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**Knowledge Rich Curriculum Plan**

English – Unit 1 Myths – Heroes and Villains

Year 7



| **Unit 1: Heroes, Villains, Myths and Monsters** |  |  |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Wider Curriculum Links** | **Assessment** |
| **What is a Myth?** | * We tell stories for three reasons:  1. Entertainment 2. Education 3. Connection  * We record stories in two ways:  1. We write them down exactly as they are told and then read them to absorb their contents. 2. Stories are passed down through the oral tradition. These stories have slight variations but the core essence remains.  * A Myth is a story used to teach people about something important and meaningful. * The word myth comes from the Greek word 'Mythos' a speech (so a tale that was told verbally) * Greek Myths are significant in terms of their influence on the literature that followed them. * There are four different kinds of myth:  1. Golden Age: gives hope that there are great leaders who will improve their lives. 2. Hero’s quest: serve as a model for young people to follow as they accept adult responsibilities. 3. Lost paradise: gives hope that by living a virtuous life they can earn a better life in the hereafter. 4. Reassure: explain natural phenomena as the actions of gods, rather than the unpredictable nature. | Tier 3:  **Myth**: a traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings and events.  The word ‘myth’ comes from the Greek word mythos meaning anything delivered by word of mouth.  **Transformations:**  Myth – noun  Mythology – abstract noun  Mythic – adjective  Mythical – adjective | Stories are an account of imaginary or real people and events told for entertainment.  Pupils would have studied myths in year3/4 and again in year 5/6.  Greece is in Europe | > Myths are key literary knowledge.  > Myths are often didactic – key preparation for Blood Brothers, An Inspector Calls, Oliver Twist, Clockwork.  >Myths have a huge impact on our society and culture and are referenced in stories such as The Hunger Games in Year 8. | **Prior knowledge:**   1. **A story is** an account of imaginary or real people and events told for entertainment, education or connection. 2. **I like the story . . . because . . .** 3. **Myths are** stories used to teach people about something important and meaningful. 4. **A famous myth I know is** . . .. 5. **The word ‘myth’ makes me think of** something which is made up and includes strange creatures or superhuman abilities.   **CCQ**: complete the following sentences.   1. **One reason we might tell stories is to** educate ourselves about the world around us **because** they pass down knowledge from generation to generation. 2. **The oral tradition is when stories are passed on by** telling people the story and they then share it with someone else. 3. **One downside of the oral tradition is** stories can be forgotten, lost and changed. 4. **Something which makes them easier to recall is** when the same words are repeated often.   Quizlet vocabulary test  Homework task |
| **The hero’s journey** | * Capital letters are used at the start of sentences and for proper nouns (names of people, places and titles.) * Full stops need to be used at the end of sentences. * There are common patterns running through hero myths and stories from around the world – this is called the Monomyth *(it might be useful to discuss the prefix mono)* * The Hero’s journey consists of: * The call to adventure: the hero receives a challenge which will take them away from their ordinary life. * Into the unknown: the hero enters a world filled with supernatural creatures, breath-taking sights and the constant threat of death. * Trials and tests: a series of obstacles strengthen the hero and prepare them for the final challenge. * The final challenge: the hero confronts their greatest fear and their journey reaches its peak. * Reward and return: success is life-changing, they have changed their original world and also grown in spirit and strength. | Tier2:  **Hero**: a person who is admired by many people for doing something brave or good.  **Transformations:**  Hero – noun  Heroic- adjective  Heroically – adverb  Heroics – noun | Rules for capital letters and full stops.  Myths are stories passed down through the oral tradition. | >We study many stories that mirror or subvert the hero’s journey. Including Oliver Twist, Clockwork, Long Way Down, The Hunger Games and Macbeth. >Symbolism is a key literary concept that students must understand for their further academic study. Particularly in KS4 with Macbeth.  > Morality plays are studied in KS4 with An Inspector Calls. Moral judgement also present in Long Way Down and Hunger Games. | **Knowledge retrieval:** True or false   1. F – Myths may have factual origins, while others are completely fictional. 2. T 3. F – Myths can be from many cultures. 4. T 5. F – The word ‘myth’ comes from the Greek word for ‘speech’.   **Prior knowledge** – capital letters and full stops.   1. The Greek god Zeus was known for his thunderbolt and was considered the ruler of the gods. 2. According to Norse mythology, the world tree Yggdrasil connected the nine realms of the Norse cosmos. 3. In Egyptian mythology, Isis was a powerful goddess who was associated with motherhood and magic. 4. The legendary creature, the minotaur, lived in a labyrinth on the island of Crete, 5. In Hindu mythology, the god Shiva Is often depicted with a third eye, which symbolises his knowledge and insight.   **CCQ**: **We use capital letters when** starting a sentence, when writing proper nouns, titles of books, films and songs and for days of the week, months and holidays.  **CCQ**: How does the Hero’s journey feature in stories we know?  Pupils to mind map books which they have read at home or at school.  **CCQ**: **I think the Hero’s journey is still so heavily used today in modern stories because** it includes archetypal (a typical example) characters such as heroes and villains and shows that change is possible for everyone.  Quizlet vocabulary test  Homework task |
| **The Greek Gods** | * The most popular Greek stories are based around the Titans and Olympians who were said to live on Mount Olympus. * These powerful Gods watched over the Earth and intervened when they saw fit. * Zeus was the king of the gods and the god of the sky and thunder. * Poseidon was the god of the sea and earthquakes. He could cause and calm storms. * There are many complex but crucial family connections. Reasons include: * Hierarchy and power dynamics: this often leads to conflicts and struggles for power among the gods. * Divine lineage: this defines their attributes, powers and domains. * Interactions and relationships: these relationships can be supportive or antagonistic. * Themes of fate and destiny: prophecies and predictions revolve around familial relationships. * Symbolism and moral lessons: many myths explore themes of loyalty, betrayal, love, jealous and conflict. * A fragment is an incomplete sentence. |  | Myths are traditional stories, concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings and events.  A sentence is a group of words which make sense by itself. It start with a capital letter and ends with a full stop, question mark or exclamation mark. | References made to other Greek Gods in literature studied throughout KS3 and KS4. | **Knowledge retrieval: complete the sentences (pupils are also expected to use capital letters and full stops correctly)**   1. **To be heroic means** you have done something which is brave. 2. **The Hero’s Journey is** stages that all hero-quests go through. 3. **‘The Call to Adventure involves** receiving a challenge which will take them away from their ordinary life. 4. **The word ‘myth’ comes from the Greek word** ‘mythos’. 5. **Heroically, James** entered the burning building.   **CCQ:** Can you think of any books, films. TV shows or games that mention or use the Greek gods? (Remind pupils to use capital letters)  Percy Jackson,  **CCQ**: Find the fragments.   1. The loud thunder boomed. **Complete** 2. Rises majestically. **Fragment** 3. Zeus demanded respect and obedience. **Complete** 4. Themes of fate and destiny. **Fragment** 5. Family ties and a desire for power and control. **Fragment** 6. He bellowed. **Complete** 7. Because of the weather. **Fragment** 8. He saw a flash of lightning. **Complete** 9. Zeus shouted. **Complete** 10. High amidst the clouds. **Fragment** 11. The dark, rainy ominous sky. **Fragment** 12. Glistening like diamond dust under the radiant sun. **Fragment**   **CCQ:** Change the following fragments to complete sentences   1. **His piercing eyes** caught everyone’s attention. 2. The hero **faced the greatest challenge.** 3. Alice learnt many things on her journey **because she returned a changed person.** 4. **The heroes’ journey** was filled with danger and the threat of death. 5. Searching for the truth he travelled **across the world.** 6. Myths come from many countries around the world **such as Greece, Africa and Japan.** 7. Heroically, they sailed **across the vast sea.** 8. The young girl, who had defeated many mythical beasts, was **presented as the supreme ruler.** 9. Myths are stories that explain the origins of the world, **influencing countless generations.** 10. Displaying heroic qualities, he was **armed with his mighty sword and fearless heart**.   Quizlet vocabulary test  Homework task |
| **Theseus and the minotaur** | * In the story of Theseus and the Minotaur, a Prince from the city of Athens in Greece, travels by sea to another city, Crete, to fight a minotaur. * A minotaur is a mystical creature that is half-man, half-bull. * The Minotaur was fed with human sacrifices, sent from Athens as part of a cruel tribute to King Minos of Crete. * Theseus, a courageous hero from Athens, volunteers to end the terrible human sacrifices to the Minotaur on the island of Crete and travels to Crete determined to defeat the fearsome Minotaur. * Princess Ariadne, King Minos’ daughter, falls in love with Theseus and helps him by giving him a ball of thread to navigate the labyrinth. * Theseus enters the **labyrinth** **and** follows the thread's path to find the Minotaur deep within the maze. * A fierce battle takes place between Theseus and the Minotaur, and Theseus emerges victorious. * Using the thread once again, Theseus finds his way back out of the labyrinth. * Ariadne begs to go back with Theseus, he agrees but then leaves her on an island. * On the journey back to Athens, Theseus forgets to change the ship's sails to white, causing his father, King Aegeus, to believe he failed |  | Sentences begin with a capital letters and end with a full stop.  Proper nouns need to have a capital letter.  Fragments are incomplete sentences.  There are different stages in the Hero’s journey – The call to adventure, into the unknown, trials and tests, the final challenge, reward and return. | >The Hunger Games.  Katniss sacrifices herself as tribute in place of her sister Prim.  > The tributes of The Hunger Games have been inspired by the tributes of Athens. | **Knowledge retrieval: correctly punctate the sentences below.**   1. **H**e cried**,** but **he defeated the beast.** 2. **Joe** scowled at the king**.** 3. **Z**eus was the king of the gods in **G**reek mythology**.** 4. **T**hunder and lightning **filled the sky, announcing the storm’s arrival.** 5. **T**he courageous and brave hero **heroically faced every challenge which came his way.**   Other words which contain the root word ‘taur’.  Taurus – zodiac sign represented by the bull.  Taurine – amino acid found in animal tissue commonly used in energy drinks.  Centaur – mythical beast which is half man, half-horse  The following words don’t have a root meaning but include ‘taur’:  Restaurant  **CCQ**: How does this story fit into the Hero’s journey?  **The call to adventure:** Theseus offers himself as a tribute because he was angry about other people sacrificing themselves.  **Into the unknown**: Ariadne gives him the ball of string as he enters the labyrinth.  **Trials and test**: The labyrinth is pitch black and he can’t see where he is going.  **The final challenge**: Theseus fights the minotaur and kills it.  **Reward and return:** Theseus returns home, however, he is punished by the gods for how he treated Ariadne.  Quizlet vocabulary test  Homework task |
| **Theseus and the Minotaur – descriptive writing** | * Writers use different arrangements of words and phrases to create meaning. * Different sentence structures are used to convey meaning, evoke emotions, maintain reader engagement and emphasise certain ideas. * Who?+what?+’and’ what? * Three short actions * 2xwhen (quickly)   **Emphasis should be placed on planning in detail at word level.** |  | Proper noun – a word that is the specific name of a person, place or thing. This word is always capitalised.  Adjective – a word used to describe a noun.  Adverb – a word used to express time, manner or place.  Verb – a doing or action word.  Abstract noun – a word that names an emotion, feeling or quality.  Common noun – a word that describes a class of objects and does not have a capital letter. | Descriptive writing skills are needed through KS3 and KS4. Pupils also need to be able to identify basic word classes for language analysis | **Prior knowledge: matchup the word class to the definition**   1. Proper noun – a word that is the specific name of a person, place or thing. This word is always capitalised. 2. Adjective – a word used to describe a noun. 3. Adverb – a word used to express time, manner or place. 4. Verb – a doing or action word. 5. Abstract noun – a word that names an emotion, feeling or quality. 6. Common noun – a word that describes a class of objects and does not have a capital letter.   Write an example of each word class   1. Theseus, Athens 2. Brave 3. Cautiously 4. Charged 5. Courage 6. String   Mind map the picture:   |  |  |  | | --- | --- | --- | | **Adjectives** | **Common nouns** | **Verbs** | | Fierce  Terrifying  Monstrous  Powerful  Beastly  Mighty  Ferocious  Horrifying  Enormous  Brutal | Monster  Creature  Horns  Maze  Fur  Snout | Roaring  Grunting  Roaming  Hunting  Devouring | | **Adverbs** | **Abstract nouns** |  | | Fiercely  Menacingly  Powerfully  Savagely  Fearlessly | Fear  Dread  Horror |  |   Quizlet vocabulary test  Homework task |
| **Rewriting Theseus** | * There are typical characteristics of a hero such as: * Having royal or divine parents * A connection or ability to interact with the gods * They go on journey or quest * Complete heroic deeds * Acts of strength (moral and physical) * Defeat mythical creatures sometimes seek glory or fame * Unafraid of death * Because, but, so allow us to explain our ideas in detail. * Because – explain a reason behind on opinion or idea. The answer must tell us why. * But – consider an opposite opinion or idea. There is a comma before because. * So – cause and effect and what might follow from an idea. Answer so what? There is a comma before so. * Many writers draw inspiration from myths and incorporate modern twists into their works. * One common technique is to take mythological characters or stories and adapt them to the present day. | T2:  **virtuous** – having or showing high moral standards  **Synonyms**: honest, honourable, righteous, noble  **Antonyms**: dishonest, sinful, wicked | A hero is a person who is admired by many people for doing something brave or good.  How to use the vocabulary already taught:  Myth – noun  Mythology – abstract noun  Mythic – adjective  Mythical – adjective  Hero – noun  Heroic- adjective  Heroically – adverb  Heroics – noun | >Heroic characteristics discussed in Clockwork, Hunger Games, Macbeth. | **Knowledge retrieval: MCQ**   1. The Athenian tributes 2. Kill the minotaur 3. She gives him tools which will help him out of the labyrinth 4. He sliced its throat 5. He abandons her so he doesn’t have to marry her. 6. Ensures the king kills himself when Theseus fails to raise white sails.   **CCQ**: Can you think of any heroes? What are the qualities that make them heroic?  Examples may include: Harry Potter, Superman, Hercules,  **CCQ**: How could Theseus be considered a hero?  **Theseus could be considered a hero because** he sacrificed himself as tribute. He also navigated the labyrinth and killed the minotaur.  **BBS sentences:**  **Theseus is a heroic character because** of his bravery and determination when facing the minotaur in the labyrinth.  **Theseus is a heroic character, but** he didn’t act like a hero when he abandoned Ariadne when returning to Athens.  **Theseus is a heroic character, so** his story has been told for thousands of years.  **Big write**: write a section of the story as a modern-day version.  Examples are in the saved work folder on the MDrive.  **Model:**  In the **bustling** city of Stella Nova Falls, where **towering** skyscrapers touched the clouds and people buzzed around with their gadgets, lived a **young** teenager named Theseus. He was known for his **courage**, quick thinking and love for solving puzzles. Theseus was always up for a challenge, and his favourite pastime was exploring the virtual world of video games.  One day, news broke out about a **mysterious and dangerous** virtual maze called the "Labyrinth of Technology." It was a virtual reality game created by a **brilliant** yet **wicked** game developer named King Minos. Rumours spread that once players entered the labyrinth, they could never escape unless they reached the **elusive** "Core" hidden deep within the virtual world.  Theseus couldn't resist the the challenge. With determination in his heart, he decided to enter the Labyrinth of Technology to save the players who were trapped inside by the cunning game developer.  As Theseus donned his virtual reality headset and stepped into the labyrinth, he was greeted by a world like no other. Neon lights illuminated the dark corners, and the maze seemed to twist and turn endlessly. The challenges that awaited him were unlike anything he had ever faced in a video game before.  **Heroically**, armed with his virtual sword and shield, Theseus navigated through the virtual maze, encountering all sorts of technological wonders and terrors. He faced pixelated monsters that roared with realistic sound effects, and he outsmarted tricky puzzles that required a keen eye and quick reflexes.  As he progressed deeper into the labyrinth, he came across other players who were trapped, their virtual avatars filled with despair. Theseus vowed to help them, guiding them to safety and inspiring them not to give up. Together, they formed a virtual alliance, united in their quest to reach the Core and defeat King Minos.  In one particularly challenging level, Theseus faced a virtual **mythical** dragon that breathed fire and could only be defeated by cracking a complex code. With his intelligence and programming skills, Theseus deciphered the code, and the dragon disappeared in a cloud of virtual smoke.  Finally, after overcoming countless obstacles, Theseus and his allies reached the heart of the Labyrinth of Technology—the Core. But King Minos wasn't going to give up without a fight.  Theseus confronted King Minos in a final epic virtual duel. He used his quick reflexes to dodge the attacks and his problem-solving skills to exploit the game developer's weaknesses. In the end, Theseus emerged victorious, defeating King Minos and shattering the Labyrinth of Technology.  As the virtual maze disintegrated, the trapped players found themselves back in the real world, free at last. Theseus had not only conquered the Labyrinth but also freed the prisoners.  Word of Theseus's heroic deeds spread throughout the city and he became a symbol of hope and bravery as people praised him for his virtuous deed.  **When using a model: discussion of the effect of chosen words. Why have they been used by the writer? What effect is being created? How would a reader respond?**  Quizlet vocabulary test  Homework task |
| **Hades and Persephone** | * The word villain comes from the word 'peasant', a direct contrast to a royal hero * A villain in literature is identified by their selfish destructive actions and typical horrific appearance * Hades fell in love with Persephone and planned to make her the Queen of the Underworld. * Zeus refused Hades request to have Persephone as a bride. * Hades snatches Persephone and takes her to the Underworld. * Demeter, stopped nature’s cycle in revenge for Hades taking her daughter. * A deal was made that Persephone would spend six months with Demeter and six months with Hades. * When Persephone was away it was Autumn and Winter, when Persephone was with her mother it was spring and summer. | Tier 2;  **Villain:** comes from the word farmhand, opposes the hero, a criminal.  **Synonyms:**  Anti-hero, criminal, scoundrel  **Antonyms:**  Hero, heroine  **Transformations:**  Villainous – adjective  Villainy – noun | There are many characteristics of a villain including: being cruel, clever, jealous, immoral, motivated, likable, vengeful,  There are many characteristics of a hero:  Including having royal or divine parents | >Class and villainy discussed in Clockwork, The Tempest, The Hunger Games, Blood Brothers. | **Knowledge retrieval:** Make a list of villainous characters. Why are they villainous? Do they share any similar traits?  **Villains:**  Lord Voldemort  Wicked Witch  The Joker  **Characteristics:**  Malicious, manipulative, selfish, deceitful, greedy, ambitious, intelligent, cunning, intimidating.  **The character of** King Minos **is a villain because** he demanded tributes to sacrifice their lives by fighting the minotaur. **He has villainous characteristics such as** using his power to threaten others weaker than him.  **CCQ**: **A heroic characteristics is royalty because** traditionally royalty where expected to lead and protect their people similar characteristics to heroes. **Whereas the word villain comes from the word peasant implying** negative connotations such as wickedness and immoral behaviour.   |  |  | | --- | --- | | **Hades is a villain** | **Hades is just misunderstood** | | Ruler of the Underworld – associated with death and darkness.  He rebelled against Zeus’ decision.  He abducts Persephone. | Hades genuinely falls in love with Persephone and desires her companionship. His actions, though forceful, may be driven by a deep sense of longing and loneliness in the underworld.  Would ensure a new queen of the underworld who could bring light and life to an otherwise dark and gloomy realm.  Power/family dynamics (The Greek gods lesson)- a response to the tensions with his brothers Zeus and to assert his own authority |   **CCQ:**  **Hades, God of the Underworld, is a villain because** he abducted Persephone against her will and cause Demeter great distress.  **His actions could be seen as villainous, but** Persephone could be seen to bring light and life to the dark and gloomy underworld.  **Hades’ selfish actions caused great distress to Demeter, so** she stopped nature’s annual cycle and humankind would starve to death. |
| **Metaphors** | * The different elements of a metaphor are, the tenor, the vehicle and the ground * A tenor is the subject of a metaphor and its intended meaning. * A vehicle is the source of comparison * A ground is the relationship between the tenor and the vehicle. * Another typical metaphor pattern is to have positives compared to light or height while negatives are compared to dark and lowness. |  | A metaphor is a figure of speech used to describe something as if it where something else.    Hades is a villain as he abducted Persephone.  The Underworld, where Hades lives, is like hell.  Devices such as simile, personification and alliteration. | >Metaphor is an important literary concept that needs to be understood to access the rest of the curriculum. | **Prior knowledge**: identify the figurative devices.   1. Simile 2. Personification 3. Metaphor 4. Adjectives 5. Adverbs/alliteration   **Writers use devices like these in their work because** they enable writers to paint vivid pictures in the reader’s mind.  **CCQ**: Metaphors can help readers better understand and visualise a concept by likening something to another thing. Metaphors can also add beauty by using imaginative comparisons and rich imagery. Metaphors can also add an element of surprise by connecting seemingly unrelated ideas.   |  |  |  |  | | --- | --- | --- | --- | | **Tenor** | Laugh | Eyes | Anger | | **Vehicle** | Song | Darkness | Hot | | **Ground** | Her laugh was a song, filling the air with joyous melodies. | His eyes were pools of darkness filled with unspoken secrets. | His anger was a fire, burning fiercely. | | **Effect** | **Emphasises the beautiful and pleasing sound of her laugh.** | **Eyes are deep, mysterious and intense.** | **Anger is intense, passionate and consuming.** |   **CCQ**: Hades is presented as a sombre and ominous figure, reinforcing his image as a god associated with death and darkness. The metaphor ‘is a veil of darkness’ implies his inescapable darkness which surrounds him.  **CCQ**:  Her smile illuminated the room like a beacon of light.  Lost in the darkness, he was a shadow lingering at the bottom of the world.  What do these metaphors imply about Hades?  1.Tenor – Hades’ eyes draw attention that there is something significant and intense about them.  Vehicle – burning coals. This comparison suggests his eyes have an intense, fiery quality to them.  Depths of darkness reinforces connection to the Underworld.  2.tenor – black cloak implies mystery and authority.  Vehicle – moonless nights are pitch black and evoke a sense of eerie and deep darkness.  Billows around him – conveys movement  **Big write:**  Hades, a mysterious and **mythical** being, ruled over the shadowy depths of the underworld. Billowing around him like a swirling abyss his black cloak is a moonless night. His **wicked and sinful** eyes were burning coals in the depths of darkness.  Snapping impatiently at anyone who crossed his path, his voice commanded respect and fear. His rage was building inside him, constantly simmering beneath the surface, ready to erupt.  In the Underworld’s gloomy chambers, he skilfully weaves a web of secrets. **Dishonest** and villainous he is the ultimate rules of the Underworld.  **Challenge: discussion of the effect of selected vocabulary. Why have they been used by the writer? What effect is being created? How would a reader respond?**  Quizlet vocabulary test  Homework task |
| **Prometheus: The Creation of Man** | * Prometheus created all the living creatures from a mixture of earth and water. * He took inspiration form the immortal gods. * His brother, Epimetheus, gave each creature the qualities needed to survive. * There was nothing left for Man. * Prometheus taught Man how to make tools, build houses, plough fields, grow crops and shared the gift of language. * Man needed fire to bake bread, cook meat, forge tools and heat houses. * Zeus, the father of all gods, guarded the gift of fire and did not want mortals to share the powers of the gods. * Prometheus had the gift or foresight – the ability to predict what will happen or be needed in the future. * Hephaestus gave Prometheus fire and he taught Man how to use it. * Tartarus - the deepest region of the world, the lower of the two parts of the underworld, where the gods locked up their enemies. * Zeus punished Prometheus by chaining him to a mountain. * Prometheus warned that Zeus would fall and he knew how to stop it but would not tell Zeus. * For this, his punishment was increased and he was visited b y a eagle each day who ate his liver. | Tier 3:  **Tragic flaw** – a term used in the context of tragedies or stories with tragic heroes (in which the protagonist incites his or her own downfall.) a wide array of characteristics can transform into tragic flaws when they ultimately lead to death and destruction.  **Synonyms**: vulnerability, hamartia, weakness  **Antonyms:**  Strength, power, perfection | Vocabulary from the scheme:  Myth, hero, virtuous  Zeus was the king of the gods. | >Important myth for the study of Frankenstein in Year 8.  The concept of a tragic flaw is needed across the curriculum especially the study literature texts such as Clockwork, Romeo and Juliet, Macbeth | **Knowledge retrieval:** use the following words in sentences.   1. The tale of Hades ruling the underworld is a **mythical** story passed down through generations in Greek mythology. 2. Theseus was brave and **heroic** when he defeated the Minotaur. 3. Fearlessly, the **virtuous** hero faced the final challenge. 4. King Minos, known for his **villainous** actions, demanded tributes to fight the minotaur. 5. When he deserted Ariadne on his way home, Theseus was not very **honourable.**   **Reading for meaning:**   1. **Prometheus made Man from** a mixture of earth and water. **He took inspiration from** the immortal gods. 2. **Prometheus had the gift of** foresight. **This means** he could predict what would happen or be needed in the future. 3. **The phrase ‘His words were like tiny waves crashing upon a stone cliff’ means** his words were gentle and had minimal impact. They were not forceful enough to influence the listener. 4. **Prometheus’ tragic flaw was** his pride, believing his knew better than the gods and his disobedience. 5. **Zeus punished Prometheus by** chaining him to a rock and having an eagle visit each day his liver. 6. **‘He and his brother, Epimetheus, were tasked with endowing the creatures of earth with gifts.’ Endowing means** providing. 7. **‘Whilst the many paths of the future were seen by him, those involving his own fate were shrouded in shadow.’ The word shrouded means** to cover or conceal form view. 8. **‘He set off to scale Mount Olympus.’ The word scale means** to climb up.   Quizlet vocabulary test  Homework task |
| **Prometheus – writing task** | * There are many ways to start sentences. These include: * Description * Adverbs * Dialogue * Where * Action * Verbs * Estimation of time * Rhetorical question * Simile * We need to plan our writing for many reasons. These include: * Organisation: work will be structured logically and coherently. * Focus: relevant details can be selected keeping work concise and purposeful. * Clarity – vocabulary and imagery can be carefully chosen. * Coherence: * Efficiency: helps writers stay focused and organised. |  | Prometheus stole fire from the gods. He disobeyed Zeus who then punished him by chaining him to rocks. He further punished him for his stubbornness by sending an eagle each day to eat5 his liver.  A hero is a person who is admired by many people for doing something brave and good.  A villain is someone who opposes a hero. They may be immoral, deceitful and ambitious. | >Important myth for the study of Frankenstein in Year 8.  Development of writing skills important across the curriculum | A pupil said ‘Prometheus is not a hero due to his defiance of Zeus's orders.’ To what extent do you agree.   * **Indicative content**: * Heroes are often portrayed as noble, selfless, courageous and willing to help others. * Villains are typically selfish and cause harm to others for their own gain. * Prometheus is depicted as a heroic figure due to his actions, stealing fire from the gods, benefitting Man. * However, Prometheus’s defiance of Zeus cannot be ignored. Prometheus directly challenged Zeus’ authority and went against the gods. * While this might be seen as villainous he acted out of love for humanity.   **CCQ:**  **Where** – On Mount Caucasus, Prometheus was chained to rocks as punishment.  **Estimation of time** – Many months passed and Prometheus taught Man many lessons.  **Action:** Echoing around the mountain, Prometheus screams were a warning to not disobey Zeus.  **CCQ**: It is important to organise our writing because writing will be organised clearly and logically.  **Big write**: write your own version of Prometheus where your protagonist gives a gift to humankind and also has a tragic flaw.  **Gifts could include:**  Tolerance and understanding  Flight  Empathy  Natural medicine and healing  Responsible resource management (environment)  **Tragic flaws could include:**  Recklessness  Impatience  Overprotectiveness  Manipulative  Arrogant  Quizlet vocabulary test  Homework task |
| **What is the origin of sin?** | * Apples are incredibly symbolic and appear in various forms in literature. * Apples appear in many religious and mythological traditions and symbolise fertility, knowledge, temptation, the fall of Man and sin. * In Hindu mythology snakes represent growth and transformation. * The ancient Greeks associated snakes with healing and medicine as they though snake venom had healing properties. * It is important that we consider that different cultures have different meanings for symbols. * God created Adam from clay and told him to eat freely but not from the Tree of the Knowledge of good and evil. * God made him a beautiful garden called Eden to live in. * God created Eve from one of Adam’s ribs * Eve is tempted by a snake to eat an apple from the tree. * God punished them by bringing about the fall of humanity * The serpent is a symbol of all that is evil, in the bible it represents the devil. | Tier 3:  **Symbolism:** the use of symbols to represent ideas or qualities.  **Transformations:**  Symbol – noun  Symbolically – adverb  Symbolise – verb  Symbolising – verb  Symbolic – adjective | The students will need to know how to identify a villain  The students will need to know how to summarise a text | >Important for the discussion of morality and the symbolism in traditional writers such as Shakespeare. Common symbolism of sin in works such as Macbeth.  The use of symbolism is also needed in Long Way Down. | **Knowledge retrieval**: using word classes   1. **Brave, heroic and determined**, Theseus **fearlessly** entered the labyrinth to defeat the minotaur. 2. Hades/ saw Persephone for the first time/ and his heart skipped a beat. 3. Prometheus’ **disobedience** led to Zeus **punishing** him. 4. Zeus, a prominent character in **mythology**, lived on **Mount Olympus.** 5. The minotaur lived in the **heart of darkness** isolated from the rest of Crete.   **CCQ**: Snow White and the Seven Dwarves.  **Symbols**:  Snake: danger, fear, evil, poison  Flowers: life, growth, joy, romance  Birds: freedom (Eagle – power)  Water: life, hope, peace, tranquillity  Light: hope, life, heaven  Dark: depression, evil, sin. Mystery  Up: happy, positive, heaven, enlightened, (balloon – light, floating)  Down: disappointed, negative, hell, heavy, sinking  The colour red: danger, anger, blood, evil (devil)  The colour white: angelic, innocence, purity, angels  The colour black: death, night, abyss, ashes, corruption  **CCQ: I think that snakes represent growth and transformation, in Hindu mythology because** they shed their skin which is likened to the soul leaving the body and taking a new one.  **CCQ: I think it is important that we consider that different cultures have different meanings for symbols because** some symbols may be considered positive in one culture while being perceived negative in another. Understanding these cultural variations is crucial to appreciating the richness and complexity of different cultures and beliefs.  **CCQ**:  **Sometimes the story of Adam and Eve is called ‘The Story of Original Sin’ or ‘The Fall of Man’ this could be because** Eve disobeyed God and he told them they had to leave The Garden of Eden.  **I think the villain of the story is** the serpent **because** it tempts and deceives Eve into eating from the Tree of Knowledge. **Other people may argue that the villain is** Adam and Eve **as** they disobeyed God’s command and brought sin and suffering into the world.  **Many people believe that the story of Adam and Eve reinforces sexism in society because** it portrays Eve as the instigator of sin due to her temptation by the serpent. It portrays women as weak and responsible for the downfall of humanity. Additionally, as Eve was created from Adam’s rib implies her secondary role to man.  Quizlet vocabulary test  Homework task |
| **Describing settings** | * A range of sentence structures can create different effects when writing creatively. * **Zoom in-** where? + where? + where? + who/what? * **Setting –** its + its + its |  | Pupils will need to know the following word classes:  Adjective  Proper noun  Adverb (time, manner and place)  Abstract noun  Verb  Pupils will need to know what the five senses are.  pupils will need to know the sentence structures introduced in earlier lessons. | >Description is a vital skill for further writing in KS3 and KS4. | **Knowledge retrieval:** word classes   1. Adjective: With its **intricate** and **bewildering** passageways, the labyrinth would certainly challenge Theseus’s determination. 2. Proper noun: The vast expanse of the sea that **Theseus** travelled to reach **Crete** was tumultuous. Its relentless waves crashed against his boat **Argo**. 3. Adverb: Mount Olympus **majestically** towers above the surrounding landscape, overlooking the world **below**.   Misconception teaching point: adverbs end in ‘ly’. Adverbs describe time, manner and place.   1. Abstract noun: The Underworld possessed an aura of **secrecy and misery.** 2. Verb: The rock, which Prometheus **was chained** to, **gripped and confined** him to the spot.   **Challenge: discussion of the effect of these chosen words. Why have they been used by the writer? What effect is being created? How would a reader respond?**  **CCQ**: What are the five senses?  Sight, sound, smell, touch and taste  In the depths of the Underworld **shadows dance around (sight)** the dark abyss. **A lingering taste of bitterness clings to the air (taste)**, as if the very essence of despair has coated every breath. **The air hangs heavy with the smell of smouldering embers (smell)**. **Distant echoes of footsteps reverberate (sound)** through the **damp corridors (touch)**, adding an eerie soundtrack to the desolate labyrinth. **Dim, flickering lights cast a ghostly glow**, **illuminating crumbling walls (sight)**. The **acrid stench of decay invades every corner (smell)**, providing no escape for the trapped souls which haunt the gloomy cavern.  **Challenge: discussion of the effect of these chosen words. Why have they been used by the writer? What effect is being created? How would a reader respond?**  **Sentence structures**:  Who? + what? + and what?: The majestic waterfall + cascaded gracefully + and sent a refreshing mist into the air.  Three sort actions: Rippling, glistening and flowing the river snaked through The Garden of Eden.  2xwhen (quickly) you might want to use 2xwhen (slowly) depending on what effect you are creating.  **Model:**  **In the beginning the Lord made a beautiful garden for him to live in**. **The garden was a magical place with its vibrant flowers, its enchanting animals and its calm and relaxing sounds.**  In the Garden of Eden, an **abundance** of lush flowers of every colour decorated the landscape, their petals **radiating** a fragrant masterpiece of scents that intoxicated the senses. **Grandly**, the trees stood tall and resplendent, their branches reaching for the heavens like ancient guardians. The sunlight streamed through the branches casting beams of light over the **paradise**.  A magnificent waterfall cascaded gracefully from the rocky cliffs, its soothing waters tumbling down with a melodious song. The **tranquil** rhythm of the waterfall lulled the creatures nearby into peaceful slumber.  Animals of all kinds roamed freely in **harmony**. Graceful deer pranced through the meadows, their dainty hooves barely making a sound. Majestic lions lounged under the shade of the towering trees, their amber eyes gleaming with regal pride. **Filling the skies**, colourful birds glided and soared in every direction.  Quizlet vocabulary test  Homework task |
| **Paradise Lost** | * Milton, the writer of Paradise Lost, was writing in a Christian Era were going against God was a sin. * Paradise Lost tells the story of how the Devil launched a war against God and split the angels into two sides. * Lucifer, the devil, loses the fight and is banished to hell. * Hell is described as ‘the gloomy deep.’ * **Annotations may include:** * Lucifer’s ambition – Lucifer is driven by ambition and a desire for greatness. His actions, engaging in a battle with God, demonstrate his courage and determination. * Loss and defeat – although Lucifer loses the battle against God and has been cast out of heaven he says ‘all is not lost’ suggesting he still has hope and is resilient when faced with defeat. * Unconquerable will – Lucifer is determined and refuses to submit. * Immortal hate – Lucifer’s actions are driven by deep seated emotions. * Anguish and despair – Lucifer is humanised by being described as in pain and deep despair. This shows that even powerful beings can experience suffering and vulnerability. * Redemption – ‘strongly to suffer and support our pains’ suggests Lucifer seeks to endure suffering to bear the consequences of his actions. * Pride – Lucifer desires independence * Proof-reading and editing are essential steps in the writing process. * Reasons why proof-reading and editing are important: * Ensure accuracy – helps identify and correct any errors in grammar, spelling and punctuation. * Enhances clarity – ensures the message is effectively communicated making the writing more impactful. * Polishing style and tone – appropriate vocabulary, sentence length and tone can be chosen to create the desired impact. * Strengthens structure and flow – ensures that the reader can engage with the text effortlessly and understand the intended message. * The editing process include checking - changing and explaining * When editing we need to add, remove or refine | Tier 3:  **Anti-hero**: A central character in a story, film, or drama who lacks traditional heroic attributes. | The students will need to know how to identify a villain  The students will need to know the story of Adam and Eve and the traditional negative representation of the devil.  The students will need to know that Lucifer is another name for the Devil. | >Development of hero/villain knowledge.  >Anti-hero and the tempter important for Clockwork, Macbeth and Frankenstein. | **Knowledge retrieval**: complete the following sentences   1. **Despite defeating the Minotaur, Theseus** was punished by the gods for leaving Ariadne on the island. 2. **Not only did Prometheus steal fire from the gods, but he was also** stubborn and would not tell Zeus want he wanted to know. 3. **Before disobeying God, Adam and Eve** lived in blissful harmony within The Garden of Eden. 4. **Since Eve gave into temptation, perhaps** future generations would be more aware of the consequences of their actions. 5. **Even though Ariadne helped Theseus,** he betrayed her when they were returning to Crete.     **BBS**:  **In Paradise Lost, the Devil is portrayed as an anti-hero because** a reader may feel both admiration and sympathy for his despite his rebellion against God.  **In Paradise Lost, the Devil is portrayed as an anti-hero, but** his actions are not what we would consider heroic.  **In Paradise Lost, the Devil is portrayed as an anti-hero, so** he could represent Cromwell due to the political situation at the time of writing.  **CCQ: It is important to proof-read and edit our work because** it helps with making sure readers understand our writing and the intended message.  **CCQ: What things might we be checking for?**   * Spelling, punctuation, grammar. * Choices in vocabulary * Fragments * Use of word classes (adjectives, verbs, adverbs, abstract nouns, proper nouns) * Use of figurative language (metaphors) * Use of sentence structures   Quizlet vocabulary test  Homework task  Quizlet vocabulary test  Homework task |
| **Medusa** | * Medusa can be described as boastful (having excessive pride) * Medusa was punished by Athena by transforming her hair into snakes and changed her face into a hideous monster. * Well chosen adjectives are important when writing descriptively * Different sentence structures can be used to add variety to descriptive writing | Tier 3:  **Allegory**  A text that can be interpreted to reveal a hidden meaning, typically a moral or political one. | Students will need to know what a villain is in order to discuss the Medusa character- is she a victim or villain?  Students will need to know who Athena is  Students will need to know how to use adjectives for description  Students will need to know how to write a description | <>Common literary symbolism of Medusa and gender discussions for The Hunger Games, Romeo and Juliet and An Inspector Calls.  >Medusa specifically mentioned ‘Gorgon’ in Macbeth. | **Knowledge retrieval: using vocabulary**   1. Prometheus’ **tragic flaw** was his disobedience and stubbornness. 2. A **villainous** character may have sinister and wicked intentions which may harm others. 3. The Minotaur, a **mythical** beast, prowled the alleyways of the labyrinth. 4. Prometheus’ **heroic** act of stealing fire form the gods was a gift to humanity. 5. Hades was **immoral** when he kidnapped Persephone, however, his actions may have been driven by a deep longing for company.   **CCQ: What have been the allegories in the stories which we have read so far?**  **Theseus and the Minotaur**:  Allegory of bravery, sacrifice, and triumph over difficulty and danger.  **Prometheus**:  Allegory of defiance, rebellion, and the consequences of seeking knowledge. Prometheus represents the human pursuit of wisdom and the consequences that come with challenging divine authority.  **Adam and Eve**:  Allegory of the fall from grace and original sin. The story symbolises the consequences of disobedience and the human struggle to resist temptation.  **Paradise Lost**:  Allegory of the fall of humanity and the battle between good and evil. The story explores themes of temptation, free will, and the eternal struggle for redemption and forgiveness.  **Hades and Persephone**:  Allegory of the consequences of actions.  **Reading for understanding**: complete the sentences   1. **Medusa’s tragic flaw was** her vanity and arrogance which led her to boast about her beauty. 2. **Medusa’s hair turning into snakes symbolises** the transformation of her once beautiful appearance into something terrifying and monstrous. 3. **The story of Medusa is an allegory for the** dangers of excessive pride and how it can lead to downfall. 4. **This is still important in today’s society because** it reminds us of the dangers of arrogance and encourages individuals to stay modest. 5. **I do/don’t agree that Medusa received a just punishment because . . . .**   Quizlet vocabulary test  Homework task |
| **Describing Medusa** | * Extended writing is a process of many parts including: * Mind-mapping initial thoughts, planning ideas in an organised way, writing, proof-reading and editing * The process of writing - proof-reading and editing needs to be completed many times and at regular intervals. |  | Students will need to know that symbolism is the use of symbols to represent ideas or qualities.  Students will need to know what snakes symbolise in different cultures.  Students will need to know what the different word classes are:  Adjectives, verbs, adverbs  Students will need to know what a metaphor is. | Planning, writing, proof-reading and editing are important skills to develop for writing activities in KS3 and KS4 | **Knowledge retrieval: symbolism**   1. **Snake** temptation, evil, transformation 2. **Raven** death, mystery 3. **Bear** strength, courage, protection 4. **Dove** peace, purity, hope 5. **Lion** strength, courage, leadership, power, protection   **Mind-mapping the image:**  **Read and steal**: Pupils can use any words selected from the descriptions looked at this lesson  **Model:**  Within the haunting darkness of the desolate cave, Medusa, with her serpent-infested tresses, slithers with an eerie grace. Her once captivating beauty has been transformed into a petrifying glamour. Writhing serpents coil around her arms and shoulders, hissing venomously in the dimly lit abyss.  The serpents writhe and coil around Medusa's head in a mesmerising tangle of wickedness and beauty. Their sinuous movements create an eerie dance of sinister elegance. Their venomous fangs glisten under the dim moonlight, a treacherous warning to any who dare approach.  With every hiss, the serpents whisper chilling secrets. Their cold, scaly skin slides smoothly against each other, producing a soft, slithering sound that sends shivers down the spine. Like a deadly crown, the serpents entwine themselves around Medusa's locks.  The scent of the serpents' venom hangs heavily in the air, a potent reminder of the danger lurking within their presence. It carries a pungent, acrid aroma, like the warning of impending doom.  Medusa’s gaze, bewitching and sinister, pierces through the shadows, ensnaring anyone who dares to meet her eyes. As the moonlight glimmers upon her stone-cold skin, she stands as a tragic symbol of vanity, forever cursed by the gods.  Quizlet vocabulary test  Homework task |
| **Describing Medusa** |  |  | Pupils need to know the different ways to start sentences.  Pupils need to know why it is important to proof-read and edit work.  Pupils will need to know:  The editing process includes checking - changing and explaining  When editing we need to add, remove or refine |  | **Knowledge retrieval: sentence starters**   1. Where: In the distance, At the side of the rainbow waterfall, Within the depths of the dark cave 2. Adverbs: angrily, slowly, viciously, silently, happily, nervously 3. Estimation of time: Within minutes, Hours passed, As the sun set, 4. Simile: Mount Olympus stood tall and majestic like a throne. Flames danced like ravenous serpents in a ballet of death and destruction.   Quizlet vocabulary test  Homework task |
| **Beowulf** | * Kennings are words that give clues as to what is being described without using the actual words. * They are a two-word phrase that take the place of a one-word noun. * Life in the time of Beowulf was known as the Dark Ages and came after the fall of the Roman Empire. * Most men were farmers. * Villages were small and houses were made of wood. * The mead hall was where the king would conduct his business, hold feasts and reward his warriors. * Beowulf is the longest surviving poem in Old English. * Beowulf was first told orally and passed on from poet to poet before finally being written down. * The events of the poem are set in Southern Scandinavia (Denmark, Norway, Sweden) * The protagonist Beowulf, a hero of the Geats, comes to the aid of Hrothgar, king of the Danes, whose great hall, Heorot, is plagued by the monster Grendel. * Beowulf kills Grendel with his bare hands, then kills Grendel's mother with a giant's sword that he found in her lair. * Old English poetry uses alliteration |  | The students need to know what alliteration is  The students need to know how to identify a villain | <>Reading across the curriculum  >Transformative writing is a skill which needs to be developed to allow pupils access to a wider range of ideas for writing tasks | **Knowledge retrieval: fragments**   1. **In the depths of an ancient temple** flickering torches lit up statues of majestic Greek gods. 2. One look at her became a dance with death. (Complete) 3. She shrieked. (Complete) 4. Medusa was **betrayed by her beauty.** 5. She became a creature forced to live in the shadows. (Complete)   **Kennings:**  Whale-path: sea  Heaven’s candle: sun  Light-of-battle: sword  Battle sweat: blood  Battle-adorned: soldier ready for battle  Bone-house: human body  Wave-floater: ship/boat  Seal-bath: ocean  Raven-harvest: aftermath of a battle (Ravens symbolic of death)  Ankle-biter: baby  Book-worm: reader  Motor-mouth: excessive talker  Dog: tail-wagger  The moon: silver-gleamer  Snow: frost-feathers  **Big write**: rewrite the description of where Grendel and his mother lives into full sentences.  Grendel and his mother live in hidden, **desolate** places, perched upon windy cliffs overlooking the vast expanse of the sea. Their dwelling is nestled within wolf-dens, where water cascades down from the rocky heights, flowing underground, creating mist that envelops the surroundings like **sinister** black clouds.  The groves of trees surrounding their dwelling stretch out over a dark, mysterious lake, its surface frozen and adorned with **frozen spray**, while the snakelike roots of the trees reach down into the water, contributing to its obscurity.  During the night, the lake emits a **shadowy, haunting** glow, as it **burns like a blazing torch,** casting an eerie ambiance upon the secluded realm. The true depth of this mysterious lake remains an enigma, shrouded in darkness where no wisdom dares to venture. This mystical place teems with life, and the majestic deer, adorned with grand horns, roam the woods nearby, often chased by relentless packs of hounds. Despite the dangers lurking in far-off territories, the deer instinctively chooses to meet its fate on the shores of the dark lake, rather than seeking safety in its enigmatic waters.  Quizlet vocabulary test  Homework task |
| **Grendel’s mother** | * A feminist is someone who supports feminism – the belief in social, economic and political equality of the sexes. * Grendel's mother, one of three antagonists, is a female villain * The same text written from a different perspective can alter the original meaning |  | The students need to know how that heroic characteristics are often male characteristics | >Students need to know typical female villain traits for The Hunger Games, The Tempest, Macbeth | **Knowledge retrieval: using vocabulary**   1. In ancient Greece many stories were told which included **mythical** monsters. 2. The story of Medusa is an **allegory** which warns of the dangers of vanity and challenging gods and goddesses. 3. Lucifer, who declared a war against God, could be described as an **anti-hero.** 4. Disobedient and stubborn, Prometheus’ **fatal flaw** led to his punishment from Zeus. 5. In the dark alleyways of the labyrinth, the **virtuous** Theseus defeated the minotaur.   **Version 1:**  In this version of the story, Beowulf is presented as a courageous and fearless hero, willing to take on any challenge. He exhibits remarkable physical strength and determination, leaping into the lake without hesitation to confront Grendel's mother. His valour and bravery are evident as he resolutely battles the water witch, undeterred by the dangers that lie ahead.  Grendel's mother, on the other hand, is depicted as a formidable and cunning opponent. She is described as a greedy she-wolf who has ruled the waters for a long time, and her evil nature is emphasised. She fiercely defends her territory and attacks Beowulf with savage strength, proving to be a formidable foe. The text implies that she is a dangerous force, and no ordinary weapon can harm her.  Throughout the battle, Beowulf's resilience and resourcefulness shine. He adapts his tactics when he realises conventional weapons are ineffective against Grendel's mother. When his sword fails him, he does not retreat but chooses to rely on his own hands, driven by his desire for fame and glory. The description portrays him as a warrior determined to prove himself in combat.  **Version 2**:  In this excerpt, Grendel's mother is depicted as a fearsome and powerful creature, ruling the floodlands with pride and determination for a hundred seasons. Described as ferocious, rapacious, and reclusive, she exudes an aura of dominance and strength, commanding her domain with authority.  The portrayal of Grendel's mother as a "sea wolf" and "night-queen" adds to her menacing and mysterious nature. The use of such animalistic and mythological imagery emphasises her predatory and formidable characteristics.  The text highlights her perceptiveness, as she senses Beowulf's presence and immediately reacts to the intrusion in her realm. When Beowulf attempts to fight against her, she seizes him with a strong grip, rendering him incapable of using his sword effectively. This demonstrates her physical prowess and dominance over him in their confrontation.  Additionally, the mention of a "shoal" of sea monsters rising from the dark to join her indicates that Grendel's mother commands a network of dangerous and monstrous allies, further emphasizing her power and influence in the underwater world.  The description of her resilience and imperviousness to Beowulf's sword strikes portrays her as a virtually invulnerable foe. Even Beowulf's best efforts fail to harm her, and the text emphasizes the disappointment and frustration he feels as his "war-torch was dimmed" and his "blood-boldness" waned. Grendel's mother is presented as a force to be reckoned with, capable of withstanding even the strongest of attacks.  Overall, this portrayal of Grendel's mother highlights her as a formidable antagonist, an ancient and mysterious entity who fiercely defends her territory and poses a significant challenge to the heroic Beowulf.  **CCQ: Dahavana Headley wanted to find a ‘warrior woman’ in the stories she read because** there were no other women warriors in anything she had read before.  **CCQ: what are the main differences in how Grendel’s mother is presented in the first extract and the second?**   1. Grendel is killed b y Beowulf in extract 1. Grendel survive in extract 2. 2. Negatives adjectives used to describe her in ext5ract 1. Positive adjectives used to describe her in ex5ract 2. 3. Presented as a villain in extract 1. Protecting her son in extract1. 4. Focus on describing her appearance in ext5ract 1. A focus on describing her action in extract 2.   **CCQ:** **I think Dahvana made these changes because** she wanted to represent women in a different way. **I think she was trying to** show that powerful women are not monsters.  **CCQ: How could you re-write a section from one of the stories we have read to make it more feminist?**  **Theseus and the Minotaur:**  Ariadne has to save Theseus and she kills the minotaur.  Theseus returns and he is ignored, Ariadne has returned before him and she is crowned Queen of Crete.  **Prometheus:**  Protagonist is a female  **Adam and Eve:**  Adam is tempted by the snake and Eve persuades him not to eat the apple.  Eve feeds the snake the apple and all snakes are banished by God  God is a woman  **Paradise Lost:**  God is a woman  **Medusa:**  The character of Medusa is a male    Quizlet vocabulary test  Homework task |
| **What is a Yoruba Myth?** | * The Yoruba people live in south-western Nigeria, * The children of the Sun and Moon is another creation Myth. (anthropogenic myth) * The sun and the moon were married to each other. The sun was male and the moon was female. * They had many children. The males blazed with light whilst the girls glowed softly. * The boys wanted to be like their father and one day followed him, disobeying his requests to return home. * Angry, the sun tried to kill his sons. * Their grandmother, Yemaja protected them by turning them into fish and hiding them in rivers and streams. * These Myths are used in the modern text, Children of Blood and Bone * The character of Zelie can be identified as a hero. |  | The students will need to know the characteristics of a Myth  The students will need to the characteristics of a hero  The students will need to know what a feminist reading of a text is | >Develop cultural knowledge for further study of Long Way Down, Riots and Rebels.  >Female hero- The Hunger Games mirror. | **Knowledge retrieval: types of myth**   1. Give people hope that by living a virtuous life they can earn a better life in the hereafter. 2. Give people hope that there are great leaders who will improve their lives. 3. A model for young people to follow as they accept adult responsibilities. 4. Reassure people as they try to explain natural phenomena as the action of gods.   **Reading for meaning:**   1. **The Children of the Sun and Moon is a myth because** it serves to explain natural phenomenon. 2. **It is important to understand myths from different cultures around the world because** it allows us to understand their beliefs, values and traditions. 3. **The story presents men as** brave and strong **whereas women and girls are seen as** protective and nurturing. 4. **This story isn’t a feminist story because** it reinforces traditional gender roles.   **CCQ: what natural events could we use in a myth? How could we explain it using the gods?**  **Thunderstorm:** a powerful god or goddess is using a mighty hammer creating the loud crashing sounds as they strike the sky. The flashes of lightning might be sparks from their hammer.  **Sunrise and sunset**: gods or goddesses travelling across the sky.  **Seasons:** could be linked to emotions  **Earthquakes:** the earth shifting as a result of stamping or marching, a god or goddess sneezing  **Volcano**: anger or fiery outburst of a god or goddess  **Rainbow**:  **Flood**: excessive crying  **The creation of stars**: |
| **The Children of Blood and Bone** | * The character of Zelie is part of a group of people in Africa, diviners, who are persecuted for having magical powers. |  | Pupils will need to know the vocabulary from the unit. |  | **Knowledge retrieval: sentences**   1. A myth is a story which aims to explain the world and human experience. The word myth comes from the Greek word ‘mythos’ meaning speech. Myths have influenced modern stories. 2. A villain is a character, in a story, who opposes the hero. The word is derived from the word villanus which means farmhand. A common characteristic of a villain is being selfish and intimidating. 3. An anti-hero is a central character in a story, film, or drama who lacks traditional heroic attributes. They lack qualities such as courage and morality. An example of an anti-hero is Lucifer in Paradise Lost. 4. A symbol is sometimes used to represent an idea in a text. For example, the symbol of light could represent hope. In Adam and Eve, the serpent represents temptation. However, in the Hindu religion a serpent represents growth. 5. A feminist is someone who supports feminism, the belief in social, economic and political equality of the sexes. Some people believe that the story of Adam and Eve reinforces sexism as Eve is presented as weak. A more feminist view might show Eve resisting temptation.   **CCQ: complete the sentences**   1. **Things we learn about Zelie in this extract include:** she is a diviner with snow-white hair. She has been overlooked numerous times and is skilled with a staff. 2. **Some of the heroic characteristics Zelie displays are** determination, courage and skill. 3. **This story is a feminist story as** it portrays a female protagonist as strong and resilient who challenges gender norms and societal expectations. Zelie also refuses to be silenced and stands up against the bullies and unfair treatment. 4. **Zelie’s victory represents** the breaking of stereotypes and prejudices against diviners and serves as an inspiration for others to fight for their rights and dignity.   **Model response:**  **What the pupil has done well:**  Vivid Descriptions: The pupil has used descriptive language to paint a vivid picture of the battle scene, allowing readers to imagine the setting, the combatants, and the intensity of the fight.  Character Development: The pupil has effectively characterised Zélie and Yami, portraying Zélie as a fierce and determined warrior and Yami as a composed and powerful adversary. The personalities and fighting styles of both characters come across clearly.  Building Tension: The pupil has created a sense of tension and anticipation throughout the fight, engaging the reader and keeping them invested in the outcome of the battle.  Show, Don't Tell: Instead of simply stating that the characters are skilled or determined, the pupil shows these qualities through actions and reactions, making the story more engaging and dynamic.  **Improvements that can be made**  Sentence Structure: Some sentences are lengthy and could be broken down into shorter ones to improve readability and flow.  Transitions: Adding transition words or phrases can help create a smoother flow between different actions and events in the fight scene.  Pacing: Consider varying the pacing during the fight to heighten the tension and make the action sequences more dynamic. This can be achieved through sentence structure and strategic placement of details.  Emotional Descriptions: To deepen the emotional impact of the fight, the pupil could explore the characters' inner thoughts and emotions during critical moments, allowing readers to connect more deeply with them. |