



Scheme of Learning:	Key Stage 3 Unit Overview for Year 7 Unit 6: Myths and Legends
Learning outcome	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Knowledge of myths and legends from a range of cultures • Identification of writers' methods – linguistic, literary and structural • Understanding of effects of writer's methods on the reader • Knowledge of spoken language skills • Understanding of how to use paralinguistic features to engage the audience <p>Skill set:</p> <ul style="list-style-type: none"> • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task, reader and purpose • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Vary sentences for clarity and effect • Select appropriate and effective vocabulary • Write with technical accuracy of syntax, punctuation and spelling • Present challenging ideas in a presentation of an original myth • Organise and structure a presentation clearly and appropriately to meet the needs of the audience
Key Question	<p>How do I use effective writing and spoken language features in my own myth/legend to entertain and engage my audience?</p>
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of myths and legends from a range of cultures • Identification of writers' methods – linguistic, literary and structural • Understanding of effects of writer's methods on the reader • Knowledge of spoken language skills • Understanding of how to use paralinguistic features to engage the audience <p>Skills:</p> <ul style="list-style-type: none"> • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task, reader and purpose • Organise and present whole texts effectively, sequencing and structuring information, ideas and events



	<ul style="list-style-type: none"> • Vary sentences for clarity and effect • Select appropriate and effective vocabulary • Write with technical accuracy of syntax, punctuation and spelling • Present challenging ideas in a presentation of a myth or legend • Organise and structure a presentation clearly and appropriately to meet the needs of the audience <p>Key Terminology: legends myths quests stereotypes conventions sagas hierarchy gallantry revenge retribution epics evocative</p>
Ongoing Assessment	<p>Assessment: Present your own myth.</p> <ul style="list-style-type: none"> • Assessment throughout: use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation. • Live marking of practice myths/descriptions in class using visualiser and/or MS Teams • Marked verbal presentation of an original myth or legend <p>Key misconceptions:</p> <ul style="list-style-type: none"> • Confusion between the terms ‘myth’ and ‘legend’ • That all myths/legends are British or come from certain countries • That the heroes in myths/legends are always male



	Homework: <ul style="list-style-type: none"> • Research a myth or legend • Learning key terms and spellings • Creating interesting characters and settings • Myth paragraph planning • Writing your own myth or legend • Practise presenting your myth or legend
Final Assessment	How will we know that pupils can answer the key question? <ul style="list-style-type: none"> • Marked spoken assessment – telling a story that is marked using Pass/Merit/Distinction grading criteria
Clear sequencing of content	Sequencing: <ol style="list-style-type: none"> 1. Introduction to myths and legends – to introduce the features and conventions of a myth and legend. 2. Introduction to characterisation – to examine how a writer uses language to present character in a myth or legend. 3. Monsters – to analyse writers’ presentation of a monster, e.g. a chimera. 4. Heroes – to examine how a female hero is presented in a legend. 5. Greek myths – to examine authors’ presentations of the Minotaur. 6. Icarus and Daedalus – to analyse a writer uses language to affect the reader. 7. Settings - to analyse how the writer uses descriptive language to affect the reader. To evaluate how we can improve our own descriptive writing. 8. Odysseus and Cyclops – to describe how the characters are portrayed in the story of Odysseus and the Cyclops. 9. The hero’s journey - To understand how structure can help us analyse texts. To identify the 12 stages of the Hero’s Journey and understand how it can impact on a reader. 10. Aborigine myths and legends - to understand the significance of dreamtime in Aborigine cultures. 11. Indian myths and legends - To evaluate how heroes are designed to make us empathise with them, e.g. in the story of Shravan Kumar. 12. Commas – To understand how to improve writing using commas. 13. Beginnings and Endings – to understand how to write an effective beginning and ending of a myth. 14. Assessment planning. 15. Assessment presentations.



	<p>Key themes/ concepts</p> <ul style="list-style-type: none"> • A hero's journey • Good versus evil • Struggle and adversity • Courage and resilience <p>How does this unit help students access future learning?</p> <ul style="list-style-type: none"> • As a spoken language unit, students will be introduced to oration and how to use paralinguistic skills effectively. These skills will be developed in the Year 8 Speeches unit and the Year 9 Satire and Comedy unit. • Students' descriptive and narrative writing skills will be developed in Year 8 when studying novels in future.
Links to Careers	<ul style="list-style-type: none"> • Oratory skills are invaluable skills to have in various professions including politics, law and teaching. • The skills needed in a dramatic reading/telling of a story will be helpful in a career in the performing arts. • The ability to be creative in prose writing is helpful in any career involving written communication, e.g. writer, journalist.
Diversity and Inclusion	<ul style="list-style-type: none"> • Students will be introduced to myths and legends from diverse cultures including Indian and Aborigine cultures. • The unit will challenge the stereotype that all heroes in myths and legends are male throughout the examination of female heroes such as Boudica.
Additional Support	<ul style="list-style-type: none"> • Students are provided with an outline Scheme of Work sheet which includes definitions of key terms. • Key learning resources can also be found on SharePoint.
Challenge	<ul style="list-style-type: none"> • All student books contain a recommended reading list. • All students are encouraged to complete the '13 by 13' reading challenge. • Spelling lists contain some ambitious vocabulary that students are encouraged to use in their written work. • Extracurricular creative writing club <i>Wordsmiths</i> stretches and challenges students to write imaginatively. • Students will be invited to Help Club where it is felt that they may benefit from extra support.