



Key Stage Three English - Unit Overview

Year 7 – Spring term

Enrichment – *Myths legends and biblical allusions*

- Resourcing – available in J:Drive – created by WA



<p>Unit rationale</p>	<p>This Enrichment scheme of work focuses on a range of texts, translations and stories from Greek mythology to biblical allusions. The aim of this unit is to develop the cultural capital of all students and to ensure they can access the challenging texts they will come to study.</p> <p><u>1. Extending core reading strategies (Reciprocal reading)</u></p> <ul style="list-style-type: none"> - To develop questioning and prediction skills by making inferences. - To show an understanding of the relationships between texts. - To understand how to summarise and gather precise information. - To develop a range of cognitive skills through a range of texts primarily explored through reading and discussion. - To record information clearly and identify changes in language. <p><u>2. Developing personal response.</u></p> <ul style="list-style-type: none"> - To develop retrieval skills and ensure students are selecting judicious quotes from the given text. - Responding critically to texts with an informed personal response. <p><u>3. Building cultural capital</u></p> <ul style="list-style-type: none"> - To encourage students to make connections between ideas and literary texts. - To build on comparative skills using modern interpretations and allusions. <p><u>4.) Writing</u></p> <ul style="list-style-type: none"> - To consolidate prior skills by producing a creative response. - To practise writing in a variety of writing forms (fiction and non-fiction). - Creating character and setting through applied knowledge. 	
<p>Assessment (this unit's outcome IS NOT formally assessed)</p>	<p><u>Unit outcome:</u></p> <p><u>Warm task-</u> Creative writing response.</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to

	<p>Aim: To allow pupils to display the key knowledge and skills they have focused on throughout the unit.</p> <p>Pupils are given the chance to rewrite/retell one of the myths studied throughout the unit. Students will use abstraction to think of a way to modernise the myth making it more relatable to a modern reader.</p>	<p>self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis in line with school procedures</p> <ul style="list-style-type: none"> • Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently.
<p>Core knowledge</p>	<p>1.) Summarising and clarifying information</p> <ul style="list-style-type: none"> - Developing skimming and scanning skills through modelling. - Selecting judicious quotes - Making predictions <p>2.) Recognising allusions in other texts</p> <p>3.) To understand alternative viewpoints and interpretations</p> <p>4.) To develop evaluative skills through comparison of texts and ideas.</p>	
<p>Core skills</p>	<p>A focus on applying knowledge across the unit.</p> <ul style="list-style-type: none"> - Application of 'core reading strategies' independently – beginning to develop retrieval skills by selecting precise evidence. - Experiment with 'writing skills' in a variety of forms with opportunities to draft and redraft work. 	
<p>Texts to explore</p>	<ul style="list-style-type: none"> • 'Pandora's Box' • 'Theseus and the Minotaur' • 'Odysseus and Cyclops' • 'Daedalus and Icarus' • 'Perseus' • 'Medusa' • 'Adam and Eve' • 'Cain and Abel' • 'Noah's Ark' 	
<p>Key questions for the unit</p>	<ul style="list-style-type: none"> • What is a myth? • What is an allusion? • What is an origin story? • What is the didactic message of the myth? • What did people believe in? How has this evolved? 	

	<ul style="list-style-type: none"> • How are ideas from these texts incorporated within other texts? 	
Key vocabulary	1. Tier Two vocabulary: <ol style="list-style-type: none"> 1. Fable 2. Allusion 3. Temptation 4. Hubris 5. Tyrant 6. Perspective 7. Omniscient 8. Avenge 9. Excessive 10. Fate 	2. Unit terminology: <ol style="list-style-type: none"> 1.) Allegory 2.) Juxtaposition 3.) Imagery 4.) Simile 5.) Metaphor 6.) Personification 7.) Climax 8.) Epic poem 9.) Protagonist 10.) Antagonist
Homework opportunities	<ul style="list-style-type: none"> • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary. • List of books covered for students to read to consolidate their knowledge. 	
Wider English curriculum links	1. Reading <ul style="list-style-type: none"> - Provides pupils with an introduction to key ideas and allusions to consolidate their knowledge and allow them to access more challenging texts. The unit links provides a foundation of knowledge for their main unit of Frankenstein, Macbeth (Y8), Their study of Jekyll and Hyde (GCSE Y10) with a focus on duality and conflict poetry (Y10 GCSE). Ultimately, the unit allows pupils to develop reading strategies to access allusions in future texts. 2. Writing <ul style="list-style-type: none"> - Provides pupils with opportunities to explore different and creative interpretations through a modern lens. - Opportunities for students to apply their knowledge of the topic and use it within different forms of writing – creative and transactional writing. 	