

NHSG Key Stage 3 Unit Overview for Year 8 Unit 1 Shakespeare – *Much Ado About Nothing*



Year 8 Unit 1 Shakespeare	Year 8 Unit 1 Shakespeare – <i>Much Ado About Nothing</i>
Learning outcomes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Further conventions of the language, themes and form of Shakespeare’s plays <p>Skill set:</p> <ul style="list-style-type: none"> • Further develop confidence and expertise when reading, understanding and analysing a Shakespearean play • Explore gender politics and ‘otherness’ within the Elizabethan era
Key Question	How does Shakespeare present key themes in <i>Much Ado About Nothing</i> and why are they presented this way?
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the context and plot • Understanding of key language, themes and form used by Shakespeare <p>Skills:</p> <ul style="list-style-type: none"> • Identification and effects of writer’s methods • Understanding of how to analyse unfamiliar text • Evaluation of key themes • Synthesising evidence from across the play relating to a particular theme <p>Context:</p> <ul style="list-style-type: none"> • Elizabethan gender roles • Elizabethan family and marriage conventions • Masked balls • Courtly love • Otherness and ‘legitimacy’ <p>Key Terminology:</p> <ul style="list-style-type: none"> • pun • hyperbole • oxymoron

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	<ul style="list-style-type: none"> • dramatic irony • cuckold • objectification • proto-feminist • repartee • gender • patriarchal • paternal • masquerade • illegitimacy • courtly love
Key Assessment	<p>Assessment:</p> <ul style="list-style-type: none"> • 1 hour open book timed assessment: • Write an essay about the presentation of a THEME in the extract and in the whole play. E.g. question, <i>How does Shakespeare present [theme] in this extract, and in the whole play?</i> <p>Misconceptions:</p> <ul style="list-style-type: none"> • Shakespearean comedy v naturalism; context of production v context of reception; serious nature of comedy <p>Homework:</p> <ul style="list-style-type: none"> • Complete a mask for a character • Learning key terms and spellings • Practice PETZAL paragraph • Research comedy and comedic conventions
Final Assessment	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • Retrieval tasks; mini white board, hands down questioning, informal assessment of written work through teacher circulation; self-reflective plenaries. • Students will complete a written essay assessment which will be marked.

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Clear sequencing of content	<p>Sequencing:</p> <ul style="list-style-type: none"> • This builds on the Year 7 Shakespeare unit, which taught students the foundational skills in analysing an extract from a Shakespeare play. • It also links to the Year 7 19th century play adaptation unit which deepened students' understanding of the dramatic form. <p>Key themes/ concepts</p> <ul style="list-style-type: none"> • This builds on and develops the contextual knowledge students gained in Year 7 when studying <i>A Midsummer Night's Dream</i> (particularly the portrayal of women and expectations of marriage). <p>How does this help students access future learning?</p> <ul style="list-style-type: none"> • Shakespeare in year 9 – <i>Romeo and Juliet</i> • Shakespeare at GCSE and A-level <p>This unit links to the Year 9 Shakespeare unit on <i>Romeo and Juliet</i> and GCSE English Literature Paper 1: Shakespeare and the 19th 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>
Links to Careers	<p>Transferable skills relevant to many careers including professions like journalism, law, teaching and directing.</p> <ul style="list-style-type: none"> • Communication skills • Ability to analyse and evaluate • Formulation of sophisticated arguments
Diversity and Inclusion	<p>Exploration of otherness – gender, sexual attitudes, social status, 'legitimacy' and hierarchy.</p>
Additional support	<p>Sparknotes, glossaries, exemplar work. Students will be invited to attend Help Club where there is a feeling that this would benefit them.</p>
Challenge	<p>Watching live/recorded performances, reading other Shakespearian comedies, comparison with modern adaptations e.g. Shakespeare Retold.</p>