




YEAR 7 SPRING 1: Shakespeare's Theatre and Plays (Focus on Villainy)

Intent: Students continue exploring how stories have evolved through theatre. Through understanding the contextual factors which have influenced writers such as Shakespeare, students will develop an appreciation and knowledge of the characters, themes and storylines and how they are still relevant today. Exploring different forms of poetry e.g. Sonnets, Ballads. Exploring generic conventions, structure and language.

Substantive Knowledge	Common Misconceptions																												
<p>Students know: What the Globe theatre was like originally compare the experience of going to the theatre at this time to attending the theatre now. About Renaissance attitudes towards the supernatural How Shakespeare explored the human condition Conventions of Shakespearean tragedies and villains Conventions of poetic form, focussing on sonnets and ballads</p> <p>Students can: Make comparisons between Elizabethan and modern theatre Rehearse and perform a poem using intonation, tone and silences Describe the conventions of different forms of poetry Draw inferences from a plays and poetry Analyse the effect of characterisation Analyse meaning in poetry.</p>	<ul style="list-style-type: none"> • Shakespeare is boring and irrelevant to me • Shakespeare's plays are not relevant today • Poetry is boring and not enjoyable • Poetry has to rhyme or follow specific rules. 																												
Tier 2 and 3 language 	Links to previous topics 																												
<table border="0"> <tr><td>Elizabethan</td><td>Pentameter</td></tr> <tr><td>Jacobean</td><td>Prose</td></tr> <tr><td>Renaissance</td><td>Verse</td></tr> <tr><td>Enlightenment</td><td>Octave</td></tr> <tr><td>Soliloquy</td><td>Sestet</td></tr> <tr><td>Iambic</td><td>Volta</td></tr> <tr><td>Patriarchal</td><td>Couplet</td></tr> <tr><td>Supernatural</td><td>Meter</td></tr> <tr><td>Discrimination</td><td>Lyric</td></tr> <tr><td>Prejudice</td><td>Folklore</td></tr> <tr><td>Villain</td><td>Ballad</td></tr> <tr><td>Anti-Semitism</td><td>Sonnet</td></tr> <tr><td>Alienated</td><td>Stage directions</td></tr> <tr><td>Marginalisation</td><td>Themes</td></tr> </table>	Elizabethan	Pentameter	Jacobean	Prose	Renaissance	Verse	Enlightenment	Octave	Soliloquy	Sestet	Iambic	Volta	Patriarchal	Couplet	Supernatural	Meter	Discrimination	Lyric	Prejudice	Folklore	Villain	Ballad	Anti-Semitism	Sonnet	Alienated	Stage directions	Marginalisation	Themes	<p>Make connections to previous Shakespeare topics covered in primary schools – often A Midsummer Night's Dream.</p> <p>Build on the ideas of the Greeks using myths to explain the world, Shakespeare using his work to reflect the world and the nature of what it is to be a human- focus on the human condition, motivation and feelings.</p>
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Literary Studies	Composition	Rhetoric	Linguistics
Shakespeare extracts from a range of plays Sonnets and ballads from the cannon and modern versions Characterisation	How to analyse a passage from Shakespeare a using What How Why structure Characterisation Plot Narrative perspectives Protagonist/antagonist Cliff-hanger	Voice projection Gesture and posture Facial expression and eye contact Exploring the rhetoric of villainous characters.	Performing a poem – using speech for performance Capital letters Full stops Question marks Exclamation marks Commas in lists Comma splicing Inverted commas

Retrieval	Assessment	Links to future topics 
Key facts about Shakespeare Spelling of key words	Reading: How does Shakespeare present villains? Choose your favourite villain to explore this statement. (WHW – students must have written mini WHWs during the scheme to support with this.) Writing: Write a short description of a visit to the Globe (not graded.) Speaking and listening: Perform an extract from a poem	This unit provides context for: <ul style="list-style-type: none"> • Much Ado Year 8 • GCSE Shakespeare text • Romantic poetry Year 8 • GCSE poetry