



Subject: Epics and Oracy

Year 8 - Autumn 2 – 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>Every Autumn our skies will be lit with fireworks. While this is partly due to the British celebration of Bonfire Night, it is also because Autumn sees the Dharmic celebration of Diwali light up the skies. What is Diwali and why is it celebrated are two questions Y8 will endeavor to answer over the course of this topic. The story of Diwali is often taught in Primary schools around the country, but always from one point of view. Y8 will rewrite this story to tell it from the differing opinions of each character involved. How will Ravana's version of events differ from Sita's? Only time will tell...</p> <p>This module is being taught at this point in the curriculum as it builds on students' knowledge of Dharmic religions from PRE. It also requires students to apply their knowledge of story writing acquired in English while also calling for some critical thinking in order to explain the story from a different view point to the norm.</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 Diwali? Who celebrates Diwali?</p>	<p>What are the key events in the story of Diwali? How do you weigh up two sides of an argument? What is meant by devil's advocate?</p>	<p>Are there really two sides to every story? How could Ravana's actions be justified?</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>