

KS3 English
Myths and Legends

General Objectives:

Through Myths & Legends, students learn how stories from ancient times have been passed down through history and that storytelling has been an important part of civilisation and our cultural history. In particular, myths and legends are stories with a purpose; usually containing conflict and issues of morality. Myths and legends provide opportunities to assess and make judgements about how characters/people behave, the consequences of their actions and the ramifications for the wider society. In a pre-scientific age myths & legends were also a way of explaining the world.

Formal: Work throughout all units focuses on Phonic and whole word spelling, word building, handwriting and punctuation.
 Sections A, B, C and J on the (writing) curriculum

Semi-formal and Emergent: Work throughout all units focuses on ELG A1- Listening, Attention and Understanding, A2- Speaking , 8- Comprehension, 9- Word Reading and 10 - Writing

	KS3 – Year 3 – Autumn 1 – Myths and Legends			
	Skills	Knowledge	Suggested learning activities (including trips, activities)	Other resources
Formal	National Curriculum Areas Reading – B – Range of reading C – Familiarity with texts	Myth Legend Ancient Story Beginning Middle	Suggested Texts: Theseus and the Minotaur, Daedalus and Icarus, Hercules, Pandora’s Box, King Midas. What do we mean by a myth or a legend? What stories do the students all know, not necessarily a myth or legend, just a story they all know, e.g., Little Red Riding Hood, Robin Hood, Cinderella. Explain that some stories are widely told, that this has always been the case and that some stories are from ancient times	Skills Curriculum document Phonics for Pupils with

	E – Word meanings Writing - F – Drafting writing J – Grammar S/L – A – Listening C – Asking and answering questions E – Vocabulary building and standard English	End Character Moral Actions Consequences Good – Evil Drama	and have been passed down for hundreds even thousands of years. • Introduce Theseus and the Minotaur as a Greek myth. Use Google Earth/Atlas, find Greece and the Island of Crete. What type of climate is it? Why do people go there today? • Watch animated adaptation of Theseus and the Minotaur. Lots of versions available. • Discuss the story - can there really be a half-man half-bull creature? Why is the Minotaur locked away in the Labyrinth? Why does King Aegeus have to send young Athenians to be eaten by the Minotaur? • Sequence the story using images and sentences to explain the events of the story. Why does Theseus volunteer to kill the Minotaur? Why and how does Ariadne help him? What does Theseus promise Ariadne? Do we have any sympathy for the Minotaur? • Character analysis of Theseus – Is he a hero? Yes, brave and strong. But, he abandons Ariadne on the Island of Naxos, breaking his promise. He forgets to hoist the white sail, leading to the death of King Aegeus. So, in some ways Theseus is a hero, but his forgetfulness/recklessness has severe consequences for others. • Write a front page newspaper report on Theseus, or a letter to Theseus from Ariadne or King Aegeus. • Introduce King Midas, King of Phrygia. Discuss idea of Kingship, what is a King? Are Kings powerful? Are Kings rich? If you were a King/Queen what would you have / bit like winning the lottery? • Discuss as a group what we think is special to us. What would we ask for if we were given a wish? • Read story of King Midas. Discuss character of Midas. What is greed? Have you ever been greedy or can you describe someone who has been greedy? In what way	Special Educational Needs Ravenscliffe RPS scale
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			is King Midas greedy? Does this make him a bad person? • Role-play the story of King Midas. • Group debate / discussion about how Midas acts when he is given the power to turn everything he touches to Gold. Focus on the point he realises that his “gift” becomes a curse. • Write a letter from King Midas explaining how his greed led him to make a mistake and how he realises that some things are more precious than gold/money.	
Semi-Formal	EYFS Early Learning Goals ELG 12 – Numerical patterns 13 – Past and Present 14 – People, culture and communities	Story Beginning Middle End Directional Language	Suggested Texts: Pandora’s Box, Daedalus and Icarus • Introduce story of Pandora’s Box. Use a sealed box and ask students what they think might be inside. Tell students there is something really exciting in the box but they aren’t allowed to open it. Guessing game – descriptive terms, shapes, size etc. • ‘Pandora’s Box’ using the version from the ‘Orchard Book of Greek Myths’, or the synopsis from the file to make a sensory/tactile version. • Matching items from Pandora’s Box. • Sequence the story and what comes out of the box. • Drama/role-play – each student has the box with a different item in, they have to describe the item/object and the others have to guess what the item/object is. • Make their own box and decorate and choose their own items to put in. • Portrait of Pandora, inventing this character from Greek Mythology. Themed boxes, e.g. box containing snakes; what would happen if someone opened it? Discuss reasons for and against opening the box. • Make items to go in a treasure box, make a key to open the box.	Equals Formal curriculum English EYFS skills document Ravenscliffe RPS scale

			• Introduce story of Daedalus and Icarus. Daedalus built the Labyrinth for the Minotaur. Use a maze to find your way out of. Design your own maze and see if a peer can find their way out. Use directions, arrows to find a route around school to find craft feathers. • Discuss flight, what creatures can fly, how do people fly? Pose question, how can Daedalus and Icarus escape from the high tower? • Sequence story cards showing the story of Daedalus and Icarus. craft feathers • Use willow and tissue to construct wings, decorate. • Make paper aeroplanes, whose can go the furthest.	
Emergent	EYFS Early Learning Goals ELG – 12 – Numerical patterns 13 – Past and Present 14 – People, culture and communities	Story Beginning Middle End Sequence In Out On Under	Suggested Texts: Pandora’s Box, Robin Hood • Introduce story of Pandora’s Box. Use a sealed box and ask students what they think might be inside. Use Jack-in-a-box. Order objects by size to place in different sized boxes. • Match boxes by colour, different shaped boxes. • Feely boxes with printed images of hidden objects – place hands in to box to identify objects from images. • Painting/decorating boxes – Commando Joe style challenges to find key to box. • Use shape-sorters to place appropriate shapes into a box. • Introduce Mythical creatures - e.g. centaur (half man half horse) • Use images to identify a range of animals. Make animal masks to wear and mimic animal sounds. • Use cut out images to create “mythical/hybrid” creatures, e.g. half bird, half mouse. • Matching pictures of mythical animals, placing features in the appropriate part of the face/body	Equals My Communication Document EYFS skills document Ravenscliffe RPS scale

			• Use playdough/salt dough to make a model of a mythical creature – flying horse, phoenix, unicorn.	
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