

Meden School Curriculum Planning							
Subject	English	Year Group	7	Sequence No.	3	Topic	Shakespeare's Sonnets

Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>Week 1: Poetry: tenor and vehicle</p> <p>Understanding of grounds in poetry</p> <p>KS3- morality and human condition</p> <p>Emotions- jealousy, love, passion</p> <p>KS2- Who was Shakespeare?</p> <p>Week 2: Who was Shakespeare? What is the canon? What is the tenor, vehicle and ground in poetry?</p>	<p><b>Week 1: Shakespeare as a writer and his life:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of the canon and how Shakespeare fits into this as the most renowned writer in English Literature: 37 plays, sonnet collection. Importance themes which transcend time around the human condition, around history and comedy. <a href="https://www.bl.uk/people/william-shakespeare">https://www.bl.uk/people/william-shakespeare</a></li> <li><input type="checkbox"/> Shakespeare's life and times (see BL link above for important contextual information)</li> <li><input type="checkbox"/> Shakespeare's influence today on our own language- <a href="https://www.bbc.com/culture/article/20140527-say-what-shakespeares-words">https://www.bbc.com/culture/article/20140527-say-what-shakespeares-words</a></li> </ul> <p><b>Week 2: The Sonnet Form- quatrains and volta</b></p> <p>What a sonnet is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Love poem of 14 lines</li> <li><input type="checkbox"/> Quatrains</li> <li><input type="checkbox"/> Volta at the end of the third quatrain to signal a shift in tone</li> <li><input type="checkbox"/> <a href="https://www.poetryfoundation.org/learn/glossary-terms/shakespearean-sonnet">https://www.poetryfoundation.org/learn/glossary-terms/shakespearean-sonnet</a></li> <li><input type="checkbox"/> Exploration of these forms in action with Sonnet 130</li> <li><input type="checkbox"/> Looking at the use of figurative language in Sonnet 130</li> </ul> <p><b>Week 3: Sonnet 18 and Rhyme</b></p>	<p>The Canon: oracy task can be had around the Canon and the writers that belong to it. Should it be more diverse? Does it reflect you as a person? Who would you like to see within it? Is it fair?</p> <p>The human condition and emotions: expressions of love, jealousy and longing</p> <p>Relationships: using your voice to express your feelings in a healthy way</p>

<p>Week 3: What is a sonnet? What type of poem is it? How many lines? What is a volta? What is metaphor?</p> <p>Week 4: : What is a sonnet? What type of poem is it? How many lines? What is a volta? What is metaphor? What is a rhyming couplet? How do Shakespeare’s sonnets typically rhyme? What is a quatrain?</p> <p>Week 5 : What is a sonnet? What type of poem is it? How many lines? What is a volta? What is metaphor? What is a rhyming couplet? How do Shakespeare’s sonnets typically rhyme? What is a quatrain? What is iambic pentatmeter?</p> <p>Week 6: : What is a sonnet? What type of poem is it? How many lines? What is a volta? What is metaphor? What is a rhyming couplet? How do Shakespeare’s sonnets typically rhyme? What is a quatrain? What is iambic pentatmeter?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rhyme scheme of ABAB CDCD EFEF GG (students to practice this in action by looking at an example of Sonnet 130</li> <li><input type="checkbox"/> Rhyming Couplet</li> <li><input type="checkbox"/> Reading Sonnet 18</li> <li><input type="checkbox"/> Exploration of metaphor in sonnet 18</li> </ul> <p><b>Week 4: Sonnet 75 and Iambic Pentameter</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Iambic Pentameter- what it is (10 syllable line/ unstressed-stressed), can mimic sound of human heartbeat or mimic natural speech</li> <li><input type="checkbox"/> <a href="https://nosweatshakespeare.com/sonnets/iambic-pentameter/">https://nosweatshakespeare.com/sonnets/iambic-pentameter/</a></li> <li><input type="checkbox"/> Reading Sonnet 75 and analysing the use of metaphor</li> <li><input type="checkbox"/> <b>MCQ this week on Shakespeare’s sonnets. Reteaching of content where there are gaps in knowledge.</b></li> </ul> <p><b>Week 5: Sonnet 116 and metaphor</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring Shakespeare’s use of metaphor to write about love</li> <li><input type="checkbox"/> <b>Assess in paragraph writing during this week: How does Shakespeare use metaphors in Sonnet 116?</b></li> </ul> <p><b>Week 6: Whole class feedback and redrafting/ improvement of assessed piece plus Sonnet 19 and personification of time</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class feedback and redrafting/ green pen improvements of last week’s assessed piece</li> <li><input type="checkbox"/> Read Sonnet 19 and explore how Shakespeare personifies time in the poem</li> <li><input type="checkbox"/> <b>Revisit MCQ from week 4 to assess progress</b></li> </ul>	
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Week	Key Question	Practice Task
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1	<p>What is the Canon?</p> <p>Who was Shakespeare?</p>	<p>Oracy task around the Canon- debating it's fairness and inclusiveness.</p> <p>Comprehension tasks built around who Shakespeare was and the key information outlined above on his life and works.</p>
2	<p>What is a sonnet?</p> <p>How does Shakespeare use volta in Sonnet 130?</p>	<p>Annotation of Sonnet 130 looking at quatrains and volta. Question to be answered in paragraph form- how does Shakespeare use a volta in Sonnet 130 to express his love for his partner?</p> <p>Additional task- How does Shakespeare use figurative language (similes, metaphor, imagery) to write about his mistress in Sonnet 130?</p>
3	<p>What is a rhyming couplet? What is the typical rhyme scheme in a Shakespearian sonnet?</p> <p>How does Shakespeare use metaphors in Sonnet 18?</p>	<p>Pick out examples of rhyming couplets and label the rhyme scheme of Sonnet 18.</p> <p>Annotate Sonnet 18 with students and use questioning to check understanding.</p> <p>Paragraph writing (I do/ we do)- How does Shakespeare use metaphors in Sonnet 18?</p>
4	<p>What is iambic pentameter?</p> <p>How does Shakespeare use metaphors in Sonnet 75?</p>	<p>Pick out examples of iambic pentamter in Sonnet 75. You could also look back at the examples in the sonnets we have looked at so far.</p>

		<p>Annotate Sonnet 75 with students and use questioning to check understanding</p> <p>We do/ you do paragraph writing- How does Shakespeare use metaphors in Sonnet 75?</p>
5	<p>How does Shakespeare use metaphors in Sonnet 116?</p>	<p>We do/ you annotation of sonnet 75 and use questioning to check understanding</p> <p>You do- How does Shakespeare use metaphors in Sonnet 116?</p>
6	<p>Can I improve my work from last week using teacher feedback?</p> <p>How does Shakespeare use personification in Sonnet 19?</p>	<p>Whole class feedback and green pen improvements to last week's paragraph writing.</p> <p>Use teacher feedback to annotate and write a new paragraph, answering the question: How does Shakespeare use personification in Sonnet 19?</p>