Ravens Wood School
KS3 Curriculum Plan

Subject: Epics and Oracy

Overarching Topic:	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	Over the course of studying Oracy and Epics our students will have been exposed to a wide variety of epics from the ancient world and from around the world. Now is their opportunity to challenge the stories of some of the most famous bards as they have the opportunity to employ their full imagination into writing and telling their own myth. Students will perform their myth in front of their classmates as Homer would have performed in front of Greek citizens; capturing their audience with the twists and turns of their tales. This module is being taught at this point as it draws together all of the content and skills students have acquired from the past two years of Oracy and Epics.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	What is a plot? What is a myth?	How can I use a climax to add a change of pace to my epic? Which language should I use when telling my epic? How should I use my voice to engage my audience?	Will we have ever told enough stories? Is non-Fiction superior to fiction?

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.