



Scheme of Learning	Unit 2 Shakespeare – A Midsummer Night’s Dream
Learning outcome	<p><b>Subject Content: Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>❖ Key features of the language, themes and form of the play</li> <li>❖ Knowledge of the plot of the play</li> <li>❖ The context of Shakespeare’s play, life and times</li> <li>❖ The context of Elizabethan theatre</li> </ul> <p><b>Skill Set:</b></p> <ul style="list-style-type: none"> <li>• Develop confidence and expertise when reading Shakespeare’s play (both aloud and individually)</li> <li>• Understand how to write analytically, using the PETZAL acronym</li> </ul>
Key Question	How are characters presented in <i>A Midsummer Night’s Dream</i> ?
Knowledge	<p><b>Knowledge and skills:</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the context (Elizabethan and Athenian) and plot</li> <li>• Understanding of key language used by Shakespeare (e.g. thou/thee, prithee, marry)</li> <li>• Identification and effect of writer’s methods</li> <li>• Understanding of how to analyse unfamiliar text</li> <li>• Understanding of how to write analytically</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Shakespeare’s life and times</li> <li>• Athenian court and marriage conventions</li> <li>• Elizabethan theatre – The Globe</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading Shakespearean text aloud</li> <li>• Deciphering meaning in Shakespearean text</li> <li>• Analytical writing</li> <li>• Approaching an extract from a text with an analytical focus</li> </ul>



	<p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• comedy</li> <li>• tragedy</li> <li>• dramatic irony</li> <li>• Shakespearean</li> <li>• Elizabethan</li> <li>• context</li> <li>• soliloquy</li> <li>• farce</li> <li>• chaos</li> <li>• resolution</li> </ul> <p>All of these terms are pre-taught and defined on the scheme of work cover sheet for the students.</p>
<p><b>Ongoing Assessment</b></p>	<p>Use of mini white boards, hands down questioning, informal assessment of written work</p> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Elizabethan and Shakespearean are the same historical period</li> <li>• Theatre was just for wealthy people</li> <li>• Shakespeare’s stories are all original and set in the Elizabethan era</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Research the life and times of William Shakespeare. Create an A4 fact file</li> <li>• Learning key terms and spellings</li> <li>• Reading of the non-key scenes to ensure coverage of the whole text</li> </ul>
<p><b>Final Assessment</b></p>	<p><b>How will we know that pupils can answer the key question?</b></p> <ul style="list-style-type: none"> <li>• 1 hour timed open book assessment based on an extract from the play.</li> <li>• <b>Write an analysis of a character in an extract from the play e.g. <i>Starting with this extract, explain how [character] is presented in the play.</i></b></li> </ul>



<p><b>Clear sequencing of content</b></p>	<p><b>Sequencing:</b></p> <ul style="list-style-type: none"> <li>• This takes place in the second half term of year 7, which is the longest to allow for full coverage of the whole play.</li> <li>• Taking place early in Year 7, this unit, through teaching the PETZAL acronym, provides the foundation for further analytical study and analytical writing for the poetry and modern novel units.</li> <li>• This unit familiarises students with reading a full Shakespeare play, and the play chosen is quite simple and comedic, to prepare them for further study of the more complex plays in Years 8 and 9.</li> </ul> <p><b>Key themes/ concepts</b></p> <ul style="list-style-type: none"> <li>• Characters – character flaws, character relationships</li> <li>• Themes – love, reason vs. imagination, the supernatural</li> </ul> <p><b>How does this unit help students access future learning?</b></p> <p>This unit directly links to the Year 8 Shakespeare unit on <i>Much Ado About Nothing</i>, Year 9 Shakespeare unit on <i>Romeo and Juliet</i> and GCSE English Literature Paper 1: Shakespeare and the 19<sup>th</sup> century novel, where students study <i>Macbeth</i>. It further links to the A Level Paper 1 Shakespeare: <i>The Winter’s Tale</i>.</p> <p><b>Is there systematic building of vocabulary?</b></p> <ul style="list-style-type: none"> <li>• The key terms studied form the foundation of further study of Shakespearean plays, as they are terms that will be revisited in Year 8 and Year 9, when new more complex terminology is taught.</li> </ul>
<p><b>Links to Careers</b></p>	<ul style="list-style-type: none"> <li>• Specific careers: Playwright, Critic, Actor, Historian.</li> <li>• The presentation of character in literary form, how it has connected to the canon of literature and typical presentation of certain characters in literature links to any career involving cultural capital and the ability to read and infer the presentation of character and what this communicates about its social and historical context.</li> </ul>
<p><b>Diversity and Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Gender - discussion of Shakespeare’s presentation of gender and societal attitudes to women</li> <li>• Social class and hierarchy – the Mechanicals represent the working classes</li> </ul>
<p><b>Additional Support</b></p>	<ul style="list-style-type: none"> <li>• Students are provided with a scheme of work cover page with the key terms defined.</li> <li>• Resources are available on SharePoint.</li> </ul>
<p><b>Challenge</b></p>	<ul style="list-style-type: none"> <li>• All student books contain a recommended reading list.</li> <li>• All students are encouraged to complete the ‘13 by 13’ reading challenge and to join the creative writing club.</li> <li>• Students will be invited to Help Club where there it is felt that they may need further support.</li> </ul>