

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 8 Term: Spring 1	Topic: The Merchant of Venice - Shakespeare	Bold = Tier 3 subject terminology
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</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>Culture Capital stories (one per fortnight): Narcissus and Echo, The good Samaritan, The Midas Touch</p>		<p>Merchant, social and historical context, garner, heckle, perilous, woo, suitor, scornful, annotate, ghetto, usury, exorbitant, soliloquy, dramatic irony, elope, stipulate, furtive, irony, villainous, chastise, inscription, embittered, rant, rhetorical question, provoke, agitation, juxtapose, monologue, repent, summarise, bleak, ambiguous, anti-Semitism, pun, stereotype, black comedy, grave, cunning, mercy, temporal, prejudice, intolerance, immoral</p>
<p>What prior learning supports understanding of this content?</p> <p>Students will have studied a Shakespeare play in Year 7, and Shakespeare the Bard in Primary School.</p>	<p>How does this content link to future learning?</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.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>The scheme involves whole text study with important extracts being used to draw out examples of Shakespeare's craft.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Creative writing, including diary entries. Many opportunities for analytical writing as well as viewpoint writing on the treatment of Jews in Elizabethan England.</p>	
<p>Review: <i>How will learning be reviewed?</i> <i>How will feedback be received?</i> Week 3 –analysis on how Shakespeare present Shylock at the beginning of the play. This will be formatively teacher assessed. At the end of the scheme there is another opportunity for analysing how Shakespeare presents Shylock in the whole play. This one will be improved through the comments from the previous piece. There is also peer and self assessment throughout the term.</p>		