

KEVICC KS3 Curriculum:		Subject: English	Key terms and vocabulary.
Year: 7 Term: Spring 1		Topic: Much Ado About Nothing - Shakespeare	<b>Bold = Tier 3 subject terminology</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>The focus of this work is on the story, enjoyment of the text and importantly on the historical and cultural context of 1600 England, the Globe and Shakespeare's dramatic and literary art. There are opportunities for creative writing throughout the term.</p>			<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p> <p>Flammable, puritan <b>playwright</b> whimsical, spinster, illegitimate, foibles, <b>genre</b>, primogeniture, canoodle, farcical, <b>soliloquy</b>, <b>aside</b>, exeunt, <b>prose</b> predominant, deception, <b>dramatic irony</b>, <b>annotate</b> witty, obstinate, <b>inference</b>, <b>foreshadow</b>, modest, tyrant, <b>metaphor</b>, courtly, chivalry, chastity, humiliate, despise, contrary to, <b>hot-seat</b>, redemption, <b>malapropism</b> bleak, ambiguous, <b>evaluate</b></p>
<p><b>Culture Capital stories (one per fortnight):</b> Narcissus and Echo, The good Samaritan, The Midas Touch</p>			
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students will have studied Shakespeare the Bard in Primary School but never analysed language and stagecraft. This is the first time they will have read a Shakespeare play as a construct crafted to entertain and audience.</p>	<p><b>How does this content link to future learning?</b></p> <p>Shakespeare is an important part of cultural capital and students need to be familiar with his stagecraft and language in readiness for GCSE and beyond. I have chosen this play because it has a strong female character and I want students in Year 10 to understand Lady Macbeth, Shakespeare's attitude and the treatment of women in Elizabethan society.</p>		
<p><b>Reading:</b> Where in the unit are students supported to read complex academic text?</p> <p>The scheme involves whole text study with important extracts being used to draw out examples of Shakespeare's craft.</p>	<p><b>Writing:</b> Independent writing tasks and how they are structured</p> <p>Creative writing, including diary entries. Many opportunities for analytical writing as well as viewpoint writing on the treatment of women in Elizabethan England.</p>		
<p><b>Review:</b> How will learning be reviewed? How will feedback be received? Week 3 –analysis on how Shakespeare uses dramatic devices for effect in Act II scene I of Much Ado About Nothing. This will be formatively teacher assessed. At the end of the scheme there is another opportunity for analysing how Shakespeare presents Beatrice and Benedick's changing attitudes towards marriage within the play. This one will be improved through the comments from the previous piece. There is also peer and self assessment throughout the term.</p>			