

7-11 year olds
 Challenge Curriculum
 Jan-April 2022

Are Myths Merely Misconceptions?

Key Focus areas

Africa Middle Ages Myths and legends Ancient Greece Earthquakes The Body

Challenge 1: Why do we have mythology?

English, history, SMSC, science:

mythical stories and characters from other cultures.

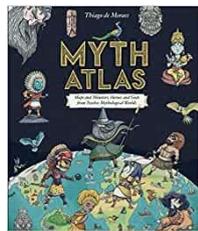
Are there myths in all civilisations?
 What are the similarities and differences?

How does a legend differ from a myth? What is folklore?

What are modern myths?

Do different cultures tell the same sorts of stories or have similar themes (e.g. fire)

Computing:
 myths and legends in video games.



Challenge 2: Middle Ages myths - or were they legends?

History: The Middle Ages and Medieval Britain

English:

Knights and Bikes (core text for all)

King Arthur and Merlin: texts for group reading

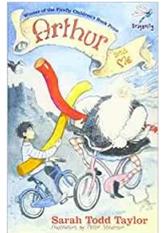
The Adventures of King Arthur (Graphical novel)

Arthur and Me (7-9 year olds)

Arthur High King of Britain (10-11 year olds)

Robin Hood: Usborne Young Reading (7-9 year olds)

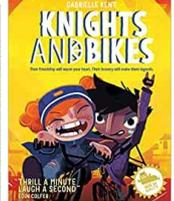
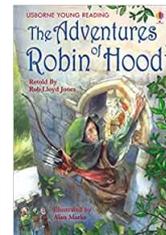
The 4 Branches of the Mabinogi



The influence of myths and legends such as Robin Hood and King Arthur on books and films of today.

Beliefs e.g. witchcraft

PE and games: jousting



Challenge 3: People say Africa needs our help—is this a myth?

Geography/ History: Continents today. Did our globe always look the same?

Geography: countries of Africa. Locating countries and drawing conclusions as to similarities and differences. Where is the poverty?

Changes over time (country names and colonisation.) Key physical and human characteristics. Natural resources in Africa. Wild animals. Ask and answer questions through research including interviews.

Comparison of different regions e.g. Western Africa (Niger, Nigeria, Mali) and Eastern Africa (Zambia, Tanzania, Kenya) and the Massai.

SMSC: compare and contrast life of children in different countries and regions. Family, church, school, food, toys and games, home, friends.

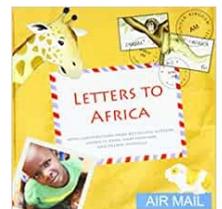
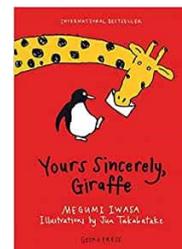
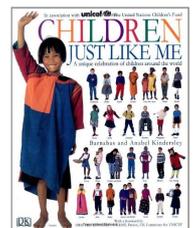
Maths: using graphs to research and compare countries for e.g. the level of poverty

Art: Use of patterns in African art (geometric and symbols). African masks

English: Letter writing.

Languages: Languages of Africa. Francophonie -French speaking countries in Africa. German speaking communities in Africa.

PE: African dance



Challenge 4: Atlantis: reality or myth?

English text: National Geographic for Kids article. Research and explore possibilities for what might have happened to the Island.

History and creative writing: How did Krakatoa disappear? Write about the disappearance on an island.

History: Minoan civilization

Geography: maps—where might the island have existed? Natural disasters: earthquakes and tsunamis.

DT: design, make and evaluate a labyrinth Theseus and the Minotaur.

Art and design / creative writing: create an underwater world.

Science: submarines



Challenge 5:

How were Greek myths and religion connected?

English: War of the Titans and the Olympian Gods. Myths such as Theseus and the Minotaur. Icarus. The Odyssey

Extracts from 'Percy Jackson and the Lightning thief.'

Art and design: pottery and sculptures

History: Ancient Greeks and when they lived.

Religious beliefs. Their inventions.

Athens: The role of Greek Mythology in the creation of Athenian wonders. Athens today.

Languages: learn some Greek words and phrases



Challenge 6: How does nature feature in Polynesian mythology?

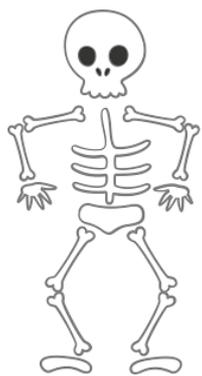
History: Wayfinding

Geography: Polynesian Islands. Natural disasters (link to challenge 4) Settlement in New Zealand.

English / SMSC: Polynesian myths. Polynesian life and culture. Is there any truth behind the God Maui?



Challenge 7: What can we learn from exploring modern day myths?



Science: body, eyes, teeth. Skeleton and muscles. Circulation. Brain. Healthy body.

Explore myths linked to the body e.g. only boys are colour blind, going outside with wet hair makes you ill.

Science: why do myths exist? How can science help us to dispel modern day myths? How do scientists check their evidence?

SMSC: superstitions and their origins. Unexplained phenomena (UFOs, Bermuda Triangle, Bigfoot, strange creatures etc.)

PSHE and Online Safety: should we believe what we read online? Recognising fake news. The importance of using evidence. How scientists check their research.



Discretely taught subjects:

PE: sessions will continue in the village hall, in the playground or on the Grange (usually on Wednesdays)

Languages Spanish: sessions will be on Wednesdays **German:** simple letter writing (Thursdays)

Music: Tues / Thurs (music theory—notation / keyboard) **Computing:** video editing, coding

RE: Comparing and contrasting world religions. World Religion Day (January)

The above subjects will generally be taught on the days specified above, although not rigidly.

These are broad areas and possible curriculum objectives, which will be developed in more detail according to pupil interests.