



Subject: Oracy and Epics

Year 7 - Spring 1 – What can we learn from the Trojan War?

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>The sacking and fall of Troy is one of the most told and longest running stories. Bards would spend their lives travelling around the Greek Empire to spread word about the courage of the heroes involved. Students will delve into the origins of the Trojan War and the infamous Trojan Horse trick to determine what modern day heroes and soldiers can take from the Trojan War. On their way students will encounter some of the heroes they have already studied as well as some new faces including Achilles and his infamous heel.</p> <p>This module picks up on the students study of ‘causes’ in History, their study of the human body in PE as well as E-safety in Computer Science as they unpack the origins of some commonly used idioms.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>When was the Trojan war? Who started the Trojan war? Who was Achilles? What was the Trojan horse?</p>	<p>Who fought in the Trojan war? What happened to Achilles’ heel? What does ‘sacking a city’ mean? Why is Helen to blame for the Trojan war?</p>	<p>How effective was the Trojan horse? Was Achilles’ heel his real weakness? Is the female of the species more deadly than the male?</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 are taking part in discussions and in their written work. There will also be a ‘no like(y)’ rule where</p>		

		students will be asked to pause if they misuse the word 'like' and other colloquialisms in their speech.
	Cognitive oracy (i.e. knowing what makes a good argument and posing questions).	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.
	Social and emotional oracy (i.e. having the confidence to speak in front of an audience).	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.