



## Year Subject Name Medium Term Plan

Autumn Term English Year 7 Half Term 2: Myths and Legends

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| <b>Learning Overview (Contents)</b> | <p>Overview of main learning objectives: (<a href="#">Taken from the National Curriculum</a>) <i>(This should be a list of the learning objectives / skills cover over this term)</i></p> <ul style="list-style-type: none"><li>• Read easily, fluently and with good understanding</li><li>• Develop the habit of reading widely and often, for both pleasure and information</li><li>• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language &amp; appreciate our rich and varied literary heritage</li><li>• Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li><li>• Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li><li>• Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li></ul> |
| <b>Assessment Opportunities</b>     | <p>There needs to be a minimum of 2 formal assessments per term. These formal assessments will inform the 'working at grades' and the AOB reported to parents. There may be additional unit tests depending on a subject</p> <p>End of every half term</p> <p>Half Term 1:</p> <p>Write own original myth.</p> <p>It must include:</p> <p>A hero or heroine</p> <p>A clear setting and origin explanation (e.g., how something came to be)</p> <p>A problem or conflict involving a mythical creature or magical event</p> <p>A moral or message</p> <p>Descriptive language and varied sentence structure</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Textbooks<br/>Published Lesson<br/>Resources</b> | Please include ISBN numbers of all published textbooks and other published resources if available                                                                                                                                                     |
| <b>Home Learning<br/>Resources</b>                  | Specific Links to <a href="#">Oak Academy</a> (This will be shared with parents on <i>Teams</i> to help them supplement the classroom learning revision)                                                                                              |
| <b>Knowledge<br/>organisers</b>                     | <p>Link to knowledge Organisers (look on the TES!)</p> <p><a href="https://www.tes.com/teaching-resource/myths-and-legends-knowledge-organiser-12350616">https://www.tes.com/teaching-resource/myths-and-legends-knowledge-organiser-12350616</a></p> |

| <b>Week<br/>Number</b>                              | <b>Learning Overview / objective (outlined above)</b>                              | <b>What should pupils know, understand and be able to do by the end of the week?<br/>(Use clear Success criteria)</b>                                                                                                                                                                                                                                                                                                                                                                                |
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| Week 1                                              | Introduction to Myths & Legends: Explore storytelling traditions and oral history. | <ul style="list-style-type: none"> <li>- Can define the difference between a myth and a legend</li> <li>- Understand why myths and legends are formed</li> <li>- Brief introduction to some famous examples – Video and dual coded examples</li> </ul> <p>Read a selection of global myths and legends (e.g., Greek, Norse, Egyptian).</p> <p>Class discussion: What makes a story a myth or a legend?</p> <p>Create a visual mind map of common mythological features (gods, heroes, monsters).</p> |
| Week 2                                              | Week 2                                                                             | Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Structure and Characters in Myths: Study archetypes | Structure and Characters in Myths: Study archetypes and narrative patterns.        | <ul style="list-style-type: none"> <li>- Understand the common archetypes and features of a myth</li> <li>- Understand the common archetypes and features of a legend</li> <li>- Understand the narrative structure of a heroes journey</li> </ul>                                                                                                                                                                                                                                                   |

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| and narrative patterns. |                                                                                                          | <ul style="list-style-type: none"> <li>• Study the structure of “Theseus and the Minotaur” or “Perseus and Medusa”.</li> <li>• Analyse a myth using the Hero’s Journey model.</li> <li>• Group work: map a character arc using visual storyboards.</li> </ul>      |
| Week 3                  | Week 3: Setting and Description in Myth                                                                  | Week 3                                                                                                                                                                                                                                                             |
|                         | Use descriptive language to build vivid mythical settings.                                               | <p>Read a myth with rich setting (e.g., “The Fire Children” or “The Underworld”).</p> <p>Identify sensory language and imagery.</p> <p>Writing task: describe a magical location in detail.</p>                                                                    |
| Week 4                  | Week 4: Conflict and Resolution                                                                          | Week 4                                                                                                                                                                                                                                                             |
|                         | <p>Learning Focus:</p> <p>Understand how myths often revolve around conflicts and moral dilemmas.</p>    | <p>Activities:</p> <p>Read a myth involving conflict (e.g., “Prometheus” or “Maui and the Sun”).</p> <p>Discussion: What is the message or moral?</p> <p>Plan a myth with a clear conflict and resolution.</p>                                                     |
| <b>Week 5</b>           | <p>Writing a Myth</p> <p>Apply narrative structure and mythological conventions in original writing.</p> | <p>Explore how to Write an original myth including typical conventions and archetypes:</p> <ul style="list-style-type: none"> <li>○ Hero/heroine</li> <li>○ Mythical creature or god</li> <li>○ Setting and problem</li> <li>○ A clear moral or outcome</li> </ul> |

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| Week 6 | <p><b>Learning Focus: Drafting and proofreading</b></p> <ul style="list-style-type: none"> <li>• Use peer and self-assessment to revise creative writing.</li> </ul>                                                                                                                                    | <p><b>Understanding why drafting, proof reading and peer reviewing is essential to a writer's progress</b></p> <ul style="list-style-type: none"> <li>• Understanding that teachers draft and proofread too</li> <li>• Learning how to draft and give feedback using success criteria.</li> <li>• Learning how to create a checklist to improve language, structure, and grammar.</li> <li>• Using this knowledge to finalise the myth for assessment.</li> </ul> |
| Week 7 | <p><b>Learning Focus: Story-telling and Assessment</b></p> <ul style="list-style-type: none"> <li>• Understanding the skills involved in oral story telling and why they are important</li> <li>• Produce their assessment myth</li> <li>• Present their myths orally and evaluate learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Build confidence with reading or act out their myths in groups.</li> <li>• Learn to reflect on the writing process and storytelling techniques.</li> <li>• Complete creative writing assessment.</li> </ul>                                                                                                                                                                                                              |



## Year Subject Name Medium Term Plan

### Autumn Term English Year 7 Half Term 2: Oracy and Speech Writing

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| <b>Assessment Opportunities</b>     | <p>There needs to be a minimum of 2 formal assessments per term. These formal assessments will inform the 'working at grades' and the AOB reported to parents. There may be additional unit tests depending on a subject</p> <p>End of every half term</p> <p>Half Term 2:</p> <p>Assessment Tasks:</p> <p>Part 1: Writing the Speech</p> <p>Write a speech on a topic of personal interest (e.g. protecting the environment, fairness in school, why reading matters).</p> <p>Use a persuasive tone and include at least 3 rhetorical devices.</p> <p>Address a specific audience (e.g. classmates, headteacher, the government).</p> <p>Aim for 300–500 words.</p>                                                                                                                                                                                                                                                                                                                                                           |

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|                                                     | <p>Part 2: Delivering the Speech</p> <p>Perform the speech to the class or in small groups.</p> <p>Speak clearly and confidently, using eye contact and expression.</p> <p>Avoid reading directly from the page — use cue cards if needed.</p> <p> <input checked="" type="checkbox"/> <b>Success Criteria (Writing)</b> <ul style="list-style-type: none"> <li>✓ Clear purpose and target audience</li> <li>✓ Logical structure (opening, body, conclusion)</li> <li>✓ At least 3 rhetorical devices used effectively</li> <li>✓ Formal, persuasive tone</li> <li>✓ Accurate spelling, punctuation, and grammar</li> </ul> </p> <p> <input checked="" type="checkbox"/> <b>Success Criteria (Speaking)</b> <ul style="list-style-type: none"> <li>✓ Clear voice, volume, and pace</li> <li>✓ Engaging expression and body language</li> <li>✓ Eye contact with audience</li> <li>✓ Speech matches written content and flows well</li> </ul> </p> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• <b>Support:</b> Provide sentence starters, speech templates, or writing frames</li> <li>• <b>Challenge:</b> Encourage use of advanced rhetorical devices (e.g. anaphora, contrast), timed delivery, or Q&amp;A</li> <li>• <b>Peer support:</b> Rehearsal in pairs, guided peer feedback</li> </ul> |
| <b>Textbooks<br/>Published Lesson<br/>Resources</b> | Please include ISBN numbers of all published textbooks and other published resources if available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>Week Number</b> | <b>Learning Overview / objective</b> (outlined above)                                                                                                                                                                                                                 | <b>What should pupils know, understand and be able to do by the end of the week?</b><br>(Use clear Success criteria)                                                                                                                                                                                                                 |
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| Week 1             | <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>Understand the difference between <b>informing, persuading, entertaining, and arguing</b>.</li> <li>Recognise how the <b>purpose</b> of writing shapes tone, language, and structure.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Be able to identify the purpose of short extracts (e.g., article vs. speech vs. story).</li> <li>Group sort: Match purposes to audiences and writing features.</li> <li>Introduce the key idea: <i>Speeches aim to influence, persuade, and inspire.</i></li> </ul> |
| Week 2             | Exploring famous speeches                                                                                                                                                                                                                                             | Week 2                                                                                                                                                                                                                                                                                                                               |
|                    | <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>Identify <b>purpose and audience</b> in real-world examples.</li> <li>Recognise how writers use rhetorical devices to achieve their goals.</li> </ul>                                            | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Read or watch 1–2 speeches (e.g., Greta Thunberg, MLK Jr., Malala).</li> <li>Annotate and discuss: What is the speaker’s purpose? Who are they talking to?</li> <li>Create a classroom anchor chart of persuasive devices.</li> </ul>                               |

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| Week 3 | Week 3: Rhetorical devices in Action                                                                                                                                                                                                                                                             | Week 3                                                                                                                                                                                                                                                                                  |
|        | <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>Understand and apply rhetorical techniques for persuasion.</li> <li>Recognise the impact of <b>rule of three</b>, <b>emotive language</b>, <b>rhetorical questions</b>, <b>anecdotes</b>, and <b>repetition</b>.</li> </ul> | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Spot-the-device activity with speech extracts.</li> <li>Mini-writing task: students write a short paragraph using 3 devices.</li> <li>Share and review in pairs.</li> </ul>                                            |
| Week 4 | Week 4: Speech Structure and Tone                                                                                                                                                                                                                                                                | Week 4                                                                                                                                                                                                                                                                                  |
|        | <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>Understand how speeches are organised (opening, middle, ending).</li> <li>Explore how <b>tone</b> supports purpose and message</li> </ul>                                                                                   | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Break down example speeches into sections.</li> <li>Group task: reassemble a scrambled speech.</li> <li>Tone-matching task: match phrases to persuasive intentions.</li> </ul>                                         |
| Week 5 | <p><b>Week 5: Planning &amp; Writing for a Specific Purpose</b></p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>Plan a speech with a clear purpose and audience in mind.</li> <li>Start writing the <b>first draft</b> of a persuasive speech.</li> </ul>               | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Model how to plan: topic &gt; audience &gt; tone &gt; structure.</li> <li>Students choose a topic (e.g., school uniforms, climate action, screen time).</li> <li>Begin first draft using planning scaffold.</li> </ul> |

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| Week 6 | <p><b>Learning Focus: Drafting and proofreading</b></p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Improve written content through feedback.</li> <li>• Prepare for <b>spoken performance</b> with expression and confidence.</li> </ul> | <p><b>Understanding why drafting, proof reading and peer reviewing is essential to a writer's progress</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Peer assessment using a success checklist.</li> <li>• Focus on introductions, transitions, and rhetorical emphasis.</li> <li>• Rehearse in pairs or groups with delivery tips.</li> </ul> |
| Week 7 | <p><b>Final Performance and Reflection</b></p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Deliver speeches to the class with confidence and purpose.</li> <li>• Reflect on progress in both writing and speaking.</li> </ul>             | <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students present speeches.</li> <li>• Self- and peer-assessment using rubrics.</li> </ul> <p>Short written reflection: <i>What did I learn about writing for purpose and audience</i></p>                                                                                                                |