Subject: Epics and Oracy

Year 7 - Summer 1 – Should gods be almighty?

Overarching Topic:	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	There are lots of instances where humans have been hubristic and defied God or the gods. In this module students will grapple with the misdemeanors of Prometheus, Adam and Eve and Judas to determine whether gods are almighty and more importantly fair. Many may argue that the punishments endured by Prometheus and Adam and Eve could not be the result of a divine judge or all-loving creator. Students will explore concepts of fairness, justice and divine power throughout this module as they unpack the question 'are gods almighty?'. Having learnt about hubris and its consequences in the proceeding module students will build upon this knowledge throught their penultimate module of Epics and Oracy. This module overlaps with the students' studies in PRE where they look at God's characteristics as well as working alongside their module in History which focuses on religious and royal authority.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	Who is Prometheus? What is authority? What is The Fall? Who was Judas?	What happened to Prometheus? Why was eating from the Tree of Wisdom bad? What was the consequence of The Fall? Why did Judas betray Jesus?	How ae 'Extinction Rebellion' similar to Adam and Eve? When is breaking the rules moral? Are gods almighty?

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.