

Scheme of Learning: Myths and Monsters (Spring Year 7)

Topic Sequence:

1	2	3
Frankenstein: Gothic Play	Literary Myths and Monsters	Creative Writing: Monsters

Topic Overview:

A study of literary Myths and Monsters, beginning with Frankenstein's monster then moving back in time to look at the monsters of myth and legend.

The overall aim of this unit is to build on pupils' knowledge of the literary and mythological stories that are alluded to in many modern texts, as well as developing their skills of analytical reading and creative writing through engaging and challenging texts.

The study of Philip Pullman's 'Frankenstein' play will be the pupils' first introduction to the 19th Century Gothic Genre – which they will return to in Year 9, when they will analyse an abridged version of Mary Shelley's original 'Frankenstein'. In the same way, they will return to the stories of Medusa and Beowulf – in their earlier forms – during their study of literature across the ages in Year 8.

Lesson Sequence:

The lessons have been sequenced to purposely build pupils' ability to understand the moral message in a story, to make links between stories and to understand that accounts of events and characters may be biased.

We begin with an introduction to the gothic genre, before reading and studying the play 'Frankenstein'. We discuss the common misconceptions about the story and character, as well as Shelley's overall message. By the end of this play study, pupils will have considered the question of what makes a monster and whether the creature should be feared or pitied.

With this new perspective of monsters, we then move on to the study of some of the most famous monsters from myth and legend. Extracts are accessed via an anthology created for this unit. We consider various perspectives on these literary monsters, as well as using the extracts to practise and develop the skills of reading and analysis. The summative outcome for this unit is a reading assessment which tests the pupils' application of these skills.

As part of our study of the Minotaur and his labyrinth, we also use the story of the Labyrinth's architect, Daedalus, to explore the idea of bias – examining and producing biased accounts of the story in various media. This links back to our study of the Frankenstein play and the idea that events can be viewed differently depending on perspective.

The final sequence of lessons in this unit focuses on the pupils using the knowledge and understanding gleaned from this unit to create their own 'monster' narrative – based on a short animation called 'The Sandman'.

Throughout year 7, pupils will also complete fortnightly 'Reading Comprehension' lessons through the first half term and fortnightly 'Writing Challenge' through the second. These are designed to improve pupils' ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. 'Literary Allusions' are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a 'Toynbee Talks' task to be delivered in class during the first week following the half term break.

Sequence of Topic:

1	Introduction to Mary Shelley and the Gothic Genre
2	Frankenstein – the play by Philip Pullman
3	The Story of Medusa and Athena
4	The modern Medusa from 'Percy Jackson and the Lightning Thief'
5	Extract from the novel 'Medusa'
6	The story of Theseus
7	The modern Minotaur from 'Percy Jackson and the Lightning Thief'
8	Allusion to the Minotaur in 'Maze Runner'
9	The Story of Daedalus and Icarus – writing with bias
10	Three texts focusing on Grendel (Beowulf)
11	Reading Assessment - Monsters
12	The Sandman – Creative Writing

Topic Resources:

Knowledge Map:	1. Frankenstein (Play) 2. Myths and Monsters	Prescribed Sources:	1. Frankenstein by Philip Pullman 2. Myths and Monsters Anthology
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Assessment:

Knowledge:	Multiple choice knowledge test of 20 questions.
Application of Knowledge:	Reading Assessment – literary monsters

Supportive Reading:

Range of texts on the topic of Myths and Monsters	'Medusa' by Jessie Burton 'Percy Jackson and the Lightning Thief' by Rick Riordan 'Maze Runner' by James Dashner 'Who Let the Gods Out?' by Maz Evans 'Gilded' by Christina Farley 'Lampie' by Annet Schapp 'A Monster Calls' by Patrick Ness 'The Iliad and the Odyssey' by Gillian Cross 'Norse Mythology' by Neil Gaiman 'Jason and the Argonauts' by Felicity Brooks Suggested linked reading can also be found on the year 7 'Reading Passport'
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