

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 8 – Term 1 & 2 – Shakespeare

Intent – Rationale

At GCSE students are required to study one of Shakespeare's plays. Studying 'Macbeth' in Year 8 introduces the students to Shakespeare and sets the foundation for their awareness of Elizabethan contexts, an appreciation for the play form and its conventions, and encourages the early confidence required to engage with complex and unfamiliar archaic language. Pupils will be able to access the play across a variety of creative, dramatic and analytical learning opportunities. Studying 'Macbeth' also grants students the chance to appreciate an important text in the literary canon.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – My Family and Other Animals Term 1 – challenging reading texts and sophisticated vocabulary. Poetry Term 3 – appreciation and awareness of poetic devices and meter. History of English Term 4 – studying how language has changed over time. Animal Farm Term 5&6 – narrative techniques and the relevance of contextual knowledge to the interpretation of meaning.</p>	<p>Year 9 – Term 5/6 – Shakespeare – 'Romeo and Juliet' early study Year 10 – 19th century texts for GCSE Language Paper 2; 'Romeo and Juliet' Year 11 – English Literature Paper 1 Section A 'Romeo and Juliet' – 19th century texts across Literature Paper 1 and Language Paper 2 KS5 – Units in English A level Literature – novels range of historical periods including set texts and novels selected for the coursework component</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> History – students require a solid understanding of the social, political, religious and cultural attitudes and issues relevant to the context of 'Macbeth' in order to analyse the implied meanings effectively. E.g. the Divine Right of Kings EP – Sense of debate/social responsibility Stagecraft - drama 	<ul style="list-style-type: none"> SMSC – SP 1, 3. M1-3. SO 1, 3. C1, 4. BV – 1-5 Careers – GB4 a-I
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Extended reading independent and whole-class Dramatic reading opportunities <p>FROM THE LIBRARY <i>Beautiful Stories from Shakespeare for Children</i>; E Nesbitt-822.33 <i>Daily life</i>; C Elgin-822.33 <i>Essential Shakespeare Handbook</i>-822.33 <i>The fact or Fiction behind Shakespeare</i>; k Barenham-822.33 <i>Macbeth</i>:Interfact series-822.33</p>	<ul style="list-style-type: none"> Chronological understanding of historical dates

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Mr William Shakespeare's Plays: A comic Book Telling-822.33
 Oxford Illustrated Shakespeare Dictionary-822.33
 Shakespeare: The Animated tales-822.33
 Shakespeare for Dummies-822.33

English Scheme of Learning

Year 8 – Term 1 & 2

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Key biographical information about Shakespeare
 How a range of contextual factors have influenced Shakespeare's choices
 How to decode and closely read a text for meaning
 The sequence of events in the play
 The dramatic techniques used by Shakespeare to convey meaning
 The difference between explicit and implicit information in a range of texts
 Their own personal response to the themes of the novel
 What information to include in an introduction
 The key components of an effective explanatory paragraph
 Discourse markers to sequence an essay

Apply

The skills of decoding Shakespearean language
 To identify dramatic techniques used by a playwright
 To accurately label using both literary terminology and word classes in a quotation
 To apply knowledge of relevant contextual factors to the play to support interpretations

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Extend

Exploration of other plays and poems written by Shakespeare for comparison of dramatic and poetic devices

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> Dramatic devices: stagecraft, act, scene, monologue, soliloquy, stage directions, dramatic irony Poetic devices: iambic pentameter, meter, rhyme, sonnet, couplet, blank verse, prose Literary devices: foreshadowing, pathetic fallacy Contexts: witchcraft, James I, monarchy, Divine Right of Kings, gender, patriarchal society Non-fiction: tabloid, broadsheet, bias 	<p>Week two - PETER paragraph analysing Shakespeare's presentation of the witches (AO1, AO2, AO3)</p> <p>Week three - monologue assessment/assessing S+L (AO5, AO6)</p> <p>Week six – Lady Macbeth Act 1 Scene 5 PETER paragraph opportunity</p>

Intent – Concepts

	Lesson title	Non-negotiable Content	Suggested activities and resources
Week 1	Introduction to new year and Shakespeare	Set up new class Biographical basics	<p>Exercise books; reading passports</p> <p>PowerPoint – 1 Intro to Shakespeare</p> <p>Facts about Shakespeare Activity</p> <p>Additional/Optional worksheet: Shakespeare Biography and Intro Questions Worksheet</p>
	Introduction continued	Context, form and genre	<p>PowerPoint – 2 Shakespeare and Language (2 lessons)</p> <p>What thou seest... MSND slips</p> <p>Translating Shakespeare 2 Ways Activity Cards</p> <p>Translating Shakespeare: Key Glossary</p> <p>Shakespearean Insults Game Slips</p>
	Shakespeare's Language	iambic pentameter	

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Week 2	Context research lesson	Context - witchcraft	ICT lesson suggested (booking required) – research and create context booklet: Worksheet .
	Act 1 Scene 1	Context - witchcraft Foreshadowing, pathetic fallacy, stagecraft	PowerPoint – 3 Act 1 Scene 1 – Witches (2 lessons)
	Shakespeare's presentation of the witches	Identifying authorial devices PETER paragraph skills	<u>Assignment</u> : <i>PETER paragraph analysing Shakespeare's presentation of the witches</i>
Week 3	Act 1 Scene 2	Characterisation Monologue	PowerPoint – 4 Act 1 Scene 2 – First Impressions
	The monologue form	Conventions of monologues	PowerPoint – 5 Monologue Assignment (5 lessons) Paragraph to Show not Tell - improve card
	Engaging writing	AO5 skills	
Week 4	Technical accuracy	AO6 skills	<u>Assignment</u> : <i>narrative monologue</i>
	Assignment preparation		
	Monologue Assignment		
Week 5	Dramatic readings of monologues	Speaking and listening skills	
	Act 1 Scenes 3, 4	Context – witchcraft	PowerPoint – 6 Act 1 Scene 3 – Witches - Act 1 Scene 4
	Act 1 Scene 5	Characterisation Soliloquy	PowerPoint – 7 Act 1 Scene 5 Lady Macbeth (2 lessons) Lady Macbeth analysis paragraph – Spot the Difference Lady Macbeth Soliloquy
Week 6	Act 1 Scene 5 PETER	Context – supernatural, gender, patriarchal society	<i>Assignment opportunity</i>
	Act 2 Scene 6, 7	Context – monarchy, Divine Right of Kings, gender Dramatic irony Prose, blank verse, iambic pentameter	PowerPoint – 8 Act 1 Scene 6/7
	Act 2 Scene 1	Soliloquy	PowerPoint – 9 Act 2 Scene 1 Macbeth's soliloquy
Week 7	Tracking Macbeth	Characterisation	Ongoing project – PowerPoint – Tracking Macbeth <i>If suitable this task could be modified to build a collective classroom display.</i>
	Act 2 Scene 2	Characterisation	PowerPoint – 10 Comparing Characters A2S2
	Act 2 Scenes 3, 4	Non-fiction newspaper skills Tabloid, broadsheet, bias	PowerPoint – 11 Act 2 Scenes 3 and 4 <i>Creating a newspaper report; half-term homework project</i>

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Term 2			
Week 1			
	Act 3 Scene 1		PowerPoint – 12 Act 3 Scene 1
	Act 3 Scene 4, 5, 6	Context – the supernatural, Divine Right of Kings Stagecraft Characterisation	PowerPoint – 13 Act 3 Scene 4-5-6 (2 lessons)
Week 2			
	Act 4 Scene 1	Context – the supernatural	PowerPoint – 14 Act 4 Scene 1
	Essay preparation		PowerPoint –
Week 3	Essay preparation		
	Essay completion		
	Act 4 Scenes 2, 3		PowerPoint –
Week 4	Creative session		
	Act 5 Scene 1		
Week 5	Act 5 Scene 5		
	Act 5 Scene 8		
Week 6			
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