



Subject: Epics and Oracy

Year 8 - Autumn 1 – Do mythical creatures still exist?

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>Mythical creatures are all around us. They run through our novels; Lewis Carrol describes the Jabberwocky and the Bandersnatch in Wonderland; JK Rowling’s fictional world is home to numerous mythical beasts, from Fluffy the three headed dog who is frighteningly alike Cerberus to Fawkes the Phoenix. Children are raised with stories about the Easter bunny, the Tooth fairy and the Yeti. All of these tales and creatures are rooted in Ancient myths and legends and Year 8 are on a journey to explore what they are and where they have come from.</p> <p>This module is being taught at this point in the curriculum as it draws together the different topics studied in Year 7, such as Heracles and the Hydra, Odysseus and the Cyclopes, the Gorgons and the Minotaur and gets students to apply their acquired knowledge onto modern texts. This module will set students up and begin the transition from the Ancient World into the Modern world as they embark on an exploration of modern myths and legends over the coming year.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is a mythical creature? What is a myth? What is a legend?</p>	<p>How are modern mythical creatures similar to Ancient beasts? Why do writers continue to use mythical creatures in their stories? Do all mythical creatures have their roots in Ancient culture?</p>	<p>What characteristics make a convincing mythical creature? Do mythical creatures have to be terrifying?</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>		

		<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>
	<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>