Ravens Wood School
KS3 Curriculum Plan

Subject: Epics and Oracy

Year 8 – Spring 2 – Why is there a hare in the moon?

Overarching Topic:	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	Have you ever looked up into the night sky and thought you saw a face in the moon? Have you ever heard the moon is made of cheese or that a little man sits atop of it? According to the Buddhist story of the Hare in the Moon you are mistaken. In this topic Y8 students will analyse the Buddhist tale and discover why it is believed that there is a hare in the moon. They'll consider the advantages and disadvantages of philanthropy and whether or not acting selflessly is always the most moral action. By the end of the topic students will have planned and filmed their own short charity donation video focusing on world hunger to echo the moral of the story behind the Hare in the Moon. This module is being taught at this point to build upon students' study of ethical dilemmas and moral decisions they would have previously completed as part of PRE.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	What is poverty? What is happiness? What happens in the story of the Hare and the Moon?	What is poverty like in our world? How can we bring about happiness? How can we use our language and voice to persuade people to support a charity?	Are Utilitarians correct in thinking that moral actions should maximize happiness? Is equality of outcome desirable in our society?

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.