

| | Lesson Intent (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.) | Vocabulary – Daily Retrieval/Teach for memory | Activities/Assessment (to including the metacognitive/learning verb) | Homework/Literacy Map |
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| Week 1: KG/s and Overview 1 – Introduction KG: to explain the importance of myths, legends, fables and parables | Students are introduced to metalanguage and key vocabulary – Feeds forward to next lesson by using knowledge of Myths and Legends to inform study of Greek Myths. Feeds forward to future units and all years and AO2 in the Literature GCSE. This is because this lesson forms a starter for the focus on Tier 2 vocabulary that will be at the start of every lesson from Years 7 to 11. | New: Myths, Legends, Fables, Parable | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Leaflet – explaining key vocabulary | |
| 2 – Greek Mythology KG: to explain information about Greek Mythology | Allows students to develop their contextual understanding of key factors of Greek Mythology – Feeds forward to next lesson by students using their knowledge to inform their study of Homer. Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts. | Retrieve: Myths, Legends, Fables, Parable, New: Symbol, Worship/Worshipped, Relevance | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Top Trumps Cards – explaining facts and importance | |
| 3 – Homer and the Odyssey KG: To evaluate Homer’s significance to Greek Mythology and Culture | Allows students to consider how Homer influenced not just Greek Mythology and Culture, but how his writing influenced subsequent writers throughout history. Feeds forward to next lesson by students using their knowledge of Greek Mythology to inform their analysis of Odysseus. Feeds forward to the consideration of writer’s intentions, significance and context at GCSE with the Literature set texts and every text we will be studying through Years 7-11. | New: Protagonist, Epic Poem, Hero, Significance Retrieve: Symbol, Parable | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Questioning – examining/identifying Homer’s significance and analysing traits of Epic Heroes... Introduction to comparison. | |

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| <p>4 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero</p> | <p>Allows students to consider how language is deliberately used to influence their impressions of a character. Feeds forward to next lesson where students will use their prior knowledge of Odysseus to analyse how he is presented as an Epic Hero in the next extract. Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p> | <p>New: Antagonist, Epic Retrieve: Protagonist, Epic Hero</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Summarising – summarising plot information using key vocabulary/concepts discussed/analysed (think / pair / share and say it better - probing) | <p>Reading Journal and Vocabulary Booklet</p> |
| <p><u>Week 2: KG/s and Overview</u> 5 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero.</p> | <p>Allows students to consider how language is deliberately used to influence their impressions of a character. Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment. Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p> | <p>Retrieve: Protagonist, Antagonist, Epic New: Vengeance, Deceit, Trait</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Summarising – analysing traits of Epic Heroes through reading and class discussion (think / pair / share and say it better - probing) | |
| <p>6 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero.</p> | <p>Students are introduced to, and begin to develop, their analytical writing skills through the introduction of mini PEE writing. Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment. Feeds forward to all future mini PEE writing, as this is a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p> | <p>New: Conform, Duplicitous, Retrieve: Conform, Epic Hero, Deceit</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling annotation and PEE explosion leading to semi-independence – assessment “How does Odysseus conform to your idea of an Epic Hero?” (analysis / probing) | |

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| <p>7 – Odysseus and the Cyclops KG: To analyse Odysseus's characterisation as an epic hero.</p> | <p>Students continue to develop their analytical writing through mini PEE to prepare for their first assessment using this skill. Feeds forward to next lesson by students using their knowledge to answer the assessment question. Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p> | <p>Duplicitous, Conform, Epic Hero, Pronoun, Cunning, Duplicitous, Antagonist, Protagonist</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling PEE leading to semi-independence – assessment “How does Odysseus conform to your idea of an Epic Hero?” (analysis / probing). | <p>Reading Journal and Vocabulary Booklet</p> |
| <p>Week 3: KG/s and Overview 8 – Odysseus and the Cyclops KG: To analyse Odysseus's characterisation as an epic hero.</p> | <p>Students continue to develop their analytical writing through mini PEE to complete their first assessment using this skill. Feeds forward to next lesson by students using their knowledge of Odysseus as an Epic Hero to inform their study of heroes in Roman Mythology. Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p> | <p>Assess vocabulary and accuracy of its use based on key prior pieces of vocabulary studied so far.</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Assessment Lesson – partial independence (guided practice) | |
| <p>9 – Introduction – Roman Mythology KG: to explain knowledge about Roman Mythology</p> | <p>Allows students to assess, revise and develop their knowledge of Roman mythology and how this was influenced by Greek Mythology. Feeds on from the introduction to Greek Mythology earlier in the term. Feeds forward to next lesson by students using their knowledge of Roman Mythology to link to its culture.</p> | <p>New: Compare Recall: Myths, Legends, Fables, Parable, Symbols</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Quiz – assessing stickability of new knowledge and a create your own god/goddess explaining knowledge of Roman mythology and values | |

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| | Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as A Christmas Carol. Students will also do this in texts studied in KS3, such as Macbeth, Animal Farm and The Lord of the Flies. | | | |
| 10 – Rome and Roman Society KG: to describe Rome and explain how its society was governed | Allows students to develop their understanding of how Roman society was governed and how this influenced subsequent texts and cultures. Feeds forward to next lesson by students using their knowledge of Roman culture to link to influence of Romulus and Remus. Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as A Christmas Carol. Students will also do this in texts studied in KS3, such as Macbeth, Animal Farm and The Lord of the Flies.. | New: Republic, Patrician, Plebeian Form, Audience, Purpose DAFOREST Recall: duplicitous, compare | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Poster – describing Rome and explaining facts, knowledge of key words in correct context, and the use of FAP – modelling/examples to provide scaffolding. | |
| 11 – Romulus and Remus KG: to describe Romulus and Remus and explain how they influenced Rome | Allows students to develop annotation skills. Feeds forward to next lesson where students will use their knowledge of Roman mythology and culture to inform their understanding of Roman Stock Comic characters. Feeds forward to developing this key skill at GCSE and for use in subsequent lessons across KS3 when analysing a novel, extract or a poem. | New: Plebeian, Patrician Recall: Humility, Republic, Myths, Legends, Fables, Parable, | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Prediction – describing Romulus and Remus. Modelling annotation - explaining influence. | Reading Journal and Vocabulary Booklet |
| Week 4: KG/s and Overview 12 – Roman Stock Comic Characters KG: to define Roman | Allows students to understand these key character archetypes and link these to character archetypes in all texts. Feeds forward to the study of different character archetypes in every future piece of Literature we study at both KS3 and KS4. | New: Comedy, Tragedy, Stock Characters, Genre Recall: Protector, Patrician | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Defining Roman Stock Characters, discussing (think / pair / share and say it better - | |

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| <p>Stock Characters and to explain their purpose</p> | <p>Feeds forward to next lesson by students using their knowledge of Roman Stock Characters to inform their narrative.</p> | | <p>probing) their importance to theatre and to culture today. Create a fact file to explain knowledge.</p> | |
| <p>13 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing</p> | <p>Allows students to develop and build on their creative writing skills and introduce students to narrative structure. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9 Term 2 when studying Detective Fiction. Feeds forward to next lesson by students using their knowledge to help them plan their narrative writing.</p> | <p>New: Protagonist, Antagonist, Narrative, Structure, Character, Exposition, Climax, Resolution/Denouement Recall: Parasitus, Servus Callidus</p> | <p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling how to plan narrative, discussing ideas (think / pair / share and say it better - probing). Narrative plan / with guidance if required to explore knowledge. Verbal feedback via peer-review.</p> | |
| <p>14 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing</p> <p>This lesson may need to be two – teacher discretion.</p> | <p>Allows students to develop and build on their creative writing skills and introduce students to narrative structure. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9 Term 2 when studying Detective Fiction. Feeds forward to next lesson by students using everything they have learnt so far this term to complete their narrative assessment.</p> | <p>Narrative, Structure Recall: Paragraph, Sentence structures, Plot</p> | <p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Exploring effective writing to establish other techniques for effective writing. Discussing plot ideas linked to Roman theatre. Modelling the writing process leading to semi-independence – assessment: “Write a narrative about two Roman stock characters” (analysis / probing)</p> | <p>Reading Journal and Vocabulary Booklet</p> |
| <p>Week 5: KG/s and Overview 15 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through</p> | <p>Allows students to develop and build on their creative writing skills and introduce students to narrative structure. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice</p> | <p>Assess vocabulary and accuracy of its use. Encourage students to use prior vocabulary in their assessment.</p> | <p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Discussing the success criteria for marking/feedback. Assessment Lesson – independence.</p> | |

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| narrative writing | narrative writing, such as in Year 9 Term 2 when studying Detective Fiction. Feeds forward to next lesson by students using their knowledge of Greek and Roman Mythology and Culture to make comparisons between this and Viking Mythology and Culture. | | | |
| 16 – Introduction – Viking Mythology KG: to explain knowledge about Viking Mythology and to analyse their place in Viking culture | Allows students to assess, revise and develop their knowledge of Viking mythology and culture and how this influenced subsequent cultures and writing. Feeds on from the introduction of Greek and Roman Mythology and Culture. Feeds forward to next lesson by students using their knowledge of Viking Mythology and Culture to link to their next piece of knowledge on this subject. Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as ‘A Christmas Carol’. | Recall: Myths, Legends, Fables, Parable, Symbols, Culture, Society worship | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Quiz – assessing stickability of new knowledge and sentence/paragraph writing explaining knowledge of Viking mythology and values. | |
| 17 – Viking Mythology KG: to explain knowledge about Viking Mythology and to analyse their place in Viking culture This lesson may need to be two – teacher discretion. | Allows students to continue developing their creative and narrative writing skills. Feeds on from their previous narrative assessment. Feeds forward to next lesson by students using their prior knowledge of Viking Mythology to inform their narrative. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9 Term 2 when studying Detective Fiction. | New: Effective and other synonyms... Recall: duplicitous, form, audience, purpose | 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Creative writing – explaining facts, knowledge of Viking mythology, and the use of FAP – modelling/examples to provide scaffolding. Planning of creative writing. | |

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| <p>18– Viking Mythology KG: to apply knowledge about Viking Mythology and culture in a piece of creative writing</p> | <p>Allows students to continue developing their creative and narrative writing skills. Feeds on from their previous narrative assessment. Feeds forward to next lesson by students using their prior knowledge of Viking and Mythology and Culture to link to the Viking legal system. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9 Term 2 when studying Detective Fiction.</p> | <p>Recall: form, audience, purpose</p> | <p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Creative writing – explaining facts, knowledge of Viking mythology, and the use of FAP. Assessment Lesson – independence.</p> | <p>Reading Journal and Vocabulary Booklet</p> |
| <p><u>Week 6: KG/s and Overview</u> 19 – Viking Society KG: to evaluate the legal system in Viking Society</p> | <p>Allows students to assess, revise and develop their knowledge of Viking mythology and culture, and how this influenced subsequent cultures and writing. Feeds forward to next lesson by students using their knowledge of the Viking Legal System to inform their speaking and listening assessment. Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as A Christmas Carol, as well as KS3 texts such as The Crucible.</p> | <p>New: Law, legality, authoritarian, legislation, legislative, lawyer, outlaw, trial, court Recall: Patrician</p> | <p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Quiz – assessing stickability of new knowledge and paragraph writing evaluating knowledge of the Viking legal system. Introduction to evaluation. Think / pair / share and say it better – probing.</p> | |
| <p>20 – Viking Society KG: to evaluate the legal system in Viking Society This lesson may need to be two – teacher discretion.</p> | <p>Introduces students to presentation, and speaking and listening skills. Feeds forward to the Speaking and Listening Assessment in the Language GCSE. Feeds forward to next lesson by students using their knowledge of the Viking Legal System to inform their speaking and listening assessment.</p> | <p>New: Versatile, Agile, Comrades, Consult, defendant, prosecutor Recall: Plebeian</p> | <p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Speaking and Listening – evaluating facts, knowledge of Viking legal system through group role-play. Introduction to speaking and listening skills.</p> | |

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| <p>21 – Viking Society KG: to evaluate the legal system in Viking Society This lesson may need to be two – teacher discretion – class sizes.</p> | <p>Allows students to develop their presentational and speaking and listening skills. <i>Feeds forward to next lesson where students will use their knowledge of Viking Mythology and Culture to inform their understanding of Viking Shield Maidens.</i> <i>Feeds forward to the Speaking and Listening Assessment in the Language GCSE.</i></p> | <p>New: Defendant, prosecutor Retrieve: Versatile, Agile.</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Speaking and Listening – evaluating facts, vocabulary use, knowledge of Viking legal system through group role-play. Introduction to speaking and listening skills. Assessment Lesson – group work (red/amber/green) | <p>Reading Journal and Vocabulary Booklet</p> |
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