



Subject: Epics and Oracy

Year 7 - Autumn 2 – What makes someone a hero?

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>Heracles had to capture the guard dog of the Underworld, he had to kill the ferocious lion of Nemea and also slaughter the nine-headed Hydra. Odysseus was a hero of the Trojan war where he fought valiantly. Unfortunately for Odysseus his journey home took quite the turn and lasted ten long years. On his way home he had to defeat the dreaded Cyclopes and make his way past Scylla and Charybdis. Both of these men have been celebrated through history as heroes, however, some of their actions are immoral. In this module students will determine what makes a hero and whether we should look up to killers.</p> <p>This module is being taught at this point in the curriculum as it will overlap with topics being taught in both PRE and English. It also allows for small scale discussions and speaking to build upon the oracy students have learnt in their previous half term and working towards building confidence and the social/emotional aspect of oracy.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>Who was Heracles? What is a myth? What is a hero? What were the 12 trials of Heracles?</p>	<p>Why did Heracles have to do the trials? Why do people tell myths? What is a virtue? What characteristics do heroes have? How culpable is Heracles for the deaths during his trials?</p>	<p>Should we measure heroism in line with Aristotelian virtue ethics? How could heroes be bad for society? How does Heracles overcome the immorality of his actions? Is believing myths bad for the soul?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Physical oracy (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>Linguistic oracy (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</p>		

		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>Cognitive oracy (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>Social and emotional oracy (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>