

English Department

Year 7

Topic: Shakespeare: Heroes and Villains

Learning Journey

Prior learning:

-at primary exposure to Shakespearean language

-through drama activities

- links to context in previous SOWs

Learning sequence – topic title										Endpoint
Main learning steps	Context: Intro to Shakespeare’s London and Globe theatre. Postcards from Shakespeare’s London.	Macbeth: themes Gender and context	Character analysis Through a conscience alley	Romeo and Juliet: reading and analysis	Villainy in Romeo and Juliet: divide class as Capulets and Montagu es and act out scene.	Practice assessment type question: Contrast between Tybalt and Romeo	A Midsum mers Night Dream: reading and analysis Class can hot seat the character s.	Acting of 4 main characters: Hermia, Helena, Demetrius and Lysander.	Revision lesson of all three texts: memorise key quote, themes, character attributes and relationships.	Assessed on Romeo and Juliet. Teachers to use ATD sheet. End of unit reflection in purple pen.
	Key Vocab	heroes	villains	conflict	Shakespeare	context	Elizabethan	romance	tragedy	genre
	Juxtaposition	Jacobean	characters	analysis	relationships	regicide	duplicitous	manipulative		

<p>Possible Assessment Topics</p>	<p>Formative 1: one PEE on a key character. Peer Assessment students to respond in purple pen</p> <p>Formative 2: How does Shakespeare present the theme of conflict between the characters? Teacher to mark with WWW and EBI. Students respond in purple pen.</p> <p>Formative 3: Write to an agony aunt addressing your problems and feelings. Self assessment students to respond in purple pen.</p>	<p>Summative assessment: How does Shakespeare use language to present the difference between Tybalt and Romeo? Teacher</p>
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Where will we use these ideas again:

Y9 Macbeth SOW
Y11 Romeo and Juliet
Y8 Tempest

All key vocab will be relevant to future learning