



Unit: Shakespeare and his Works	Learning Sequence		
Lessons & Topic Questions	<div>1. Context – William Shakespeare: Can I recall the key contextual information about Shakespeare’s life?</div> <div>2. Context – Shakespeare’s Language: How did Shakespeare’s work influence the English language?</div> <div>3. Sonnets – Iambic Pentameter: Can I identify and recall the components of iambic pentameter?</div> <div>4. Sonnets – Exploring Sonnets: Can I identify and recall the components of a Shakespearean sonnet?</div> <div>5. Sonnets – Sonnet 130: How do I write a piece of detailed analysis about the presentation of love in Sonnet 130?</div> <div>6. Sonnets – Sonnet 147: How does Shakespeare present love in Sonnet 147?</div> <div>7. Sonnets – Comparing Sonnets: How do the presentations of love in Sonnet 130 and Sonnet 147 compare?</div> <div>8. Context – The Monarchy: How did monarchy impact Shakespeare’s plays?</div> <div>9. Context – Theatre: How do I write a compelling piece of descriptive writing about Elizabethan theatre?</div>	<div>10. Richard III – Synopsis: What is the plot of the play and its surrounding context?</div> <div>11. Richard III – Soliloquy: How does Shakespeare present Richard III in the opening of the play?</div> <div>12. Richard III – Analysis: How does Shakespeare present Richard III in Act I Scene 1?</div> <div>13. Henry V – Synopsis: Can I identify and summarise the key plot events of Henry V?</div> <div>14. Henry V – The Art of Rhetoric: How does Shakespeare use the art of rhetoric in Act III Scene 1?</div> <div>15. Henry V – Analysing the Art of Rhetoric: How do I write a detailed piece of analytical writing about Act III Scene 1?</div> <div>16. Hamlet – Synopsis: What are the key plot events in Hamlet?</div> <div>17. Hamlet – Opening: Can I comment on the way Shakespeare opens the play, Hamlet?</div> <div>18. Hamlet – Speech Analysis: How does Shakespeare use language to present Hamlet?</div>	<div>19. King Lear – Synopsis: Can I identify and summarise the key plot events of King Lear?</div> <div>20. King Lear – Fatal Flaw: What is King Lear’s fatal flaw and how is he presented?</div> <div>21. King Lear – Character Analysis: How do I write a piece of detailed analysis about the presentation of King Lear?</div> <div>22. A Midsummer Night’s Dream – Synopsis: What are the key plot events of A Midsummer Night’s Dream?</div> <div>23. A Midsummer Night’s Dream – Comedy: How does Shakespeare’s play adhere to the Shakespearean comedy genre?</div> <div>24. A Midsummer Night’s Dream – Creating a Comedic Character: Can I create my own comedic character?</div> <div>25. The Tempest – Synopsis: What are the key plot events of The Tempest?</div> <div>26. The Tempest – Power: How is The Great Chain of Being broken in play?</div> <div>27. The Tempest – The Power of Nature: How do I write a compelling piece of descriptive writing about a storm?</div>
Knowledge & Skill Development	Contextual Knowledge Throughout this unit, students will: <ul style="list-style-type: none">identify who William Shakespeare is and explore his social and historical context and impact;explore the significance of monarchy and its impact upon Shakespeare’s plays;		

	<ul style="list-style-type: none"> • understand what is meant by ‘fatal flaw’ and how Shakespeare comments on it across different genres; • and understand what is meant by the ‘Great Chain of Being’ and how Shakespeare comments on it across different genres. <p>Writers’ Craft</p> <p>Throughout this unit, students will:</p> <ul style="list-style-type: none"> • explore Shakespeare’s use of language and how it is used for effect; • explore Shakespeare’s use structure and how it is used for effect; • explore how Shakespeare’s use of language and structure differs across is genres; • recall key literary techniques covered throughout the year to explore Shakespeare’s poetry and plays; • understand and explore the sonnet form; • compare how Shakespeare presents the theme of love between sonnets; • develop knowledge and understanding of Shakespeare’s plots and characters across a range of genres; • understand what is meant by the art of rhetoric • explore how Shakespeare uses rhetoric and its intended effects; • explore how Shakespeare opens his plays and uses literary techniques to create tension; • understand terms such as ‘soliloquy’ and ‘dramatic irony’ and their intended effects; • and explore forms such as ‘blank verse’, ‘free verse’, ‘prose’ and ‘iambic pentameter’ and their intended effects. <p>Writing Skills</p> <p>Throughout this unit, students will:</p> <ul style="list-style-type: none"> • use a range of literary techniques to compose descriptive, persuasive and analytical writing; • use a range of punctuation and vocabulary when composing descriptive, persuasive and analytical writing; • and use a range of poetic devices to plan and write a Shakespearean sonnet. 	
Assessment & Feedback	<p>Formative Assessment</p> <p>Mid-Point Transactional Writing Assessment (+ DIRT)</p> <p>Mid-Point Knowledge Assessment</p>	<p>Summative assessment</p> <p>End-Point Transactional Writing Assessment (+ DIRT)</p> <p>End-Point Knowledge Assessment</p>
Key Vocabulary	<p>Ambitious</p> <p>Multi-faceted</p> <p>Dichotomous</p> <p>Unattainable</p> <p>Ungodly</p> <p>Hubristic</p>	<p>Methods</p> <p>Sonnet</p> <p>Iambic pentameter</p> <p>Dramatic irony</p> <p>Soliloquy</p> <p>Blank/Free verse</p>
Literacy & Reading Opportunities	<p>Students will read extracts from:</p> <ul style="list-style-type: none"> • Richard III (history); 	<p>Students will read Shakespearean sonnets:</p> <ul style="list-style-type: none"> • Sonnet 18

	<ul style="list-style-type: none"> • Henry V (history); • Hamlet (tragedy); • King Lear (tragedy); • A Midsummer Night's Dream (comedy); • and The Tempest (comedy). 	<ul style="list-style-type: none"> • Sonnet 130 • Sonnet 147
Cross Curricular Themes	<p>History: Students will explore life during Shakespeare's era including monarchy and kingship. Students will explore the differences in attitudes and life from Shakespeare's era and modern day.</p> <p>Drama: Students will have the opportunity to act out key scenes from different plays. Students will have the opportunities to take on speaking roles in class. Students will consider scenes in performance.</p>	
Personal Development	<p>Personal Development: love, relationships, marriage and morality.</p> <p>Rule of Law: monarchical rule, kingship and power.</p> <p>Individual Liberty: power and subverting expectations.</p> <p>Mutual Respect: relationships, social class, immigration and the natural world.</p> <p>Citizenship: gender norms, social expectations and monarchy.</p>	
Career Opportunities	Journalism, law, performing arts and writing.	