



### Subject: Epics and Oracy

### Year 8 – Spring 1 – Who won the race?

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>Who would win a race out of a pig and a dragon? Or a rat and a snake? Or even a dog and a horse? The Jade Emperor sought to answer this question in order to decide who the years of his new calendar, the Zodiac calendar, should be named after. Students will discover the tricks and strategies the animals employed in their bid to win the race and secure the prize. The Great Race is said to be the most important race in Ancient Chinese history and yet it was never commentated on. Our students will follow in the footsteps of many sports commentators in order to describe the excitement of the race playing out in front of them.</p> <p>This module is being taught at this point to draw on the students knowledge of sports they have acquired having had a full year of PE lessons. It will also require them to draw on different vocal strategies they have learned in Music and Drama in order to create peaks and troughs of excitement</p>		
	Critical	Core	Pinnacle
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What was the Great Race? Who won the Great Race? What is sports commentary?</p>	<p>Why did the Great Race take place? Which animal won the Great Race and why? What vocal techniques are appropriate for a sports commentary?</p>	<p>How else could the Jade Emperor have decided the names of the years? Was the Great Race fair? Should the dragon have special considerations?</p>
<p><b>The Key Skills/ Techniques</b></p>	<p><b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b></p>		
	<p><b>Skill/Technique</b></p>	<p><b>How will this skill be developed?</b></p>	
	<p><b>Physical oracy</b> (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><b>Linguistic oracy</b> (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><b>Cognitive oracy</b> (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><b>Social and emotional oracy</b> (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>