

Meden School Curriculum Planning							
Subject	English	Year Group	8	Sequence No.	3	Topic	Shakespeare

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and ‘do something about them!’
<p>-Romeo and Juliet unit in Y8- what is patriarchy? What was life like for women in Elizabethan England?</p> <p>Myths and legends- Theseus/ the role of rulers</p> <p>Week 2</p> <p>Who is Theseus? Who are Egeus and Hermia? What is patriarchal society? What did Elizabethans believe about magic/ superstitions? Who loves who in the play?</p> <p>Week 3</p> <p>Who is Theseus? Who are Egeus and Hermia? What is patriarchal society? What did Elizabethans believe about magic/ superstitions? Who loves who in the play?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Elizabethan superstitions and beliefs around fairies, witchcraft and magic. https://www.bl.uk/shakespeare/articles/fairies-re-fashioned-in-a-midsummer-nights-dream <input type="checkbox"/> Myth, folklore and classical references in the play: the characters of Robin Goodfellow, King Oberon, Theseus, Hippolyta/ the classical play Pyramus and Thisbe https://www.britannica.com/topic/Pyramus https://www.britannica.com/topic/Theseus-Greek-hero https://www.greekmythology.com/Myths/Mortals/Hippolyta/hippolyta.html https://www.bl.uk/collection-items/robin-goodfellow-his-mad-pranks-and-merry-jests-1639 <input type="checkbox"/> Features of Elizabethan/ Shakespearian comedy: Shakespeare’s insults and farce as a subgenre of comedy https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespeares-comedy <input type="checkbox"/> Act 1 Scene 1- Theseus as a powerful ruler. How Theseus uses language to present his own power (his use of imperative commands, modal verbs and possessive adjectives) <input type="checkbox"/> Act 1 Scene 1- What is the patriarchy and how is it shown through Egeus and Hermia’s paternal relationship? https://www.bbc.co.uk/bitesize/guides/z2wp34j/revision/3 	<p>Patriarchal society- the pay gap/ treatment of women in Eastern societies today by families</p> <p>Relationships- considering healthy relationships (look at how the lovers treat one another when they are NOT in love)</p> <p>Gender roles- masculinity (male characters have more agency in the play than women)</p>

<p>Week 4</p> <p>Who are the Mechanicals? Who is Puck and what is he known for? What is the quarrel between Oberon and Titania? Who belongs to the fairy world? Who belongs to the Athenian world?</p>	<ul style="list-style-type: none"> ❑ Act 1 Scene 1- the lovers: Who Hermia loves, who loves Hermia, who Helena loves. How do Hermia and Lysander show their love through their language? (Introduce students through modelling to writing using what/how/why). ❑ Act 1 Scene 2- The Mechanicals and comic relief. Explore how Shakespeare breaks up the serious drama of Egeus/ Hermia to juxtapose this against the Mechanicals use of farce. Bottom as a tool to drive forward the comedy (particularly him wanting to play every part!) <p>https://www.bl.uk/shakespeare/articles/mechanicals-in-a-midsummer-nights-dream</p>	
<p>Week 5</p> <p>What is unrequited love? Who does Helena love? Who does Demetrius love?</p>	<ul style="list-style-type: none"> ❑ Act 2.1- Introducing the fairy world: Puck’s presentation in the opening of the scene as a mischievous character through his dialogue with the fairy. ❑ Act 2.1- Through Puck’s dialogue- exploring what Oberon and Titania’s quarrel and plan is, and analysing his dialogue to understand how the use of rhyming couplets contributes to creating a spell-like sound. 	
<p>Week 6</p> <p>What is a symbol? What is a theme? Who receives a dose of the love potion? Who loves who at the end of Act 2.2?</p>	<ul style="list-style-type: none"> ☒ Introducing the characters of Oberon and Titania in 2:1- how does Shakespeare present their relationship? (They are in a huge quarrel!) ☒ Unrequited love- what it is, where we might have seen it so far (Helena and Demetrius/ Demetrius and Hermia) and how we see this in 2:1 through Helena’s love for Demetrius. ☒ Unrequited love as a tool to create comedy in 2.1- Helena's desperate love for Demetrius carries lots of comedy. Students need to explore Helena’s love (unrequited!) and think about how Shakespeare uses language to present unrequited love in 2,1. (Students and teacher can model writing using what/how/why here). 	
<p>Week 7</p> <p>Who has changed since 1.1? What is unrequited love?</p>	<ul style="list-style-type: none"> ☒ Symbolism- what it is as a device in literature/ film/ TV. ☒ Sleep and dreams as a symbol in the play (a symbol of unreality) particularly focusing in Act 2 Scene 2 (Oberon administering the love potion to Titania/ Puck administering the love potion to Lysander in his sleep and the case of mistaken identity with Helena) 	
<p>Week 8</p> <p>What is farce? Who is transformed in 3.1? Who does Titania love in 3.1?</p>	<p>https://www.bl.uk/shakespeare/articles/dream-illusion-and-doubling-in-a-midsummer-nights-dream</p>	

<p>Week 9</p> <p>Who loves who in 3.2? Who does not love who in 3.2? What examples of chaos exist in 3.2?</p> <p>Week 10</p> <p>What is the relationship like between Titania and Bottom? What does Oberon do in 4.2? What is Theseus's decision regarding the lovers in 4.2?</p> <p>Week 11</p> <p>What is the story of Pyramus and Thisbe? Does the play have resolution?</p> <p>Week 12</p> <p>Where have you seen chaos and disorder in the play?</p> <p>Weeks 13/14 for assessment prep- retrieval quizzes around plot/ character/ theme/ quotes</p>	<ul style="list-style-type: none"> ☐ The effects of the love potion in in 2:2 on Lysander: his disgust at Hermia following the love potion and his new love for Helena: the theme of transformation in the play. Look at how Lysander's language has changed from 1:1 to now (love to disgust) and his use of insults towards Hermia ☐ Analyse how Shakespeare presents unrequited love in the play through the character of Hermia in this scene (what/ how/ why paragraphs to be written). <p>Formative assessment- How does Shakespeare love in the play? Assessment will assess topic sentences/ selecting evidence/ explanation/ selecting words and layers of meaning</p> <ul style="list-style-type: none"> ☐ Act 3.1- returning to the farce of the Mechanicals in the woods rehearsing the play, Pyramus and Thisbe. How Shakespeare creates comedy through Bottom's insistence on changing the play so as not to offend the Athenian lords and ladies. ☐ Act 3.1- Looking at transformation as a theme so far (who/what has been transformed) and transformation in this scene- Bottom being turned into an ass's head by Puck. ☐ Explore the language of love in 3.1 between Titania (who instantly falls in love with newly transformed Bottom). How does Shakespeare use Titania's dialogue (love language) to create comedy? <ul style="list-style-type: none"> ☐ Act 3.2- The chaos of the mistaken love potions (Puck's attempts to remedy the situation create further chaos when Demetrius is given the love potion, falls in love with Helena along with Lysander). How Shakespeare uses the love potion and the lovers to create chaos/disorder. ☐ Act 3.2- use of insults by all characters (Helena thinking Demetrius is pretending to love her, Demetrius and Lysander arguing over Helena, Lysander's rejection of Helena and Hermia's jealousy of Helena). How the quarrel between the lovers and insults creates comedy. ☐ Modelling/ practising a question on how Shakespeare uses chaos and disorder to create comedy in the play (focusing particularly on Act 3.2). 	
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	<p>Assessment- How does Shakespeare present order and disorder in the play? Assessment will assess topic sentences/ selecting evidence/ explanation/ selecting words and layers of meaning</p> <p>☐ Staging choices- show students clips of performances from the Globe/ RSC/ BBC ask them to consider the effects of different staging choices.</p>	
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1	<p>What superstitions did Elizabethans believe?</p> <p>What are the mythological and classical references in the play?</p> <p>What is comedy? What is a Shakespearian comedy?</p>	
2	<p>How is Theseus presented as powerful in Act 1.1?</p> <p>What is the patriarchy and how is it presented in 1:1?</p> <p>How does Shakespeare present love in Act 1.1?</p>	<p>Analytical paragraph answering- How is Theseus presented as powerful in Act 1.1?</p> <p>Notes on patriarchy</p> <p>Analytical paragraph answering- How does Shakespeare present love in Act 1.1?</p>
3	<p>Who are the Mechanicals and what is comedic about them?</p> <p>How does Shakespeare present the fairy world in 2.1?</p> <p>Why are Oberon and Titania quarrelling? What is Oberon's plan?</p>	<p>Analytical paragraph answering- How does Shakespeare present the fairy world in 2.1?</p>

4	<p>How does Shakespeare present the relationship between Oberon and Titania in 2.1?</p> <p>How does Shakespeare present unrequited love in 2.1?</p>	<p>Analytical paragraph answering- How does Shakespeare present the relationship between Oberon and Titania in 2.1?</p> <p>Analytical paragraph answering- How does Shakespeare present unrequited love in 2.1?</p>
5	<p>What is symbolism?</p> <p>How does Shakespeare use symbolism in Act 2.2?</p> <p>What is important about sleep and dreams in the play?</p>	<p>Analytical paragraph answering- How does Shakespeare use symbolism in Act 2.2?</p>
6	<p>How does Shakespeare present transformation in Act 2.2?</p> <p>How does Shakespeare present unrequited love in 2.2?</p> <p>Assessment- How does Shakespeare love in the play?</p>	<p>Analytical paragraph answering- How does Shakespeare present transformation in Act 2.2?</p> <p>Assessment will assess topic sentences/ selecting evidence/ explanation/ selecting words and layers of meaning</p>
7	<p>How does Shakespeare use the Mechanicals to create comedy in 3.1?</p> <p>How does Shakespeare present transformation in 3.1?</p>	

	How does Shakespeare present love in Act 3.1?	Analytical paragraph answering- How does Shakespeare present love in Act 3.1?
8	Where do you see order and disorder in Act 3.2? How does Shakespeare use insults in 3.2? How does Shakespeare present chaos and disorder in 3.2 and elsewhere in the play?	Analytical paragraph answering- How does Shakespeare present chaos and disorder in 3.2 and elsewhere in the play?
9	How does Shakespeare present reality and unreality in Act 4.1? Is Oberon a good ruler? How does Shakespeare show resolution in 4.1?	Analytical paragraph answering- How does Shakespeare present reality and unreality in Act 4.1?
10	What is comedic about the play within a play in Act 5.1? What is the significance of Puck's final speech in 5.1?	Analytical paragraph answering- What is the significance of Puck's final speech in 5.1?
11	How does Shakespeare present order and disorder in 5.1 and elsewhere in the play? (assessment) What effects does different staging have on our interpretation of the play?	

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