



TOPIC (S)	Lessons Sequence					
<p style="text-align: center;">An Introduction to Shakespeare</p>	<ol style="list-style-type: none"> 1. An introduction to William Shakespeare 2. Genre 3. Shakespeare's language 4. Theatre 5. Theatre DIRT lesson 6. The Monarchy 7. Literary devices 8. Seven Ages of Man 9. Iambic Pentameter 10. Sonnet form – Anne Hathaway 11. Exploring Shakespeare's sonnets 12. Comparing sonnets 13. Romeo and Juliet - Synopsis 	<ol style="list-style-type: none"> 14. Romeo and Juliet - Love 15. Romeo and Juliet – Act 2 Scene 2 16. Romeo and Juliet assessment 17. Richard III 18. Richard III 19. Richard III 20. Context of witchcraft 21. Opening of Macbeth 22. Descriptive writing – the witches 23. Women 24. Lady Macbeth 25. Fatal Flaw 26. Othello 	<ol style="list-style-type: none"> 27. Othello – Fatal Flaw 28. Othello – Iago as a villain 29. The Tempest – Synopsis 30. Power in The Tempest/Divine Right of Kings 31. Hamlet Synopsis 32. Opening of Hamlet 33. Hamlet speech analysis 34. Hamlet assessment 35. A Midsummer Night's Dream synopsis 36. Exploring Shakespeare's comedy genre 37. Speaking and Listening planning 38. Speaking and Listening assessment 39. Speaking and Listening assessment 40. Topic Test 			
<p>Knowledge & Skills development</p>	<p><u>Key Learning Points: Essential Knowledge:</u> Throughout this unit students must:</p> <ul style="list-style-type: none"> • Identify who William Shakespeare was and explore his social and historical context • Identify differences in genres in which Shakespeare wrote his plays • Explore Shakespeare's language and how it is used for effect • Understand the term 'neologism' • Explore an experience to the theatre during Shakespeare's time • Recall key literary techniques covered throughout the year including pathetic fallacy, similes, metaphors, personification to explore Shakespeare's poetry and plays • Use a range of literary techniques to compose descriptive and creative writing • Use a range of punctuation and vocabulary when composing descriptive and creative writing. • 			<ul style="list-style-type: none"> - Understand and explore the sonnet form - Compare how Shakespeare presents the theme of love between sonnets - Develop knowledge and understanding of plot and character of a variety of plays composed by Shakespeare across a range of genres - Explore how Shakespeare opens his plays and uses literary techniques to create tension - Understand terms 'soliloquy' and 'dramatic irony' - Explore forms such as 'blank verse', 'free verse', 'prose', 'iambic pentameter' - Understand context of 'Divine Right of Kings' and how this shaped Shakespeare's ideas - Understand context of women during Shakespeare's time and consider the differences between then and now. - Understand idea of 'witchcraft' and how a Shakespearian audience would react to use of witches within his plays - 		
<p>Assessment / Feedback Opportunities</p>	<p>Lesson 4: Theatre description. Teacher to mark for SPaG.</p>	<p>Lesson 7: Literary techniques recap – self assessment.</p>	<p>Lesson 12: Comparison of two Sonnets – teacher assessed.</p>	<p>Lesson 16: Analysis of Romeo and Juliet – "How does</p>	<p>Lesson 19: Self-assessment of Richard</p>	<p>Lesson 22: Descriptive Writing – Witches</p>

	Work will be peer assessed by students and improved during DIRT lesson			Shakespeare present Romeo and Juliet's feelings towards one another?"	III analysis following DIRT activity.	
	Lesson 34: Analysis of Hamlet's speech	Lesson 38 & 39: Speaking and Listening assessment	Lesson 40: Topic Test			
Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Students will explore literary heritage throughout their study of Shakespeare. Students will develop a broad understanding of how Shakespeare's writing has shaped literature and language as we know it today. Students will link many of Shakespeare's ideas and concepts to the world today such as the 'divine right of Kings'. Students will use speaking, listening and communication skills to openly debate why Shakespeare is studied today. British values are developed through discussion activities where this unit seeks to puts value on discussion and peer assessment to inculcate mutual respect and tolerance					
Reading opportunities	Lesson 2 – reading a range of blurbs from Shakespeare's plays in order to identify genre Seven Ages of Man Macbeth Romeo and Juliet The Tempest A Midsummer Night's Dream Hamlet Othello					
Key Vocabulary	Soliloquy	Neologism	Dramatic Irony	Illegitimate	Pathetic Fallacy	Rhetoric
	Playwright	Genre	Captivated	Malicious	Metaphor	Semantic Change
	Sonnet	Rebellious	Triumvirate	Exploit	Simile	Coinage
	Theatre	Athenian	Dissentation	Blank Verse	Personification	Enjambment
	Stratford Upon Avon	Elope	Senator	Prose	Symbolism	Rhyme
	Invincible	Instability	Omens	Free Verse	Juxtaposition	Semantic Field
	Misanthropic	Prophecy	Descendants	Iambic Pentameter	Caesura	Regicide
Digital Literacy	Visual stimulus for each lesson Lesson 1: Video showing Shakespeare's life. Video clip of Richard III and Romeo and Juliet trailer. Lesson 3: Shakespeare's language Lesson 4: Video linked to Theatre of Shakespeare Lesson 13: Synopsis of Romeo and Juliet Lesson 22: Opening of Macbeth					

	<p>Lesson 27: Synopsis of Othello Lesson 30: Synopsis of The Tempest Lesson 32: Synopsis of Hamlet Lesson 36: Synopsis of A Midsummer Night's Dream</p>
Cross-Curricular Links	<p>History: Exploring life during Shakespeare's era including women, monarchy and witchcraft. Students will explore the differences in attitudes and life from Shakespeare's era and modern day.</p> <p>Drama: Opportunity to act out key scenes from different plays. Opportunities to take on speaking roles in class. Students to consider scenes in performance.</p>
Careers	<ul style="list-style-type: none"> • English skills improve employee agility • English is beneficial for any job that involves communication, writing and / or literary knowledge. These include: <u>advertising and marketing</u>, <u>writing and journalism</u>, <u>law</u>, <u>consultancy</u>, business, <u>teaching</u>, <u>performing arts</u>, academia, <u>government</u>, linguistics, foreign languages, media and design.