

Scheme of work: Component 2 – Myths and Legends

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Myths and Legends, a theme for Component 2 (creative reading and writing). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [aqa.org.uk/5970](https://www.aqa.org.uk/5970)

Component 2 (creative reading and writing)

Theme: Myths and Legends

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing

Resources

Suggested extracts for 19th century literary non-fiction:

- [*Sea and land : an illustrated history of the wonderful and curious things of nature existing before and since the deluge*](#) - Buel, James W. (James William), 1849-1920
- [*Mermaids in the Kentish Gazette*](#) 1809
- [*Sea Fables Explained*](#) - Henry Lee 1883
- *Fairy and Folk Tales of Ireland* - edited by William Butler Yeats 1888 [Audio source](#) or [written source](#)

Suggested extracts for 20th and 21st century literary texts:

- *Harry Potter* by J K Rowling
- *Percy Jackson* by Rick Riordan
- *The Lion, the Witch and the Wardrobe* by C S Lewis
- *The Cottingley Secret* by Hazel Gaynor
- *The Hobbit* by J. R. R. Tolkien
- *A Brightness Out of the Blue* by Jill Atkins

Suggestions for Silver text 1

- Find a [Myth of Legend from your local area](#)
- [The Devil's Bridge Falls](#) both Audio and written account
- *Ring Bearer* by Dan Metcalf
- Mythstories Museum or Myths and Fables - [Free online Resources](#)
- *Menacing Monsters* by David Orme
- *The North Wind & Sun* by Jill Atkins

Suggestions for Silver text 2

- *EDGE: I HERO: Legends* by Steve Barlow and Steve Skidmore
- *Odysseus / King Arthur / (High/Low)* by Benjamin Hulme-Cross
- *Dragonwatch, Book 2: Wrath of the Dragon King* by Brandon Mull
- *The Wizards of Once: Book 1* by Cressida Cowell
- [Hercules Twelve Labours](#) video
- [Five Myths from Around the World](#) video
- [Myths from English Heritage](#)
- *Forever* by Anne Rooney

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none">• Read a selection of literary and literary non-fiction texts.• Use texts to learn how to:<ul style="list-style-type: none">• infer• comment on language and structure• compare ideas and perspectives• learn how plan, write, edit and proofread a story.	<ul style="list-style-type: none">• AO1 read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.• AO2 explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.• AO3 compare writers' ideas and perspectives.• AO5 communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.• AO6 use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	<ul style="list-style-type: none">• Video clips• Quizzes• Mini Whiteboards• Traffic light cards• Dictionary• Thesaurus

The following teaching ideas have been grouped into a series of reading activities and a series of writing activities but they do not need to be followed in this sequence, allowing you to tailor lessons as appropriate for your students.

1.1 Reading and comprehension

AO	Suggested activities
Remember that for Component 2 it is important to study two texts (or extracts of texts) in order to meet the AO3 criteria.	
AO1	<p>Introduction to Myths and Legends</p> <p>Starter: Tell students that you are going to reveal the name of the new topic. First, ask them to stand in lines of five facing the same direction. (So they should be facing the back of the person in front.) Reveal the theme of the topic 'MYTHS' to the student at the back of the line without saying the word aloud (ie discreetly show them a piece of paper). Instruct them to trace that word onto the back of the person in front of them. Using this technique pass the word to the front of the line where the last person writes what they think the topic is on a mini whiteboard. Students reveal the topic name and you could reward a prize for the team who ended up with the correct word (or closest to it).</p> <p>Activity: Rainbow group activity: Put students into small 'home' groups. Give each student in that group a rainbow colour (red, orange, yellow, green, blue, indigo or violet) and an A3 recording sheet. Pose the following questions and ask students to discuss them and jot down group responses:</p> <ol style="list-style-type: none"> 1. What myths or legends do you know? 2. What mythical heroes can you name? 3. What mythical villains can you name? 4. What mythical creatures can you name? 5. Where are myths or legends set? 6. What parts of the world are famous for myths and legends? 7. Name any stories/ films/TV programmes that have mythical characters in them? 8. Finally, discuss and decide on a definition for what Myths and Legends are. <p>Then ask students to move into their 'rainbow groups' eg all reds in one group and report what their home group had discussed. Once rainbow groups have shared knowledge, students should return to home groups to cascade what they discovered. Finally, ask each home group to present their agreed definition of myths and legends.</p>

AO	Suggested activities
AO1	<p>True or false?</p> <p>Starter: Show students a clip from the TV programme <i>Would I Lie to You</i>, such as example 1.</p> <p>Then put students into groups of 6/8 and allow them to play the game. (You will need to ask students to reveal a strange fact about themselves prior to the lesson.) Use 2/3 truths and 3/4 lies. Not every student needs to be chosen to read from the card you have given them.</p> <p>Activity: Introduce students to your chosen Myths and Legends Text 1 (see suggestions on pages 2-3). Explain that just as they have done in the starter they are going to have to listen carefully in order to identify statements that are True or False. Read part of the extract and then, in small groups/individually, ask students to read the rest of the extract. Afterwards, direct students to create two columns headed 'True' and 'False'. Give students statements based on the extract and ask them to decide if they belong in the 'True' or 'False' column.</p> <p>Students working towards Gold Step should also add some additional 'facts' to the 'True' column based on a teacher question. (For example: What do you learn in this part of the text about...?)</p>
AO1	<p>Making inferences</p> <p>Starter: Watch a simple, short film with minimal language prompts such as A Short Tall Story or For the Birds.</p> <p>In pairs or small groups give students a grid with three columns: The action; What I know about that action; What I can infer from what I know.</p> <p>For example:</p> <ul style="list-style-type: none"> • The action is the little birds arguing. • What we know is that people argue when they are not happy. • What we can infer is that the bird is not happy about sharing his space. <p>Pause to check answers. You may need to play the clip more than once.</p> <p>Activity: Read a further extract from your chosen Myths and Legends Text 1. Explain that they are going to use the same detective skills they employed when watching the film. Individually, ask them to identify the actions in the text using the same approach as in the starter.</p> <p>You may want to provide a WAGOLL (What A Good One Looks Like) response first.</p>

AO	Suggested activities
AO2	<p>Word choices</p> <p>Starter: Present students with a picture of mythical creature, for example A dragon.</p> <p>Students write one word, on mini whiteboards, to describe what they think the creature's personality is like.</p> <p>Then add a verb to the picture (eg A dragon <i>flew</i>). Based on the new information you have provided, ask whether their initial feeling/impression about the dragon changed? If it has, they should record a new word on their mini whiteboards. Then, add an adverb (eg A dragon flew <i>quickly</i>). As previously, ask students to review their feelings about the dragon. Then, add an adjective (eg A <i>sick</i> dragon flew quickly). Again, students review their choice of word(s) so far. Finally, add a subordinate clause (eg A sick dragon, <i>who was in pain</i>, flew quickly). Once more, students review their word choices.</p> <p>Explain how writers use language to help build a picture for the reader and also to influence their feelings.</p> <p>In groups, give students some mythical creatures (from your Myths and Legends Text 1) and ask them to carry out the same exercise, but this time they're trying to persuade the reader that the creature is:</p> <ol style="list-style-type: none"> 1. friendly 2. terrifying 3. shy 4. mischievous. <p>Groups feedback their 4 descriptions to the class.</p> <p>Activity: Remaining in their groups, the whole class reads a further extract from your chosen Myths and Legends Text 1.</p> <p>Direct the groups/individuals to highlight words in different colours according to the word class: nouns, verbs, adjectives (subordinate clauses and adverbs for Gold Step) Students then consider why the writer chose those particular words/phrases and suggest what the writer wanted the reader to think / feel about the character or situation.</p>

AO	Suggested activities
AO1	<p>Creating comic strips</p> <p>Starter: Display the front cover from Myths and Legends Text 2. Ask students in pairs to discuss: What can you see in the picture? What do you know about this? What can you infer from it? Feedback ideas.</p> <p>Activity: Introduce and read an extract from your chosen Myths and Legends Text 2. Students retell the story by creating a simple 5/6 frame comic strip. They may wish to use a computer programme, such as Storyboard That or download a template such as Cartoon Strip Story. Once students have recalled the key points ask them to use their inference skills (what they can deduce from the pictures) to fill in speech or thought bubbles.</p>
AO1	<p>Hot seating</p> <p>Starter: Create a quiz based on the extract read in the previous lesson and test what students can recall. This could be a multiple-choice quiz using traffic light cards or mini whiteboards.</p> <p>Activity: Group read the next section or extract from your Myths and Legends Text 2. Then ask students to recall key question words that begin with 'W' (What, Why, When, Where, Who) and note them on the board. Students use each of the question words to write questions about the extract that they've just read.</p> <p>As a whole class, or in smaller groups, take it in turns to be a character from the extract and hot seat that character in order to elicit the answers to the questions they've written. Students can note the responses down or this can be an exclusively verbal exercise.</p>
AO2	<p>Literary devices</p> <p>Starter: Watch a video about Literary Devices, such as: example 1, example 2 or example 3. Ask students to recap what literary devices they can recall from the video and record them on the board. You may find this list of devices helpful.</p> <p>Activity: Read an extract from your Myths and Legends Text 2. Provide students with a copy of the extract and they identify different literary devices by highlighting in different coloured pens . (Students working towards Silver Step may only focus on identifying adjectives, nouns and verbs). Students then comment on the effect(s) of the devices they've identified in the text. If any devices from their initial list haven't been used, can they suggest where they could be added into the piece to improve it?</p> <p>You could complete the lesson with a Figurative Language Quiz, such as this example.</p>

AO	Suggested activities
AO2	<p>Structure</p> <p>Starter: Give students working towards Silver Step a word or phrase from a cut-up sentence taken from your Myths and Legends Text 2. Ask them to circulate around the classroom and try to find the rest of their sentence. Once they have a match, the students should arrange themselves in order and reveal their part of the text to the class.</p> <p>Students working towards Gold Step and GCSE-Ready students watch the video How to investigate structure in fiction texts and then check their understanding using the quiz on the same page. Students can use mini whiteboards to record their answers or you may prefer them to indicate their answer via a hands-up vote.</p> <p>Activity: Put students into pairs/small groups. Read an extract of your chosen Myths and Legends Text 2. Then give students the rest of the extract, cut up into sections. Ask them to work out the structure of the extract by re-establishing the correct order.</p> <p>Students working towards Silver Step should then answer AO1 'locate' questions based on the extract.</p> <p>Students working towards Gold Step should answer questions based on narrative perspective, structural technique and for GCSE-Ready syntax.</p> <p>Feedback ideas.</p>
AO3	<p>Making comparisons</p> <p>Starter: Play 'All change':</p> <ol style="list-style-type: none"> 1. Students will need to form two equal lines facing each other. 2. The game starts when one line turns around, giving the second line 40 seconds to change 10 things about themselves. This can include anything from jewellery or clothing being swapped with other people, untied shoelaces, a different hairdo, or swapping a watch/ring to the other hand. All changes must be something the other group can see. 3. After 40 seconds, the first group turns around and tries to find all the changes the student facing them made. 4. Once the changes have been recognised, the groups switch, giving each team a chance to make changes. <p>Activity: Explain to students that they are going to be spotting the difference between their two Myths and Legends themed texts. They need to focus on: events, characters and themes. Record their observations using a Venn Diagram. You could watch a video about how to use the Venn diagram for any students who aren't familiar with this technique.</p>

AO	Suggested activities
AO3	<p>Making comparisons (continued)</p> <p>Starter: Explain to students that to gain higher marks in AO3 they need to ‘PEE’ or ‘PEEL’. Discuss what these acronyms mean. It may be useful to provide a PowerPoint such as example 1 or example 2 for those students for whom this is a new concept.</p> <p>Students pair-up with someone with whom they share a similarity (it might be physical eg eye colour or something else eg both love animals). Ask them to identify their similarity and refer to evidence that proves it. Pairs now double-up with another pair with whom they both share a similarity (it might have to be something different). Repeat the same set of questions. (You can keep doubling-up or start the exercise again this time focusing on differences.)</p> <p>Activity: Using the Venn diagrams from the previous lesson, challenge students to expand their ideas in order to gain higher marks. Using the points they made about similarities and differences between their two texts, they should find evidence to support their points from the text and then write a sentence that explains what the evidence means.</p> <p>Students may find a PEE Learning Mat helpful (with suggested sentence starters) and / or use a writing frame, such as, example 1 or example 2.</p>

3.1.2 Writing

A0	Suggested activities
	<p>Consider taking students out locally to a site as stimulus for their creative writing. Suggestions could include: caves, castles, the sea, hillsides or local sites of Myths and Legends. Try Map 1, Map 2 or this example to help you find locations.</p>
AO6	<p>Spelling and punctuation</p> <p>Starter: Put students into teams of 4-5. Provide a piece of paper with the following scoring system printed on it: 2 letter words = 2 points; 3 letter words = 3 points; 4 letter words = 4 points.... all the way up to 9 letter words. Draw a 3 x 3 grid on the board. Elicit one vowel from your students (writing it in the middle box) followed by 8 consonants. Allow students 5 minutes to record as many words as they can onto their sheet using only the letters in the grid on the board. Students add up their scores and feedback their best/longest words. Award a prize to the team with the highest total score. (You could use this time to identify some spelling patterns based on your group's area of development.)</p> <p>Activity: Watch a clip from the documentary Were Dragons Real?. Tell students that you have written a plan to catch a dragon to prove it is real. (You could download the template 'How to catch a...') Make sure your plan contains some spelling and punctuation errors based on key spellings/spelling patterns and punctuation that students are currently working on. (You may need more than one plan to accommodate different students' SPaG needs.)</p> <p>In small teams or pairs, students proof read your plan for you, highlighting any SPaG errors. Do they spot any patterns? Students then write the rule to help you to avoid making the same mistakes next time (for both spelling and punctuation errors).</p>
AO6	<p>Building tension</p> <p>Starter: Form a 'story circle' and play Fortunately / Unfortunately. Ask students: What made the story more exciting? Remind them that, when writing their own stories, it's important to grab the reader's attention in the first paragraph. Watch How to engage the reader in the opening paragraph video to gain some ideas.</p> <p>Activity: Put a picture on the board, such as: Alligators in a Sewers or Loch Ness. Discuss what they can see in the picture. As a whole class craft an opening sentence to an urban myth. Try different techniques suggested by the video and note them all on the board.</p> <p>Students choose one of the opening sentences and extend it to form the first paragraph.</p>

A0	Suggested activities
AO5	<p>Creating characters</p> <p>Starter: Provide each student with a piece of paper that they fold into three equal pieces. In the first section instruct them to draw the head and neck of a mythical creature. Then fold the paper over so it can't be seen. Swap the piece of paper with another student. They then draw the body of a mythical creature. Fold and swap again. Finally, they draw a mythical creature's lower half. Collect in. Re-distribute. Students may open the paper to reveal their mythical characters for the lesson.</p> <p>Activity: Model a character Facebook page. Students create their own character profile for the mythical creature from the starter activity. You may like to adapt example 1 or example 2.</p> <p>The following can be used as prompts:</p> <ol style="list-style-type: none"> 1. Write a list of the character's physical qualities eg tall, muscular, fat... 2. Write a list of the character's personal qualities eg evil, loud, lazy... 3. Students working towards Silver Step should add adjectives and verbs. Students working towards Gold Step should add similes, metaphors and senses to enhance the description eg as tall as a skyscraper, fiery, red eyes... 4. Convert these lists into phrases, simple sentences or complex sentences to create your character. <p>Students share their descriptions with the class.</p>

A0	Suggested activities
AO6	<p>Creating settings</p> <p>Starter: Watch a video about settings</p> <p>Activity: Give students 4 or 5 pictures depicting different settings for a myth and 4 or 5 simple descriptions that link with these settings (eg Cave: The entrance was dark; Castle: The towers were tall; Sewer: We were going under the ground etc)</p> <p>Firstly, students should match the descriptions to the picture settings. Then ask students to improve the descriptions by adding one or more of the following:</p> <ul style="list-style-type: none"> • Adjectives - describing words • Adverbs - words that give more information about a verb or adjective • Simile - comparing one thing to something else using 'like' or 'as' • Metaphor - comparing one thing to something else without using the terms 'like' or 'as' • Repetition - to add emphasis • Alliteration - words beginning with the same letter • Hyperbole - exaggeration • Onomatopoeia – a word that copies a sound <p>Students share their favourite setting and description with the class.</p>

A0	Suggested activities
AO5 and AO6	<p>Story writing</p> <p>Starter: Put students into groups and give them an A3 size story mountain, such as example 1, example 2 or example 3. Provide them with a simple myth that has been cut-up into sections (either traditional or urban). Students work together to identify as many of the following: the beginning, the conflict/problem, the middle, the suspense, the resolution and the end.</p> <p>Activity. Students plan their own traditional or urban myth using a 'story mountain'. (Students working towards Silver Step could respond to a series of 4 pictures that help them to visualise the plot.) Students should be encouraged to use the previous lesson's activities for inspiration.</p> <p>Remind students they will need to plan:</p> <ul style="list-style-type: none"> • Beginning - the 'hook': Who? When? Where? Why? • Conflict or problem: What goes wrong? • Obstacles: What prevents the problem being overcome? (For Gold Step and GCSE-Ready students) • Middle: The high action part of the story • Suspense: This keeps the reader interested (For GCSE-Ready students) • Resolution: What happens after the obstacle has been overcome? • Conclusion: The end of the story <p>Extension: Students could record their story using stop start animation such as Stop Motion Studio</p>

3.1.3 Spoken language

Cross-curricular links

- **Art:** Art based on the key myths studied eg fairies/Greek Gods.
- **Science:** Chemistry to create special effects in mythologies.
- **Drama:** Re-enact or create scripted mythological pieces.
- **Design Technology:** Design and make a mythological heroes transport. Create costumes and masks for the drama production.
- **Geography:** Maps that mark places that key myths took place (either local based study, UK based or worldwide). Note how those myths are influenced by the landscape/features of landscape.
- **History:** Research mythological creatures/monsters. Where do the origins of the myths stem from? Field trip to the site of a local myth to look for evidence.
- **RE:** Moral choices. Religion through time.

Suggested field trips

- *Into Film Festival* takes place in November; to book Free Cinema visits, visit the [website](#).
- *Into Film Free Film Club* [registration](#) to receive or request films.
- Field trips to local areas or places where myths have been recorded.
- Storytelling walk.
- Trip to a myths and legends themed drama production.
- Trip to a film studio or theatre.