

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
Year 7: Summer Term – Heroes and Villain: Representation of Superheroes;
Heroes and villains in Shakespeare

Overall Objectives	<p>Introduce students to ideas about representation</p> <p>Introduce students to character and theme in Shakespeare</p> <p>Introduce students to dramatic devices and importance of performance and staging</p> <p>Research background information about Shakespeare</p> <p>Be able to apply knowledge of genre: writing to advise</p> <p>Be able to perform with confidence</p>
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PLTS	<p>Effective Participants</p> <p>Reflective Learners</p>
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CORE TASKS	ASSESSMENTS
<p>Representation of Superheroes</p> <ul style="list-style-type: none"> Analyse appearance and significance of costume in representation Create own original superhero and supervillain <p>Heroes and Villains in Shakespeare</p> <ul style="list-style-type: none"> Create a freeze frame of part of 'double double' scene Perform one section of double double scene Mini Saga/Acrostic poem to sum up plot of The Tempest Freeze Frame to understand Ariel's character Create a mask to represent Ariel or Caliban 	<p>Representation of Superheroes</p> <p>Speaking and Listening: Individual presentations introducing their own hero and villain</p> <p>Writing: Writing to advise – writing to advise a superhero with a problem</p> <p>Heroes and Villains in Shakespeare:</p> <p>Reading: Character analysis of a hero/villain in Shakespeare. (Choice of Ariel, Caliban or Witches)</p> <p>Writing: Writing to Inform: Creating an information leaflet about Shakespeare for a Year 7 audience. Based on Research.</p>

KNOWLEDGE	SKILLS and LITERACY
<p>Know key features of writing to advise:</p> <p>Make suggestions – authoritative voice</p> <p>Use modal verbs (may, could might,</p>	<ul style="list-style-type: none"> Understand explicit meaning Be able to highlight key points Be able to summarise key points

<p>can) Give choices Use appropriate connectives (on the other hand, alternatively, perhaps) 1st or 2nd person (personal address) Imperatives Active sentences Objective point of view Appropriate structure eg list, step by step Possible sub-headings</p> <p>Know meaning of key words: Suggestion Association</p> <p>Know key term: Syllable Meter Stressed/Unstressed</p>	<p>for an intended audience.</p> <ul style="list-style-type: none"> • Close reading - Select quotes to support ideas • Be able to infer connotations • Be able to infer meaning from images • Interpret character • Skimming to find relevant support • Be able to support answers using evidence • Be able to explain the effect of evidence • Be able to visualize ideas created by author's use of language • Be able to identify language that has an effect and discuss the effect • Be able to identify patterns in language and group words together • Be able to evaluate effectiveness of language and/or quotation • Be able to apply PEE • Be able to create character in performance • Be able to present ideas clearly and confidently • Be able to apply knowledge of features of advisory writing to improve own writing • Be able to plan writing • Be able to pay attention to accurate grammar, punctuation and spelling • Be able to apply knowledge of syllables, rhythm and rhyme in own writing
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