

# Islip Manor High School

## Scheme of Learning Overview

This scheme of learning has been designed to ensure that you make progress, develop, and master key knowledge, skills, and ideas through academically rich content that reflects, values, and celebrates the diverse experiences, identities, and contributions of our school community.

| Year group:<br>Year 7                                                                                                                                              | Term:<br>Spring | Unit duration:<br>8 weeks | Number of lessons:<br>20 | Unit title: <b>A Midsummer Night's Dream</b>                                                            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Assessment outcome: Exploratory essay requiring a judgement</b>                                                                                                 |                 |                           |                          | <i>Fertile question: How do Shakespeare's teachings about relationships apply to our society today?</i> |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key skills/ concepts/ prior knowledge that students should have when starting this unit:</b>                                                                    |                 |                           |                          | <b>Start RAG</b>                                                                                        | <b>End RAG</b> | <b>Literacy. Key vocabulary/subject terminology that students should cover</b> <ul style="list-style-type: none"> <li>Shakespeare</li> <li>Elizabethan</li> <li>Globe Theatre</li> <li>groundling</li> <li>myth</li> <li>severe</li> <li>conflict</li> <li>unrequited love</li> <li>to mock</li> <li>absurd</li> <li>chaos</li> <li>act</li> <li>scene</li> <li>soliloquy</li> <li>context</li> <li>connotation</li> <li>exploration</li> <li>zoom</li> <li>annotation</li> </ul> | <b>Literacy. Key vocabulary/subject terminology to recall from previous units</b> <ul style="list-style-type: none"> <li>topic sentence</li> <li>quotation</li> <li>analysis</li> <li>character</li> <li>essay</li> <li>moral</li> <li>vulnerable</li> <li>brutal</li> <li>corrupt</li> <li>villain</li> <li>malicious</li> <li>victim</li> <li>naive</li> </ul> |
| 1. Characters are not real people, they are constructed by the writer                                                                                              |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Topic sentences should say something relevant, accurate, and contain a single point;                                                                            |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 3. Quotations should be used to support topic sentences                                                                                                            |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key skills/concepts/knowledge that students should cover</b>                                                                                                    |                 |                           |                          | <b>Start RAG</b>                                                                                        | <b>End RAG</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>By the end of the scheme you should be able to:</b>                                                                                                             |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Describe Shakespeare's life                                                                                                                                     |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Describe the experience of the Elizabethan theatre                                                                                                              |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 3. Describe life for the rich and the poor in Elizabethan England                                                                                                  |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 4. Identify key features of a play, act and scene                                                                                                                  |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 5. Describe the key characters of <i>A Midsummer Night's Dream</i>                                                                                                 |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 6. Identify the key plot points of the play                                                                                                                        |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 7. Analyse how characters are presented in individual moments in the play using topic sentences that say something relevant, accurate, and contain a single point. |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 8. Support topic sentences with quotations that are accurate, avoid repeating the point and last no more than two lines of writing.                                |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 9. Identify the different types of love expressed in the play                                                                                                      |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 10. Explain how relationships change over the course of the play                                                                                                   |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 11. Consolidate independent writing of analytical paragraphs                                                                                                       |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 12. Consolidate independent writing of introductions and conclusions                                                                                               |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 13. Identify the moral questions a text poses                                                                                                                      |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |
| 14. Develop a personal opinion and response to a text                                                                                                              |                 |                           |                          |                                                                                                         |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>Stretch - Key skills/concepts/knowledge that students should cover</b><br>1. Make evaluative judgements of characters and the writer's intention in relation to their context.<br>2. Make comparative judgements to comment on how a character changes as the text progresses.<br>3. Offer alternative interpretations of characters.<br>4. To comment on what the text teaches audiences about humanity. |  |  | <b>Suggested materials teachers:</b> A Midsummer Night's Dream full text, extracts and activity booklets<br><b>Key home learning tasks students should complete</b><br>Google Form knowledge quizzes,<br>Weekly 'Recall and Embed' home learning tasks |
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