Ravens Wood School
KS3 Curriculum Plan

Subject: Oracy and Epics

Year 7 - Spring 2 **– What can we learn from the Trojan War?**

Overarching Topic:	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	Following his success with the Trojan Horse Odysseus goes missing. His wife Penelope and son Telemachus sit on Ithaca waiting for his return but every night they are disappointed as his ship does not sail over the horizon. Where is he? Did he die in battle? Penelope and Telemachus have so many questions that Y7 can answer. In this module students track Odysseus' movements following the Trojan War including the time he spent on Circe's island, his journey into the Underworld and how he and nobody blinded the cyclopes. By the end of the topic students will create a news report for Good Morning Ithaca focusing on the whereabouts of this missing man. This module picks up on the students study of morality and truth in PRE, the battle of Hastings in History and different styles of writing covered in English.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	Who is Odysseus? How long did it take Odysseus to journey home from Ithaca? Why did it take Odysseus so long to get home? What key features make up a news report?	How did Odysseus defeat the cyclopes? Why did Odysseus journey into the underworld? How will I adapt my language and voice to be appropriate for a news report? What is the purpose of a news report?	Was Odysseus' time on Circe's island immoral? Should the gods be omnipotent? To what extent is Odysseus' delay the result of his own actions?

The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.	
	Skill/Technique	**How will this skill be developed?**
	Physical oracy (i.e. the way a student positions themselves to speak and the way they use their voice).	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.
	Linguistic oracy (i.e. the vocabulary students use and the structure of their verbal presentations).	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.
	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.