Ravens Wood School
KS3 Curriculum Plan

Subject: Epics and Oracy

Year 8 – Summer 1 – Is the female of the species more deadly than the male?

Overarching Topic:	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	Historically war has been a man's world, but that does not mean women haven't included themselves in any way possible. Boudicca, Queen Nanny and Hua Mulan are all examples of women who had to fight, either physically or against social stereotypes. In 2019, the British government amended the law so that female soldiers could fight in all specialist units of the army including the SAS and SBS. Was this a good decision? Over this topic Y8 will discuss and debate the advantages and disadvantages of gender equality within the military, tying together all their opinions in a parliamentary debate. This module is being taught at this point as it draws upon their knowledge of the English civil war and role of parliament as well as the suffragette movement from their History lessons. In addition, it draws upon the five British values they have learnt across Ready to Learn, assembly and PSHE as they conduct a parliamentary debate focusing on individual liberty and tolerance.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	What is an army? What is androgyny? What is parliament?	Why were women not allowed to fight in the army? How do MPs speak in the House of Common? Which language and vocal techniques are appropriate for a parliamentary debate?	Is the female of the species more deadly than the male? Is war necessary? Should we all be pacifists?

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.