

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
Year 9 Summer Term: Shakespeare – Henry V/Julius Caesar
Study of ONE play

Overall Objectives	<p>Read and be familiar with play by Shakespeare</p> <p>Read challenging texts</p> <p>Make inferences</p> <p>Know historical and literary context of writing</p> <p>Know how Shakespeare uses language and vocabulary choices create meaning</p> <p>Refer to evidence from the text</p> <p>Know how language, figurative language, vocab choice, structure presents meaning</p> <p>Study and understand plot, characterization and theme</p> <p>Understand how the work of dramatists is communicated effectively through performance</p> <p>Write in a range of style for audience and purpose</p> <p>Draw on knowledge gained from reading of conventions of text to enhance their own writing</p> <p>Plan, proof read and edit writing</p>
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PLTS	Team Workers
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CORE TASKS	ASSESSMENTS
<ul style="list-style-type: none"> - interim close analysis of selected scenes - possible research task on historical context of history play (depending on text choice) - group performance of selected scenes 	<p>Reading</p> <p>Either</p> <p>Explore the ways that Shakespeare presents strong feelings to the audience</p> <p>Or</p> <p>Explore the ways that Shakespeare presents conflict in the play</p> <p>Speaking and Listening</p> <p>1) Individual persuasive speech</p> <p>2) Hot - seating key character</p>

KNOWLEDGE	SKILLS and LITERACY
<p>Know:</p> <ul style="list-style-type: none"> - key points of plot of chosen play - key characters involved in chosen play - historical context of chosen play 	<p>Be able to read Shakespearian play and decode meaning</p> <p>Be able to use drama techniques to explore meaning (freeze frame; small group readings; hot seating; power activities)</p> <p>Be able to question texts and make</p>

Know: key features of persuasive writing or rhetoric

- rhetorical question
- list of 3
- repetition x 3
- alliteration
- simile
- metaphor
- exclamation
- emotive language
- direct address – 1st person; 2nd person
- imperative
- superlative
- powerful verb/adjective

Know/Revise/ Develop: Pee/
Dynamite paragraph structure

predictions

Be able to empathise with character

Be able to infer and interpret character and meaning

Be able to support ideas with evidence

Close reading to identify features of rhetoric

Skimming and Scanning to select supporting evidence

Be able to explain the effect of rhetoric/persuasive language

Be able to develop analysis using PEE or Dynamite paragraph structures

Be able to use and apply knowledge of persuasive writing/rhetoric to develop own persuasive speeches.