>