



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

Year 7 Curriculum

Unit 1: Mythology

Freya Odell – Teacher Guide



Curriculum Intent (taken from the departmental SOW)

This unit of work serves as an introduction to narrative structures through the study of mythology. It focuses on universal archetypes that transcend time and space. As such, the myths and legends selected come from a wide range of countries and cultures, but are united through their use of archetypal characters (e.g. the trickster, hero, villain, etc.) or their archetypal plots (e.g. stealing fire, creation, overcoming the monster, etc.). They were also selected to build upon the pupils' prior knowledge of Greek and Roman myths studied in KS2.

Building upon what is taught in KS2 Greek and Roman Myths	Year 7 Mythology from around the world	Preparing pupils in year 8 for Poetic voices Unseen poetry – tbc
--	---	--

Curriculum-related expectations

Pupils can define the following grammatical terms

Abstract noun (L2)	Conjunction (L10)	Question mark (L12)
Adjective (L4)	Definite article (L6)	Simple sentence (L10)
Adverb (L11)	Dependent clause (L10)	Speech marks (L13)
Appositive (L17)	Dynamic verb (L9)	Stative verb (L9)
Capital letter (L12)	Exclamation mark (L12)	Subject pronoun (L8)
Clause (L10)	Full stop (L12)	Subordinating connective (L10)
Commas (L14)	Indefinite article (L6)	Superlative adjective (L5)
Common noun (L1)	Independent clause (L10)	Verb (L9)
Comparative adjective (L5)	Noun (L1)	
Complex sentence (L10)	Noun phrase (L7)	
Compound sentence (L10)	Proper noun (L1)	
Concrete noun (L2)	Pronoun (L8)	

Pupils can also define the following unit specific terms

Aetiological myth (L1)	Dialogue (L13)	Indirect speech (L13)
Archetype (L6)	Direct speech (L13)	Paragraph (L2)
Characterisation (L6)	Exposition (L3)	Plot (L8)
Chronological structure (L2)	Falling action (L3)	Psychological myth (L1)
Climax (L3)	Historical myth (L1)	Rising action (L3)
Denouement (L3)	Inciting incident (L3)	Time connectives (L2)

Pupils know (declarative knowledge)

- what a myth is
- the three different types of myth
- a range of myths from around the world and different cultures
- the common linguistic and structural features of myths
- the common character archetypes and basic plot structures
- core grammatical terms including parts of speech, basic punctuation and sentence structures

Pupils can (procedural knowledge)

- find literal information from within a text
- begin to make inferences
- apply a narrative structure to a piece of writing
- use a variety of stylistic features appropriate to myths
- demarcate their sentences accurately
- construct a variety of sentence structures
- punctuate speech correctly

Year 7: Unit 1: Knowledge Organiser

Grammar knowledge			
1. What is a noun?	A word used to refer to a person, place or object.	11 What is a stative verb?	Verbs are verbs that often relate to thoughts and opinions.
2. What is a proper noun?	The name of a specific person, place, object or thing. E.g. Rome	12 What is an adverb?	A word that modifies the verb.
3. What is a common noun?	A non-specific name used to refer to people, places, object or thing. E.g. city	Sentence structures	
4. What is a concrete noun?	A noun that can be seen, heard, touched, smelt or tasted.	1. What is a simple sentence?	An independent clause with one subject and one verb.
5. What is an abstract noun?	A concept, belief, idea or emotion.	2. What is a compound sentence?	A sentence that joins two simple sentences (or independent clauses) using a conjunction.
6. What is an adjective?	A word that describes the noun.	3. What is a complex sentence?	A sentence that has both an independent clause and a dependent clause.
7. What is a comparative adjective?	An adjective used to compare two people or things. Most end with -er. For example: bigger	4. What is an appositive?	A second noun, or a noun phrase that is placed beside another noun to explain it more fully.
8. What is a superlative adjective?	An adjective used to compare three or more people or things. Most end with -est. For example: biggest	5. What is a fronted adverbial?	A sentence where the adverbial word or phrase is moved to the front of the sentence.
9. What is the definite article?	'The' used before a noun to indicate that the identity of the noun is known to the reader.	Sentence types	
1. What is the indefinite article?	'A' or 'an' used before a noun that is general or when its identity is not known.	1. What is a declarative sentence?	A sentence that makes a statement.
2. What is a noun phrase?	A phrase that has a noun as its head – e.g. the most important word within the phrase.	2. What is an exclamatory sentence?	A sentence that exclaims or expresses extreme emotion, using an exclamation mark for emphasis.
3. What is a pronoun?	A word that you use to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned earlier.	3. What is an interrogative sentence?	A sentence that asks a question and uses a question mark.
4. What is a subject pronoun?	The pronoun that performs the action in the sentence.	Punctuation	
5. What is an object pronoun?	The pronoun that receives the action in a sentence.	1. How do we demarcate our sentences?	We can use a full stop, an exclamation mark or a question mark to finish a sentence.
6. What is a possessive pronoun?	A pronoun that indicates possession.	2. How do we accurately punctuate speech?	We need to use speech marks, include all other punctuation within the speech marks and every time a new speaker is introduced, we should start a new line.
7. What is a reflexive pronoun?	A pronoun that refers back to a person or a thing.	3. Why do we use commas?	This punctuation mark is used to separate items in a list or to mark clauses.
8. What is a verb?	A word that indicates an action or a state of being.	When do we use ellipsis?	This punctuation mark is used to indicate that a word, sentence or whole section from a text has been left out.
9. What is a dynamic verb?	Verbs that indicate actions, processes or sensations.		

Year 7: Unit 1: Knowledge Organiser

Mythology					
1. What is an aetiological myth?	A myth that explains the reason why something is the way it is today.	2. What is a historical myth?	A myth that is told about a historical event.	3. What is a psychological myth?	A myth that tries to explain why we feel and act the way we do.
Structural knowledge		Character archetypes		Seven Basic Plots	
1. What does the term 'structure' mean?	The way in which a text is organised.	1. The Hero	The seeker who goes on a quest to defeat evil or the victim who suffers from the action of the villain at the start of the story.	1. Overcoming the monster	The protagonist (main character, often the hero) sets out to defeat an antagonistic force (main character, often the villain) that threatens the protagonist and / or protagonist's homeland.
2. What does it mean if a text is organised chronologically?	When events are presented in the order they happened.	2. The Villain	The character who causes some form of 'misfortune, damage or harm' by stealing a magical object, kidnapping a person, or committing a murder.	2. Rags to riches	The poor protagonist acquires power, wealth, and / or a partner, loses it all and gains it back, growing as a person as a result.
3. What is a paragraph?	A section of a piece of writing indicated by a new line.				
4. What are time connectives?	A word or phrase which tells the reader when an action is happening.	3. The Donor	The character who is prepared to help the hero by providing something crucial.	3. The Quest	The protagonist and companions set out to acquire an important object or to get to a location. They face temptations and other obstacles along the way.
5. What is Freytag's pyramid?	A structure that outlines the sequence of events in a narrative.				
6. In a narrative, what is an exposition?	The start of the story where the setting and the characters are introduced.				
7. In a narrative, what is an inciting incident?	A moment that acts as a trigger for the story and kick starts the action.	4. The Helper	The character who uses their force or cunningness to help the hero	4. Voyage and return	The protagonist goes to a strange land and, after overcoming the threats it poses or learning important lessons unique to that location, they return with experience.
8. In a narrative, what is the rising action?	A moment where the characters and their situation is developed and a level of conflict is introduced.				
9. In a narrative, what is the climax?	The highest point of tension in a narrative.	5. The Princess	The sought-after character.	5. Comedy	A light and humorous tale with a happy or cheerful ending; a dramatic work in which the central motif is the triumph over adverse circumstances, resulting in a successful or happy conclusion.
10. In a narrative, what is the falling action?	The consequences that follow as a result of the climatic event.				
11. In a narrative, what is the denouement?	The way in which the story ends – either with resolution or a cliffhanger.	6. The Dispatcher	The character who sends the hero on their quest.	6. Tragedy	The protagonist is a hero with a major character flaw or great mistake which is ultimately their undoing. Their unfortunate end evokes pity at their folly and the fall of a fundamentally good character.
12. When must a new paragraph be started?	When there is a shift in time, person (or speaker), topic or place.	7. The False-Hero	The character who initially appears as good but turns out to be evil.		
13. When is it effective to use a long paragraph?	When setting the scene or introducing characters and their back stories or for description.				
14. When is it effective to use a short paragraph?	For dramatic impact or to create tension or when presenting quick dialogues.			7. Rebirth	An event forces the main character to change their ways and often become a better individual.

Year 7: Unit 1: Knowledge Organiser

Tier 2 vocabulary			
vast (adj)	Something that is vast is extremely large	scurrying (v)	If someone or something scurries, then they move there quickly and hurriedly.
roiling (v)	Something that is roiling is full of violent movement and is extremely rough	feigned (v)	If someone feigns a particular feeling, attitude or physical condition, they try to make other people think that they have it or are experiencing it, although this is not true.
roused (v)	If someone rouses you, they encourage you to do something.	taunted (v)	If someone taunts you, they say unkind or insulting things to you.
protruding (v)	If something is protruding, it means it is sticking out.	hefty (adj)	Hefty means large in size, weight or amount.
nascent (adj)	Nascent things are just beginning and are expected to become stronger or to grow bigger	incredulous (adj)	If someone is incredulous, they are unable to believe something because it is very surprising or shocking.
acquire (v)	If you acquire something, you buy or obtain it for yourself, or someone gives it to you.	flailed (v)	If your arms or legs flail, they wave about in an energetic but uncontrolled way.
morphed (v)	If something morphs into another thing, especially something very different, the first thing changes into the second.	calabash (n)	A calabash is a tropical American evergreen tree.
dewy (adj)	Something that is dewy is wet with dew – small drops of water.	gourd (n)	A gourd is a large round fruit with a hard skin.
coursed (v)	If something is coursing, it is moving quickly.	droning (v)	If something drones, it makes a low, continuous, dull noise.
fertile (adj)	Land that is fertile is able to support the growth of a large number of strong healthy plants.	slack-jawed (adj)	If you say that someone is slack-jawed, you mean that their mouth is hanging open, often because they are surprised
deposits (n)	A deposit is an amount of a substance that has been left somewhere.	tempestuous (adj)	If you describe a situation as tempestuous, you mean that very strong and intense emotions, especially anger, are involved.
bounty (n)	A bounty is something that is provided in large amounts.	dense (adj)	Something that is dense contains a lot of things or people in a small area
mingled (v)	When you mingle, you move around and mix with people.	canopy (n)	A canopy is a decorated cover, which is placed above something such as a bed or a seat.
eternity (n)	Eternity is a time without any end. It lasts forever.	penetrate (v)	If something or someone penetrates a physical object or an area, they succeed in getting into it or passing through it.
wails (n)	If someone wails, it means that they cry loudly in a high pitch.	cautionary (adj)	A cautionary story is one that is intended to give a warning to people.
enchanted (v)	If someone is enchanted, they are under a spell.	vivid (adj)	If you describe memories and descriptions as vivid, you mean that they are very clear and detailed.
piquant (adj)	Something that is piquant has a pleasantly spicy taste.	carnage (n)	Carnage is the violent killing of large numbers of people, especially in a war.
paltry (adj)	A paltry amount of money or of something else is one that you consider to be very small.	reaped (v)	If you reap the benefits or rewards of something, you enjoy, the good things that happen as a result of it.
mangy (adj)	A mangy animal looks dirty, uncared for or ill.	rabid (adj)	If someone is rabid, they are very strong.
detritus (n)	The detritus is the small pieces of rubbish that remain after an event has finished or when something has been used.	ferocious (adj)	A ferocious animal, person or action is very fierce and violent.
singeing (v)	If you singe something, it burns very slightly.	devoured (v)	If a person or animal devours something, they eat it quickly and eagerly.
steely (adj)	Steely is used to emphasise that something is hard, strong and determined.	ventured (v)	If you venture somewhere, you go somewhere that might be dangerous.
ceased (v)	If something ceases, it stops happening or existing.	putrid (adj)	Something that is putrid has decayed and smells very unpleasant.
coaxed (v)	If you coax someone into doing something, you gently try to persuade them to do it.	compose (v)	If you compose yourself or if you compose your features, you succeed in becoming calm after you have been angry, excited or upset.
relinquished (v)	If you relinquish something such as power or control, you give it up.	guttural (adj)	Guttural sounds are harsh sounds that are produced at the back of a person's throat.

Assessment

Part 1: Knowledge quiz

Part 2: Reading comprehension

Part 3: Independent writing of a myth

Assessment criterion:

	Reading Assessment	Writing Assessment		
	RO1: Reading for understanding – selecting and interpreting information, ideas and perspectives	W01: Sense of audience and purpose – adapt form, tone and register for specific purposes and audiences	W02: Organisation, planning, sentence structures, appropriate paragraphing	W03: Clarity – write clearly using a range of vocabulary and accurate spelling, punctuation and grammar.
Excelling	I can confidently infer meaning from a text. I can explain a writer's intention and viewpoint. I can draw upon well-chosen references to the text to support my ideas and explain these.	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of stylistic devices appropriate to the purpose, audience and form of my writing.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures, often for effect. I can use a range of paragraph lengths correctly.	I can use an ambitious vocabulary. I can spell most words correctly. I can begin to use a wider variety of punctuation within my writing accurately.
Advancing	I can identify and retrieve key details from a text. I can begin to make inferences and deductions. I can identify a writer's intention and viewpoint. I can support my ideas using relevant textual reference.	I can write in an appropriate way showing some understanding of the intended purpose and audience of my writing. I can write with an appropriate tone. I can use a number of stylistic devices to suit the purpose of my writing.	I can organise my writing using structural and grammatical features. I can begin to use a variety of sentence structures in my writing. I can use paragraphs accurately.	I can use vocabulary that is appropriate. I can spell common words with accuracy. I can use a range of punctuation to demarcate my sentences accurately.
Securing	I can begin to identify and retrieve key details from a text. I can show a literal understanding of a text. I can begin to make inferences. I can begin to identify a writer's intention and viewpoint. I can begin to support my ideas using relevant textual reference.	I can begin to write in an appropriate way showing some understanding of the intended purpose and audience of my writing I can begin to write with an appropriate tone I can begin to use stylistic devices to suit the purpose of my writing.	I can begin to organise my writing showing some awareness of structural and grammatical features. I can use simple and compound sentence structures.	I sometimes choose words that are appropriate to the task. I can spell common words with some degree of accuracy. I can use the basic punctuation to demarcate my sentences accurately.
Developing	Not yet achieving the above.	Not yet achieving the above	Not yet achieving the above	Not yet achieving the above

Overview of sequencing

Introductory lesson	
<p>What is a myth? What are the three different types of myths? Why is mythology relevant today?</p>	
Step 1	Step 2
<p>Pangu and Nuwu (China)</p>  <p>Stylistic features</p> <p><u>Homework:</u> Tier 2 vocabulary Simple sentences Read theory Linked reading</p>	<p>Coyote Steals Fire for the People (N.America)</p>  <p>Freytag's pyramid</p> <p><u>Homework:</u> Tier 2 vocabulary Compound sentences Read theory Linked reading</p>
Step 3	Step 4
<p>Anansi and the box of stories (Africa)</p>  <p>Character archetypes Seven Basic Plots</p> <p><u>Homework:</u> Tier 2 vocabulary Complex sentences (embedded) Read theory Linked reading</p>	<p>The Mapinguary (Brazil)</p>  <p>Mid-point checkpoint</p> <p><u>Homework:</u> Tier 2 vocabulary Complex sentences (subordinating connective) Read theory Linked reading</p>
Step 5	
<p>The Quest for the Hammer</p>  <p>Constructing our own narratives</p> <p><u>Homework:</u> Tier 2 vocabulary Appositives Read theory Linked reading</p>	

Short Term Planning

Big question	Do it now	New knowledge	Pen to paper	Reflection
Intro lesson				
<p>L1: BQ1: What is a noun? What is the difference between a proper noun and a common noun? BQ2: What is a myth? What are the three different types of myth?</p>	NA	<p>Revisit prior learning about nouns, proper nouns and common nouns. Read through with pupils.</p> <p>Introduce unit</p> <p>Introduce what a myth is and the three types of myth.</p> <p>Discuss why is it important that we learn about mythology today: future learning and so many mythological references in popular culture.</p>	<p>Pupils read through three sentences taken from the first myth and a. identify the nouns in the sentence and b. determine whether they are examples of proper (P) or common nouns (C). Feedback.</p> <p>Talk partners: What do you already know about myths? Do you know what a myth is? Have you read any myths? Do you know why myths were written? Do you know why myths are relevant today?</p>	<p>Pupils respond to key reflection questions:</p> <ol style="list-style-type: none"> 1. What is a myth? 2. What are the three types of myth? 3. Identify three reasons why we should still continue to read myths in the 21st century.
<p>L2: BQ3: What is the difference between a common noun and a proper noun? BQ4: How are myths structured?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a noun? 2. What is the difference between a proper noun and a common noun? 3. What is a myth? 4. What are the three types of myth? 5. Why is it still important to learn about mythology, today, in the 21st century?=- 	<p>Revisit prior learning about concrete nouns and abstract nouns. Read through with pupils.</p> <p>Introduce pupils to the first myth: Pangu and Nuwa.</p> <p>Introduce pupils to the term 'structure'</p>	<p>Pupils identify whether particular words taken from the first myth the class will study are examples of proper, common, concrete or abstract. Explain to pupils that they can be more than one type of noun.</p> <p>Teacher model active reading on visualiser. Pupils copy where appropriate.</p> <p>Pupils respond to key questions to show what they have understood. Feedback answers and green pen.</p> <p>In talk partners, pupils consider what the term 'structure' means and then how they think the myth we have read is structured.</p>	<p>Explain to pupils that we are going to build a toolkit of common features of mythological writing over the next couple of lessons to help us when we write our own.</p>

		Introduce and define the following terms: structure, chronological, paragraphs, time connectives.	Pupils respond to following questions: How do we know this text is structured chronologically? What is the purpose of the paragraphs in this text? How do they help to organise the myth? What time connectives are used? Why are time connectives used?	
L3: <u>BQ5</u> : How are myths structured – what is Freytag's pyramid?	Recap questions: 1. What is the difference between a concrete noun and an abstract noun? 2. What does the adjective 'vast' mean? 3. What type of myth is Pangu and Nuwa? 4. What did the myth of Pangu and Nuwa seek to explain? 5. Identify three structural features of a myth.	Recap prior learning: proper nouns, common nouns, concrete nouns, abstract nouns. Introduce new myth: Coyote Steals Fire for the People Recap prior learning about structural features of a myth. Introduce pupils to Freytag's pyramid and go through the six stages with pupils.	Pupils thought shower proper, common, concrete and abstract nouns around a painting of Pangu and Nuwa. Feedback pupils ideas, ensuring they explicitly identify the type of noun. Complete class reading of the myth: Coyote Steals Fire for the People Pupils complete 'What have I understood' and key questions. Feedback answers to questions. Pupils identify whether particular structural features are evident in the myth or not. Feedback. Can Freytag's pyramid be applied to the myth? Pupils identify the six stages within the myth.	Reflect on toolkit and the added addition of the narrative arc.
L4: <u>BQ6</u> : what is an adjective? <u>BQ7</u> : When should a new paragraph be started?	Recap questions: 1. What is the difference between an abstract noun and a common noun? 2. Why did Coyote want to help the people? 3. What did we learn about Coyote's tails OR squirrel's tails OR chipmunk's back OR Frog's lack of a tail? 4. How did the people acquire the fire in the end? 5. How are narratives structured according to Freytag?	Recap definition of an adjective. Recap prior learning about the structure of a myth. Recap the reasons why a new paragraph is started. Share an image with pupils and an introductory paragraph linked to it.	Pupils identify the adjectives within a range of sentences. Pupils re-read a number of paragraphs from the myth Coyote and identify which each new paragraph has been started. Feedback. Pupils continue text on but with the caveat of starting each new paragraph for a new reason.	Feedback pupil work.

<p>L5: BQ8: What is the difference between a comparative adjective and a superlative adjective? BQ9: Why is it important to vary our paragraph lengths?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a proper and common noun? 2. What is an adjective? 3. What is a myth? 4. What are the three types of myth? 5. What five reasons are there for starting a new paragraph? 	<p>Introduce pupils to the terms comparative adjective and superlative adjective.</p> <p>Recap last lesson and the focus on paragraphing. Explain that writers try to vary the length of their paragraphs. Go through two examples of long paragraphs and two examples of short paragraphs.</p>	<p>Pupils look at the chart of adjectives and identify comparative and superlative form for each one. Feedback answers.</p> <p>Pupils discuss why they think a long paragraph or a short paragraph has been used. Feedback.</p> <p>Share an image with pupils and ask them to construct a short piece using a variety of paragraph lengths. Feedback pupil work.</p>	<p>Recap why a writer might use a long paragraph and the reasons why a writer might use a short paragraph.</p>
<p>L6: BQ10: What is the difference between the definite and indefinite article? BQ11: What are the main character archetypes?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is an adjective? 2. What is a comparative adjective? 3. What is a superlative adjective? 4. Why might writers craft long paragraphs in their writing? 5. Why might writers craft short paragraphs in their writing? 	<p>Introduce pupils to the terms definite article and indefinite article.</p> <p>Complete class reading of the opening to Anansi and the Box of Stories.</p> <p>Introduce pupils to the work of Vladimir Propp and character archetypes. Go through the eight character archetypes.</p>	<p>Pupils look at two examples and explain why the definite and indefinite articles have been used.</p> <p>What have I understood? Pupils answer key questions on the opening to the myth. Feedback.</p> <p>Pupils identify examples of each character archetype from the myths we have read, books they have read or films they have watched. Feedback.</p>	<p>Explain to pupils that over the years the 8 archetypes have developed into stock characters. Share some examples of stock characters.</p> <p>Key question: what other archetypes or stock characters can you think of?</p>
<p>L7: BQ12: What is a noun phrase?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the definite article? 2. What is the indefinite article? 3. What is the name of the myth we started reading and where is it from? 4. Who was Vladimir Propp? 5. What are Propp's 8 character archetypes? 	<p>Introduce pupils to the term noun phrase, going through component parts. Share example with pupils.</p> <p>Complete class reading of the rest of the myth Anansi and the Box of Stories.</p>	<p>Pupils look at a number of noun phrases and identify the component parts. Feedback.</p> <p>What have I understood? Pupils answer key questions on the opening to the myth. Feedback.</p>	<p>Reflection on the writer's toolkit. To what extent does the myth of Anansi and the Book of Stories conform to the features of myth writing?</p>
<p>L8: BQ13: What is a pronoun? What are the</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a noun phrase? 2. What are the constituent parts of a noun phrase? 3. What is an archetype? 	<p>Introduce pupils to the term pronoun and the different types of pronoun.</p>	<p>Pupils look at a number of sentences and identify the pronoun in the sentence, who or what it is referring to and the type of pronoun it is. Feedback.</p>	<p>Pupils reflect upon each plot type and identify an example from their own reading or viewing.</p>

different types of pronoun? <u>BQ14</u> : How are myths structured? What are the Seven Basic Plots?	4. Who was Vladimir Propp? 5. What were the 8 character archetypes Propp identified?	Introduce pupils to the Seven Basic Plots.	Pupils think about the myths we have read and studied so far and how they might classify these myths according to the Seven Basic Plots.	
L9: <u>BQ15</u> : What is a verb? What is the difference between dynamic and stative verbs?	Recap questions: 1. What is a pronoun? 2. What are the different types of pronoun? 3. Can you identify the different types of pronoun? (You, his, them) 4. What are the Seven Basic plots? 5. What plot type is Anansi and the Box of Stories?	Introduce pupils to the term verb and the differences between dynamic and stative verbs. Complete class reading of The Mappinguary.	Pupils read a number of sentences, identifying the verbs and considering whether the verbs are dynamic or stative. Feedback. Pupils complete the 'Show Me What You Know' task as a mid-way checkpoint to review what we have learned so far in relation to this myth.	Metacognitive task: Pupils review the questions in the quiz they felt confident about and the questions they felt less confident about.
L10: REVIEW lesson <u>BQ16</u> : What is a simple sentence? <u>BQ17</u> : What is a compound sentence? <u>BQ18</u> : What is a complex sentence?	Recap questions: 1. What is a verb? 2. What is the difference between a dynamic and a stative verb? 3. Despite being the best hunter, what is Inocencio afraid of? 4. Identify two things we learnt about the Mappinguary. 5. What does the word canopy mean?	Introduce pupils to the term simple sentence and the component parts with an example. Introduce pupils to the term compound sentence and the component parts with examples. Introduce pupils to the term complex sentence (embedded clause) and the component parts with examples. Introduce pupils to the term complex sentence (subordinating conjunction) and the component parts with examples.	Pupils look at each of the simple sentences provided and identify the subject and verb within each sentence. Feedback. Pupils look at each of the compound sentences and identify the 2 independent clauses, 2 subjects, 2 verbs and the linking conjunction. Feedback. Pupils look at each of the complex sentences and identify the independent and dependent clause within each. Feedback. Pupils look at each of the complex sentences and identify whether the sentence starts with the independent or dependent clause and the subordinating conjunction. Feedback.	Pupils use an image linked to the myth we have just read and craft an example of a simple, compound, complex (embedded), complex (subordinating conjunction) sentence to describe the image.
L11: <u>BQ19</u> : What is an adverb?	Recap questions 1. What is a simple sentence? 2. What is a compound sentence? 3. What is a complex sentence?	Introduce pupils to the term adverb and the different types of adverb. Introduce pupils to writing task: The Quest for the Hammer rooted in a clip from Thor.	Pupils look at a number of sentences to identify the adverb within the sentence and the type of adverb it is. Feedback. Pupils watch the clip from Thor (several times) to identify the narrative structure: exposition, inciting incident, rising action, climax, falling action, denouement. Feedback.	Pupils retell the narrative to their talk partner. Pupils are challenged to use time connectives as they recall the narrative. Feedback.

	<ol style="list-style-type: none"> 4. What is the difference between an independent and dependent clause? 5. What is a subordinating conjunction? 			
<p>L12: <u>BQ20</u>: How do we demarcate our sentences?</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is the difference between a proper noun and a common noun? 2. What is a myth? 3. What are the three types of myth? 4. What is an adverb? 5. What are the five different types of adverb? 	<p>Introduce pupils to the term demarcate and explain how we demarcate our sentences. Explain that how we demarcate our sentences also indicates the type of sentence it is.</p> <p>Focus pupils in on the exposition.</p> <p>Share with pupils the mentor text and read through drawing pupils attention to the description of the setting and the character.</p>	<p>Pupils look at a number of sentences and identify which punctuation mark should be used to demarcate the sentence and therefore what type of sentence it is. Feedback.</p> <p>Pupils thought shower adjectives to describe the setting / character which will form the focus of the exposition. Pupils then share their adjectives with a partner. Pupils then reflect upon their adjective choices to consider whether they are ambitious enough and use a thesaurus to increase the ambitious nature of them. Pupils then choose one of their adjectives to describe the setting and one of their adjectives to describe the character to post it note share on the working wall.</p> <p>Share success criteria with pupils. Pupils write the exposition to their myth.</p>	<p>Pupils self-assess their paragraphs against the success criteria and review accordingly.</p>
<p>L13: <u>BQ21</u>: How do we correctly punctuate speech?</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is the difference between a concrete noun and an abstract noun? 2. What are the six stages of Freytag's narrative pyramid? 3. What are the three different ways in which we can demarcate our sentences? 4. What are the three sentence types? 5. What is an adjective? 	<p>Introduce pupils to speech and the conventions of speech writing. Also explain to pupils the difference between direct speech and indirect speech.</p> <p>Introduce the inciting incident: the sight of the hammer.</p> <p>Go through success criteria for this paragraph with pupils.</p>	<p>Pupils look at two examples of speech and re-write, punctuating and following the rules of speech. Feedback.</p> <p>Pupils discuss key questions: why does Thor need the hammer? What will happen if he doesn't get the hammer? Therefore, how important is this quest? Feedback reflections.</p> <p>Pupils write their inciting incident paragraph with a focus on the success criteria.</p>	<p>Pupils peer assess each other's work with a focus on the success criteria. Individuals to then review their own writing.</p>

<p>L14: BQ22: What is a comma? Why do we use commas? (Listing) BQ23: What is a comma? Why do we use commas? (Marking clauses)</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is an adjective? 2. What is a comparative adjective? 3. What is the difference between direct and indirect speech? 4. What rules must we follow when crafting speech? 5. What is the inciting incident of our narrative? 	<p>Introduce pupils to the comma and commas to separate items in a list.</p> <p>Do it now 2: Introduce pupils to the comma and commas to mark clauses.</p> <p>Focus pupils in on the rising action.</p> <p>Focus pupils on the importance of using powerful verbs.</p> <p>Focus pupils on the importance of time connectives to aid a sequence of actions.</p> <p>Share with pupils a mentor text, drawing attention to the time connectives and powerful verbs as well as the careful sequencing of a number of actions.</p>	<p>Pupils look at a number of sentences. Pupils identify where the commas should go to separate items in the list. Feedback.</p> <p>Pupils look at a number of sentences and identify where the commas should go to mark clauses. Feedback.</p> <p>Pupils watch the clip from Thor (several times). Pupils use the storyboard to identify what is happening at each point. Feedback until a clear narrative is established.</p> <p>Pupils look at the verbs from Descriptosaurus and choose verbs they think would be appropriate to use in their writing, noting these on their storyboard. Feedback choices on a focus on why – the intended impact.</p> <p>Pupils identify time connectives to use within their own writing and place on the storyboard.</p> <p>Pupils write their rising action section using the success criteria to guide them.</p>	<p>Pupils both peer-review and self-assess their own work against the success criteria to check their own writing and edit where appropriate.</p>
<p>L15: BQ24: What is ellipsis? BQ25: What is a simile? BQ26: What is a metaphor?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a superlative adjective? 2. What is the definite article? 3. What five reasons are there for starting a new paragraph? 4. What two reasons are there for using commas? 5. Identify three powerful verbs that you have used within your own writing. 	<p>Introduce pupils to the term ellipsis and share an example.</p> <p>Introduce pupils to the terms simile and metaphor and share examples of both.</p>	<p>Pupils look at a number of sentences that use ellipsis. For each sentence, pupils consider why the ellipsis has been used. Feedback, impact of each example.</p> <p>Pupils look at a number of sentences and identify whether a simile or a metaphor has been used. Challenge: pupils identify what is being compared to what and why – what is the intended impact?</p> <p>Pupils consider how they could use a simile or a metaphor to describe the hammer.</p>	<p>Pupils review their own writing against the success criteria to edit where appropriate.</p>

		Explain to pupils the importance of extending similes or metaphors and go through a couple of examples.	Pupils choose three of their own examples to extend. Share pupils work. Pupils write their climax paragraph using the success criteria to guide their writing.	
L16: <u>BQ27</u> : What is a sentence containing a fronted adverbial?	Recap questions: 1. What is the indefinite article? 2. What is a noun phrase? 3. What are the main characters as suggested by Vladimir Propp? 4. What is ellipsis? 5. What is the difference between a simile and a metaphor?	Introduce pupils to the term 'fronted adverbial' and share an example of a sentence that starts with an adverbial. Introduce pupils to the term pathetic fallacy and share examples.	Pupils look at a number of sentences, identifying the adverbial word or phrase. Feedback. Pupils then identify two adverbials to start two sentences. Feedback. Pupils consider how pathetic fallacy could be used. Pupils discuss key questions in relation to the image of Hawkeye in their talk partners. Feedback responses. Pupils construct their falling action paragraph against the success criteria.	Pupils peer-assess each other's work to identify where the success criteria has been met and respond accordingly.
L17: <u>BQ29</u> : What is an appositive?	Recap questions: 1. What is a pronoun? 2. What are the different types of pronoun? 3. What are the Seven Basic Plots? 4. What is the difference between a dynamic and stative verb? 5. What is pathetic fallacy?	Introduce pupils to the term appositive and share an example of an appositive. Focus pupils on the denouement and introduce the concepts of resolution and cliff-hanger. Explain to pupils that they will get to determine how this narrative ends. Share unit success criteria.	Pupils look at a number of sentences and identify the appositive in each. Feedback. Pupils then craft an appositive for Thor, Jane, The Science Facility and the hammer. Feedback. Pupils look at the image and thought-shower the different resolutions or the cliff-hanger that might be appropriate for this piece. Feedback. Pupils construct their denouement paragraph against the success criteria.	Pupils reflect upon the unit, answering key questions about what they enjoyed the most, learnt the most about, still want more practise on and their effort grade.