

Birkdale High School		English Department Foundation Stage	Curriculum Map
Unit: Origin Stories		Year	
Group: 7			
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<ul style="list-style-type: none"> <li>• For students to be able to understand allusions and make key connections between Origin stories and other texts</li> <li>• For students to build upon their writing skills that they learnt in Y6 - students will study a range of sentence types and have time to apply this in practice</li> <li>• For students to learn and confidently use tier two vocabulary words that link with this unit and other units</li> <li>• For students to begin and practise the Reciprocal Reading strategies</li> <li>• For students to learn and be able to use a range of writing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Each lesson has an overarching ‘big question(s).’ These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson.</li> <li>• Teachers should familiarise themselves with the Knowledge Organiser as well as the text itself prior to delivery.</li> <li>• The Knowledge Organiser should be given to students at the start of the unit and weekly self quizzing homeworks allocated on specific sections.</li> <li>• The Tier 2 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught prior to reading that chapter. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading.</li> <li>• When reading the texts, the teacher may choose to read out loud themselves or get students to</li> </ul>	<p>Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their Long Term Memories. There are also MCQ built into the booklet for this unit.</p> <p>The unit will culminate with students writing an imaginative description of a picture that links to Greek mythology. They should be able to apply their writing skills, vocabulary and mythical allusions within their work.</p> <p>The impact of this unit will hopefully go further than in the traditional sense and will open our students’ eyes to cultural myths, Biblical stories and folktales, which should help with their understanding of common idioms and allusions used within writing and speech.</p>	

<ul style="list-style-type: none"> <li>● For students to be able to use a range of punctuation</li> </ul>	<p>read. The ‘popcorn’ method of reading is encouraged whereby a minimum and maximum amount is given and students ‘popcorn’ + another classmate after they have read. This ensures that all are following and can read an amount they are confident with.</p> <ul style="list-style-type: none"> <li>● Key extracts have purposefully been provided in the student resource booklet so that the teacher can model annotation of key devices under the visualiser. Students must mirror the notes made by the teacher in their own booklets.</li> <li>● We are going to be using the Reciprocal Reading method of reading a text: predict, clarify, question and summarise. This process should be modelled for each of the key extracts in the student resource booklet.</li> <li>● For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently.</li> <li>● Students should be developing their writing skills throughout the unit. The booklet guides students through a lot of modelled examples of effective modelled descriptions.</li> </ul>	
<p><b>Enabling Learning</b></p>		
<p>Students learn about some myths in Primary - so this first unit is a perfect way of building upon prior knowledge, whilst enabling new skills such as allusions and practising using a range of writer’s methods.</p> <p>Students in year 7 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be</p>		

revisited to ensure they are being retained in students' Long Term Memories.	<ul style="list-style-type: none"> <li>● We aim to develop stamina through writing challenges.</li> </ul>	
<b>Key Vocabulary</b>		<b>Wider Learning</b>
<p style="text-align: center;"><i>Tier 2: High frequency / Multiple meaning</i></p> See Knowledge Organiser for tier 2 vocabulary.	<p style="text-align: center;"><i>Tier 3: Subject related.</i></p> Simile, metaphor, foreshadowing, personification, zoomorphism, juxtaposition, pathetic fallacy, archetype, allusion, implicit, explicit.	<p><b>SMSC / RWCM / CEIAG</b></p> Writing challenges will aid with quality of written communication. <p>Students will cover a range of myths from Greek and Roman mythology - as well as Biblical stories and folktales to help build their cultural capital.</p>

## Our Big Questions

What are origin stories and why are they so important?			
1 <sup>st</sup> September 14 <sup>th</sup> September	<p>What are origin stories and why are they so important?</p> <p>What common characteristics do origin stories have?</p> <p>What are archetypes?</p>	<p><b>Greek mythology:</b> What happened in the beginning? What does <i>Pandora's box</i> represent? How does the story of Prometheus link to <i>Frankenstein</i>?</p>	<p><b>Greek mythology:</b> Why do the seasons change?</p> <p>Can you write using a burger, pizza and motorway sentence?</p>
How does our language allude to origin stories?			
14 <sup>th</sup> September 28 <sup>th</sup> September	<p><b>Greek mythology</b></p> <p>Where does the word 'narcissist' come from?</p> <p>How does the <i>The Picture Of Dorian Gray</i> allude to the story of <i>Echo and Narcissus</i>?</p>	<p><b>Greek mythology</b></p> <p>"Don't fly to close to the sun!" What does the story of Icarus teach us?</p> <p>Can you create imaginative similes and metaphors?</p>	<p><b>Greek mythology</b></p> <p>Where does the saying "you have the golden touch" come from?</p> <p>How do you use a comma?</p>
What are the importance of archetypes when trying to understand our identity?			
28 <sup>th</sup> September 12 <sup>th</sup> October	<p><b>Folktales</b></p> <p>What are folktales and why are they important?</p> <p>How does the story of Hansel and Gretel create typical archetypes?</p>	<p><b>Greek mythology</b></p> <p>Where does the saying, "Herculean effort" originate from?</p> <p>Can you use personification effectively?</p>	<p><b>Greek mythology</b></p> <p>Can you retell the story of Apollo and Daphne?</p> <p>When should you use a colon?</p>
How are the stories of the Bible relevant to our lives?			
12 <sup>th</sup> October 25 <sup>th</sup> October	<p><b>Stories from the Bible:</b></p> <p>What are Biblical allusions?</p> <p>What connections can we make between Bible stories and modern day culture?</p>	<p><b>Stories from the Bible:</b></p> <p>How does Judas link to the character of <i>Macbeth</i>?</p> <p><b>Greek mythology:</b></p> <p>What lessons can we learn from the tale of Medusa?</p>	<p><b>Descriptive writing</b></p> <p>Can you use pathetic fallacy effectively to reflect the tone/atmosphere of your descriptive writing piece?</p>
Why does writing accurately matter?			
2 <sup>nd</sup> November 23 <sup>rd</sup> of November	<p><b>Greek mythology</b></p> <p>Where does the saying 'Achilles' heel' come from?</p>	<p><b>Descriptive writing</b></p> <p>What is zoomorphism and can you craft imaginative examples?</p>	<p><b>Roman mythology</b></p> <p>Who is Bellona in Roman mythology?</p> <p>When should you use a semi-colon?</p>

Homework: knowledge organiser quizzes.

## Year 7 – Origin Stories Knowledge Organiser

1. Writer's Toolbox: Types of sentences		2. Writer's Toolbox: Techniques		3. Writer's Toolbox: Punctuation	
 <b>Motorway sentences</b>	Zoom straight in by starting with an 'ing' verb:  <u>Opening</u> the door into the desolate underworld, Persephone's heart thudded against her chest.	<b>Simile</b> A comparison using like or as		<b>Commas</b>  Commas are used to separate lists, introductory words and clauses. When Pandora opened her box, it revealed Disease, Cruelty, Pain and Old Age.  They would be unkind, afraid, greedy and unhappy.  <u>At the very beginning, the gods ruled over an empty world.</u>	
 <b>Burger sentences</b>	The meat in the <b>middle</b> of the bun <b>adds extra information</b> – it often starts with who/which/whose:  Pandora, who unleashed pain and suffering into the world, <b>was created by Zeus</b> .	<b>Metaphor</b> A direct comparison when one thing is said to be another.			
 <b>Pizza sentences</b> Double adjective topping!	<b>Start with a pair of tasty adjectives</b> as your topping:  Tortured and terrified, Prometheus begged the gods for forgiveness as he hung from the cliff.	<b>Personification</b> When non-human objects are given human characteristics			
 <b>Pizza sentences</b> Adverb topping!	<b>Start with a juicy adverb</b> as your topping:  Slowly and painfully, Prometheus' insides were devoured once again.	<b>Pathetic fallacy</b> When nature, often the weather, mirrors the mood of a text.			
 <b>Pizza sentences</b> Preposition topping!	<b>Start with a yummy preposition</b> as your topping:  <b>Underneath</b> the burning sun, Prometheus was punished for going against the God's wishes.	<b>Zoomorphism (Zoo = animal) (Morph = shape)</b> Giving animal like qualities to something that isn't an animal.			
<b>Short crafted sentences to build tension...</b>	Persephone gazed out from her underground prison. Darkness. Tears.	<b>Foreshadow</b> When a writer hints at what will happen in the end of a text.			
		<b>Juxtaposition</b> Two contrasting ideas placed next to each other for effect.			
<b>6. Origin stories key vocabulary</b>		<b>4. Key vocabulary</b>		<b>Colons :</b>  Used before and list and to add extra information.  The gods gave Pandora many gifts: beauty, a clever tongue and the gift of being able to play sweet music.  King Minos was punished by the gods for being so greedy: he begged for their forgiveness.	
Withered (adj) (verb) – shrunken or wrinkled from age or disease. Narcissist (n) - the name given to someone who has excessive interest in their physical appearance.	Ardour (n) – great enthusiasm and passion. Valour (n) – great courage in the face of danger.	<b>Archetype</b> – a very typical example of a certain person or thing.	<b>Allegory</b> – a story that has a hidden meaning typically a moral or political one.  <b>Biblical allusion</b> – when a writer hints at stories from the Bible.		
Triumphant (adj) – expressing great happiness after a victory or achievement. Ravenous (adj) – extremely hungry.	Origin (n) - the point at which something starts; the beginning of something. Myth (n) - a story from an ancient time, especially one that was told to explain natural events. Moral (n) - connected to the principles of right and wrong behaviour.	<b>Inference</b> – a conclusion based on evidence or reasoning.	<b>Implicit</b> - information that is not clearly expressed.  <b>Explicit</b> – information that is clearly expressed.		
		<b>5. The Fab Four</b> Predict     Clarify     Question     Summarise		<b>Semi-colons ;</b>  (Used to join two sentences which make sense on their own instead of a conjunction, such as 'and' or 'but')  The story of Narcissus is a psychological myth; it teaches us about ourselves and how not to behave.	

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
<p><b>Origin</b> (noun)</p>	<p>The point from which something starts; the cause of something.</p>		<p>Most coughs are viral in <b>origin</b> (= caused by a virus).</p> <p><b>Origin</b> stories were used to explain the way that the world was, using tales of gods and monsters.</p>	<p>Why is it useful to know the <b>origin</b> of something?</p>
<p><b>Myth</b> (noun)</p> <p><b>Mythology</b> (noun)</p>	<p>A story from ancient times, especially one that was told to explain natural events or to describe the early history of a people; this type of story.</p>		<p>It is a <b>myth</b> that swallowed chewing gum wraps around your heart.</p> <p><b>Myths</b> teach us how to behave and enabled our ancestors to make sense of the world.</p>	<p>Why might a <b>myth</b> be passed on through different generations?</p>
<p><b>Moral</b> (noun)</p>	<p>Connected with principles of right and wrong behaviour.</p>		<p>The story had a strong <b>moral</b> message: do not be greedy or selfish, like Midas was.</p> <p>The pupil had strong <b>moral</b> values and this would help him navigate his adult life successfully.</p>	<p>At what age do you think someone is aware of <b>morals</b>? When do you know right from wrong?</p>

<p><b>Withered</b> (verb)</p> <p><b>Withered</b> (adjective)</p>	Shrunken or wrinkled from age or disease.		<p>When Persephone left for the underworld, the trees <b>withered</b> and wept... for winter was solemnly approaching.</p> <p>"Come into my house!" cried the <b>withered</b> witch.</p>	What famous characters have <b>withered</b> features?
<p><b>Narcissist</b> (noun)</p>	The name given to someone who has excessive interest in their physical appearance.	After <b>Narcissus</b> , a character in Greek mythology who became obsessed with his own reflection.	<p>He was a complete <b>narcissist</b>, he couldn't bear to look away from his own reflection.</p> <p>It could be said that social media has created a generation full of <b>narcissists</b>: they are obsessed with selfies and 'likes'.</p>	How could being a <b>narcissist</b> affect someone's everyday life?
<p>Allusion (noun)</p>	When a place, story, thing or idea is hinted at indirectly (not mentioned directly).	In Latin, <b>alludere</b> means the "to refer to and to play with". Therefore, to allude to something you are playing with ideas from other stories indirectly.	<p>The saying "you have the golden touch", is an <b>allusion</b> to the story of King Midas.</p> <p>The saying "don't fly too close to the sun", is an <b>allusion</b> to the story of Icarus.</p>	Why do writers use <b>allusions</b> ?
<p><b>Triumphant</b> (adjective)</p>	Expressing great happiness after a victory of achievement.		<p>The Greeks were <b>triumphant</b> after their victory over Troy.</p> <p>Perseus was <b>triumphant</b> after he slaughtered the gorgon Medusa.</p>	Have you ever felt <b>triumphant</b> ?
<p><b>Ravenous</b> (adjective)</p>	Extremely hungry.	From old French, <b>ravineus</b> meaning to ravage (cause severe damage to or destroy).	<p><b>Ravenous</b> and monstrous, the three headed dog eagerly awaited its next meal.</p> <p>Perseus' <b>ravenous</b> stomach growled as the ferocious waves crashed beneath him.</p>	Why do you think <b>ravenous</b> should be used when writing creatively? What image does it create?

<p><b>Ardour</b> (noun)</p>	<p>Great enthusiasm and passion.</p>	<p>From the Latin <i>ardere</i>, meaning burn and glow. You could link this to how people with <i>ardour</i> burn with passion and desire.</p>	<p>Daedalus' eyes were bright with <i>ardour</i> as he created the wings; he longed for the day he could use them to become free.</p> <p>Trembling with <i>ardour</i> and excitement, the soldiers leapt out of the wooden horse to face their enemies.</p>	<p>Does Heracles show <b>ardour</b>? Explain your answer giving reasons for your response.</p>
<p><b>Valour</b> (noun)</p>	<p>Showing great courage in the face of danger.</p>	<p>From the Latin word <i>Valere</i>, meaning to be strong.</p>	<p>The soldier's <i>valour</i> on the battlefield didn't go unnoticed: he was awarded with a Victoria Cross. Heracles' <i>valour</i> amazed everyone that knew him.</p>	<p>How do doctors and nurses show <b>valour</b>?</p>