



Subject: English	Year Group: 7	Unit: Myths & Legends
Unit objectives: (NC Statements) The students will explore what Myths and Legends are through a range of culturally diverse/ rich narratives.		

## Context for study: Historical context of Myths & Legends.

Year 7 students will be stimulated by a range of Myths and Legends. Students will acquire cultural awareness through the inclusion of *Polynesian, Hawaiian, Aboriginal and Western African Myths/ Legends, to name but a few. The inclusion of links with popular culture and artwork will also enrich their understanding. They will begin to explore their narrative voice, build skills in selecting evidence, interpreting the evidence, and considering language and structural methods. As Year 7s, this will lay the foundations of core skills required for Year 8-beyond.*

In the WMAT primaries, students learn about the Ancient Greek Myths in Year 5, so this content knowledge is recapped and built on throughout the unit, with opportunities for recall and extension. Students also, through Years 1-6, during Term 1, look at writing, sensory descriptions, and using varied vocabulary within their work; this procedural knowledge is built on during this unit. In Year 6, they learn specifically the procedural knowledge around writing from a picture stimulus. This forms their assessment at the end of the Myths and Legends unit.

## Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

Understand the **difference between a Myth and a Legend** and be able to apply this knowledge to those that we study.

Students can identify the **conventions of Myths & Legends**.

Studying **King Arthur** and identifying if it is a Myth or Legend?

All Myths & Legends are mapped on a **classroom Map to increase geographical awareness**.

Students acquire key vocabulary such as **'Odyssey' using Vocabulary Sheets** which explore a range of tasks connected to the practical application of this word and looking at a visual recall to embed.

**Whole class reading** is established in the form of **strategies such as 'Banana Reading'**, where key words are replaced with the word 'Banana'. Students need to make a list of the missing words. This will reinforce **comprehension and teach active focus**.

Students will explore the **narrative 'Odysseus'** and answer the question 'Was he a hero?'.

**Extract based analysis of characters such as 'Odysseus'** support the formation of **opinions and skills of deduction**.

Understand the qualities of a **'Hubristic'** character and how these relate to **Medusa**.

Understand the narrative **'Medusa'** and how she may be viewed as **'Hubristic'**. Students then form a piece of **viewpoint writing using their 'Just Write' books** and a checklist.

Understand **how to form a viewpoint** relating to the character of **Loki** through the exploration of **contrasting texts**.

**Acquire reading skills** such as, **reading for specific information and skim reading**.

Know what the term **'Archetypical'** means and how this relates the SOW.

Understanding how to **classify words** and use them effectively within a written response, e.g., **Connectives**

## The Warriner School Subject Curriculum Map

Knowing how to **compare viewpoints** presented in **different sources** on **Loki**.  
Using Example responses & a success criteria to support **comparative writing**.  
Understand how to establish a **narrative voice** and why this is important.  
Know how to form **a first-person narrative** based on being the victim of **'The Mare'**.  
Knowing how to apply understanding of classwork to complete **extended creative writing tasks in the 'Just Write' books**.  
Understand the **difference between Language and Structure**.  
Know how to **acquire the skills to identify Language and structural techniques** in the narrative **'The Morrigan'**.  
Understand **what analyse means** and apply this to the poem 'The Morrigan'.  
To complete **free writing** tasks thematically linked to the lesson content.  
Understand how to use **Language and Structure for effect** in **crafting a poem** about 'The Morrigan'.  
To understand **Polynesian and Hawaiian mythology**, focusing on 'The Maui'.  
Understand what **'Demigod'** means and how this applies to 'The Maui'.  
Understanding **how films subvert the presentation of Myths and Legends** and the **rationale** behind this.  
Knowing **what a summary is** and **how to form one** based around, How and why do you think that Disney changed the story of Maui?  
Understanding **what a 'Creation Story' is** and how they explore **morality**.  
Acquiring the knowledge that Creation stories are **culturally specific**.  
Understanding the term **'Creationism'** and applying this to various creation stories.  
Creating a new world based on an understanding of the creation stories read and exploring what objects/ things you would create first and why.  
Understanding the importance of **'Active Recall'** through various tasks to enable students to reflect on what they have learnt.  
Know how to **creatively craft a story** inspired by the **African Bushman myth**.  
Understanding the **gender roles** within **Aboriginal Mythology 'The Primal Sisters'**.  
Knowing how to **form an opinion** which is well-informed regarding **gender differences and preconceptions**.  
Understanding how to **read for specific information and make inferences** based around who holds the power in 'The Primal Sisters'.  
Understanding **cultural differences** where women are regarded as more important than men for cultural reasons.  
Knowing how to identify **gender** cultural differences within various clips.  
Understanding how to **extract moral lessons** from the **Myth of Anansi** in written and visual form.  
Knowing how to **form a summary** which focuses on identify the **moral of the narrative** and exploring the importance of this.  
Understanding **culture views of death and the afterlife** with reference to **Isis and Osiris**.  
Understanding **what a quote is**.  
Knowing **how to extract information** from the text of Isis and Osiris and use this within a written response.  
Understanding **key vocabulary 'Allusion'** and completing a vocabulary sheet with various tasks.  
Knowing what and **'Allusion' is and how this relates to Greek Mythology**.  
Understanding how to **rewrite a Greek Myth**.  
Securing an understanding of **Mythical Greece**.  
Knowing how to employ a **range of key writing skills & applying these to the assessment**.  
Review understanding in completion of the **'Know-It'**.

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<p><b><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></b></p> <p>A misapprehension that the Myths/ Legends portrayed in films are factually accurate.</p> <p>Misunderstanding of various cultural/ religious beliefs.</p> <p>Some students may be sensitive in terms of discussion around Gender/The Mare.</p> <p>Clear and targeted discussion of the Myths/ Legends and morals lessons which may be present.</p> <p>Modelled reading by the teacher.</p>	<p><b><u>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></b></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of the Myths &amp; Legends – modelled reading with various engaging strategies.</p> <p>Supporting discussions based around religion, different cultures, gender, and race.</p> <p>Explicit focus on answering questions in full sentences, employing evidence from the texts.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> <p>Expanded success criteria used to support final assessment which is approached in stages.</p>
<p><b><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></b></p> <p>Assessment of understanding – Creative Writing.</p> <p><b><u>“Select a Myth &amp; retell it from a modern perspective”</u></b></p> <p>Students will: demonstrate their skills in recalling Myths/ Legends studied and crafting a modern-day version which can be inspired by Percy Jackson by Rick Riordan.</p>	