



Medium Term Planning – AC3: Shakespeare

Curriculum: English

**Excellence.
No Excuses.**

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary		Demonstrable Skills
<p style="font-size: 2em; font-weight: bold; margin: 0;">7</p>	<p>Literature through Time</p> <ol style="list-style-type: none"> 1. An introduction to Shakespeare: <ul style="list-style-type: none"> • Romeo and Juliet (1594) • A Midsummer’s Night Dream (1594/5) 2. ‘Songs of Innocence and Experience’ by William Blake (1789 – 1790) 3. Frankenstein by Mary Shelley (1818) 4. Oliver Twist by Charles Dickens (1838) 5. Alice’s Adventures in Wonderland (1865) 6. The Great Gatsby (1925) 	<p>Students will have covered ‘Tudor England’ in AC2 for History in preparation for their ‘Introduction to Shakespeare’.</p> <p>KS2 Reading Criteria: Students should have an increased familiarity with literature that explores their literary heritage</p> <p>Students should be able to identify and discuss themes across a wide range of literature</p> <p>Students should be able to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inference with evidence</p> <p>They should be able to identify how language can contribute towards meaning</p> <p>They should be able to participate in discussions about texts that they read and that are read to them.</p>	<p>Literature Terminology</p>	<p>Descriptive Vocabulary</p>	<p>Students will be able to:</p> <p>Read and respond to an increasingly challenging range of texts that cover a broad historical period</p> <p>Form a personal response to a variety of texts</p> <p>Identify appropriate evidence within a text</p> <p>Analyse the use of language to develop understanding of character</p> <p>Use analytical vocabulary to develop critical analysis</p> <p>To begin to understand how language choices can develop meaning</p>
			<p>Figurative Devices:</p> <p>Metaphor Personification Simile Alliteration Allusion Oxymoron Imagery Symbolism Assonance Irony</p> <p>Word Classes:</p> <p>Dynamic verb Stative verb Concrete noun Proper noun Pronoun Abstract noun Adjective Adverb</p> <p>Sentence Moods:</p> <p>Declarative Exclamatory Imperative Interrogative</p>	<p>Adventurous Accomplished Acclaimed Delirious Joyful Jubilant Mediocre Listless Limp Miserable Powerless Ecstatic Exquisite Benevolent Cordial Considerate Gracious Humorous Hysterical Courageous Gallant Revolutionary</p>	



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8	<p>Heroes and Villains in Shakespeare</p> <ol style="list-style-type: none"> What makes a hero or a villain? Focus on central characters in Romeo and Juliet to understand the characteristics of a hero/heroine and a villain Meeting Shakespeare’s villains: look at each play in turn, explore context and analyse characterisation to explore whether a character is considered to be a hero or villain <ol style="list-style-type: none"> Macbeth: Lady Macbeth and Macbeth Merchant of Venice: Antonio and Shylock Othello: Iago and Othello (Characters highlighted in yellow offer the opportunity for debate and discussion, examining what it means to be a hero) Meeting Shakespeare’s heroes and heroines: develop understanding of individual plays, context for each play, characterisation <ol style="list-style-type: none"> Much Ado About Nothing: Beatrice Hamlet: Hamlet To what extent are the following characters heroes? This provides an opportunity for students to apply their understanding of heroes and villains to analyse and evaluate the following characters: <ol style="list-style-type: none"> Prospero (The Tempest) The Nurse (Romeo and Juliet) 	<p>Students will have developed their understanding of Tudor England in AC2 History (Year 7) and Shakespeare in AC3 for English (Year 7).</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> Read increasingly challenging texts independently Re-reading texts visited earlier (Romeo and Juliet and Hamlet) to increase familiarity with Shakespeare texts Explain how context contributes to their understanding of the text Show an awareness of character development and plot points Explore setting, plot and characterisation in a play 	<p>Play</p> <p>Tragic hero Doomed Innocent Villain Victim Tragedy Verse Prose Exposition Rising action Denouement Falling action Resolution Hamartia Dramatic Irony Soliloquy Couplet Iambic pentameter Rhyme Setting Pathetic fallacy Imagery</p>	<p>Character</p> <p>Superstitious Vain Arrogant Honourable Self-controlled Stoic Tactful Scheming Devious Manipulative Innocent Guilty Destructive Villainous Immoral Noble Valiant</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> Read and respond to a range of challenging extracts. Form a personal response to individual characters. Challenge interpretations of characters through discussion and evaluation. Understand how a play can be a product of historical, political and social contexts Analyse language and structure and how these can create meanings Use analytical vocabulary to develop critical explorations of characters.



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9	<p align="center"><u>Romeo and Juliet</u></p> <ol style="list-style-type: none"> 1. Elizabethan and Jacobean context – gender roles, monarchy and social order 2. The prologue and understanding the form of a sonnet 3. The male characters and their roles and attitudes 4. The different attitudes towards love and family in the play 5. Minor characters and their significant roles – the nurse, the friar, Mercutio 6. Masculine attitudes to love and gender roles 7. Female attitudes to family and love 8. The themes of honour and truth 9. The changing relationships between characters 10. The journey of individual characters throughout the play 11. The theme of religion 12. The role of fate within the play 13. Attitudes to love differing across genders and generations 	<ol style="list-style-type: none"> 1. Elizabethan and Jacobean context 2. The theme of conflict 3. Male characters and their traits 4. Theme of love and family 5. Female characters and their traits 6. The prologue and the form of a sonnet 7. Minor characters in Shakespeare 8. Theme of loyalty 9. Theme of violence and death 	Historical Context	Character	<p>Read, understand and respond:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support interpretations <p>Analyse the language, form and structure used to create meanings and effects, using relevant subject terminology</p> <p>Show understanding of the relationship between the novel and the era it is set. Root ideas about setting, plot and character in the author's aims and agenda</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
			<ul style="list-style-type: none"> • Shakespearian • Jacobean • Monarchy • Patriarchal society • Idea of women as subservient and demure • Miscegenation • Prestige and honour • Sixteenth century perceived ideas: • Venice: place of law, lack of process and civil. Yet notion of woman as promiscuous pervaded. 	<ul style="list-style-type: none"> • Machiavellian villain • Egoistical • Virtuous • Prejudice • Macabre • Transgression • Victimisation • Marginalised • Ostracised • Dependant • Hostility • Callous • Subservient • Demure • Manipulator • Folly • Malignity • Insecure 	



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10	<p style="text-align: center;"><u>Macbeth part 1:</u></p> <ol style="list-style-type: none"> 1. Context and authorial aims of Shakespeare: re-cap from Y9 AC4 – Macbeth as a political text 2. Act 1.1: Supernatural, women and witchcraft – suspicion and intrigue linked to political zeitgeist 3. Act 1.2: Hyper-masculinity explored through Macbeth’s character foil: the noble warrior concept of heroism 4. Act 1.3: the enchantment scene – Macbeth’s fatal flaw and hubristic nature (appearance and reality in conflict) 5. Act 1.4: natural order and divine right of kings and the idea of succession 6. Act 1.5: Lady Macbeth villainy versus virtue critique 7. Act 1.6: Macbeth’s castle and the art of deception 8. Act 1.7: gender roles and power struggle 9. Act 2.1: Banquo and Macbeth binary opposition critique/dagger scene soliloquy analysis 10. Act 2.2: echo Act 1.7 power struggle through language analysis 11. Act 2.3: the porter and equivocation/Lady Macbeth creates diversion 12. Act 3.1: Banquo and Macbeth critique through masculine lens 13. Act 3.2: Lady Macbeth the façade falls away – role reversal (compare Act 1.7 – appearance and reality) 14. Act 3.3: Banquo’s death and Fleance’s escape 15. Act 3.4: Panic at the Banquet! 16. Act 3.5: Hecate goddess of the underworld symbolism 17. Act 4.1: Macbeth prophetic visions round 2 18. Act 4.2: Lady Macduff (gender role opposition to Lady Macbeth) 19. Act 4.3: Malcolm tests Macduff. What makes a good king? 20. Act 5.1: opposition act 1.5 analysis 21. Act 5.5: soliloquy ‘Tomorrow’ language analysis. 22. Act 5.8/9’ the denouement and Shakespeare’s final message for the audience 	<p>Knowledge established in (Y7,8,9) AC3 study of stagecraft and Y9 AC4 historical knowledge:</p> <ol style="list-style-type: none"> 1. What is authorial intent? 2. Dickens’ social and political agenda and motivations 3. The ideological differences between capitalism and shared welfare 4. Social hierarchy and class division in Britain over time 5. The narrative structure of a novel 6. Awareness of character development and plot points 7. Exploration of setting, plot and characterisation in a novel 8. An understanding of symbolism in literature 	Historical Context	Character	<p>Read, understand and respond:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support interpretations <p>Analyse the language, form and structure used to create meanings and effects, using relevant subject terminology</p> <p>Show understanding of the relationship between the novel and the era it is set. Root ideas about setting, plot and character in the author’s aims and agenda</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
			<p>King James I Divine right of kings Succession with regards to Elizabethan and Jacobean time periods Religious conflict between Catholicism and Protestantism Supernatural beliefs Treason and the Gunpowder plot Henry Gardner and equivocation Gender roles and expectations The Scottish Play – relationship between Scotland and England</p>	<p>Villainy virtuosity Egoistical Hubristic Noble warrior loyalty Fatal flaw Hamartia Transgression Hostility futility Ambition Deceit Guilt Turmoil Evil Manipulator Coerce Castigate Control Power Fragility Polemical Façade Appearance Reality Darkness Light Religious pathos</p>	



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<p style="text-align: center; font-size: 2em; font-weight: bold;">11</p>	<p style="text-align: center;"><u>An Inspector Calls</u></p> <p>How to dissect the exam question focus</p> <ol style="list-style-type: none"> 1. How to choose between character or theme-based question 2. How to select appropriate elements of the play for exam answer 4. How to creatively link context to the exam question focus 5. How to generate powerful personal response to an exam question through debate and imaginative links 6. How to form a powerful thesis statement as a springboard to the wider essay 7. How to sequence ideas coherently in extended writing 8. Thinking, reading and writing to time 	<ol style="list-style-type: none"> 1. Authorial intentions for Priestley 2. Texts as products of their own epochs 3. Recall of setting, plot and character 4. Awareness of key theme 5. Awareness of significance of characters 6. Key vocabulary pertaining to the above 7. Language, structure and form terminology of stagecraft 8. Poetic context for each anthology poem 9. Thematic links between poems in anthology 10. Reacting and generating ideas connected the unseen poetry material 11. Making bold personal responses and creative interpretations 12. Supporting ideas with textual detail 13. Thinking, reading and writing to time 	<p>Historical context</p>	<p>Theatre stagecraft</p>	<p>Read, understand and respond to Inspector Calls</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations <p>Analyse language and structure using relevant subject terminology.</p> <p>Show understanding of the relationship between the texts and their context. Root ideas about setting, plot and character in the author's aims and agenda.</p> <p>Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
			<p>Capitalism Socialism Ideology Industrial revolution Patriarchy Nepotism Suffragette Welfare state Hierarchy Social etiquette Edwardian Poverty</p>	<p>Dramatic irony Flashback Atmosphere Lighting Hyperbole Symbolism Tension The 4th wall Foreshadowing Taboo Mouthpiece Anagnorisis Antithesis Tension Morality play Exposition Climax Denouement Exit/Entrances Proxemics Binary opposite</p>	