

Scheme of Work 2020-2021
Subject: English

Year Group: 7

Specification:

Express/Mainstream:

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	Context – Shakespeare, King James, Gunpowder Plot	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Watch 2 short videos about life of William Shakespeare http://www.youtube.com/watch?v=L9t11BsE0yk&feature=related http://www.youtube.com/watch?v=ORpURQIsDzY&NR=1 Expert jigsaw activity – each group receives info sheet and takes notes, reports back to class – 5 bullet points needed in book for each aspect of context Plenary: Write down two questions you still have about life in Shakespeare’s time	Big Think Question: Why do we let off fireworks on 5 November?	AO3 Context	Refer to Out of Hours Learning Booklet	C3, Sp9, Building cross-curricular links with History
2	Context – Role of Men and Women, Witches, Jacobean Theatre	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Expert jigsaw continued with remaining aspects of context - each group receives info sheet and takes notes, reports back to class – 5 bullet points needed in book for each aspect of context	Big Think Question: Why do some people believe in witches?	AO3 Context	Refer to Out of Hours Learning Booklet	C3, Sp9 SMSC – Reflecting on historical treatment of women

3	Demonstrate contextual knowledge	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Task is to create a leaflet Complete draft in exercise book</p> <p>Publish leaflet ready to be displayed</p>	<p>Big Think Question: If someone from the future wanted to know about what life was like back in 2020, what would you tell them?</p>		Refer to Out of Hours Learning Booklet	Sp2
4	BB Piece – Factual – Persuasive Speech – Witches should be put to death.	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Watch short video on witches https://www.youtube.com/watch?v=mbh03CA6lrA</p> <p>You are a member of polite society and suspect one of your neighbours of being a witch. Write a letter to the townspeople persuading them of why she should be put to death.</p> <p>Discussion of success criteria and persuasive techniques</p> <p>Write up blue book piece</p>	<p>Big Think Question: What would it take to convince you that supernatural beings exist?</p>	AQA Language Paper 2, Question 5	Refer to Out of Hours Learning Booklet	C3, Sp9, So2
5	Story of Hamlet	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Discussion re: Big Think Question</p> <p>Watch the animated version of Hamlet and bullet point in your books any key information. https://www.youtube.com/watch?v=OtNMjZoZNbM (25 mins)</p> <p>Choose 6 key events and feed back to class</p> <p>Storyboard 6 key events with a sentence and image for each</p>	<p>Big Think Question: How much influence should other people have over our decision about who we date?</p>		Refer to Out of Hours Learning Booklet	Sp1, So2

6	Character of Hamlet	<p>Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition Recap 16 Spellings Vocab Match: Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.</p> <p>Character Gap Fill: Check understanding by completing the sentences with a name from the box.</p> <p>Multiple Choice Quiz: Circle correct answer to check comprehension.</p> <p>Discussion and class-generated brainstorm modelled on board: Is it easy to sympathise with the character of Hamlet?</p> <p>SILENT EPISODE: Write a PETAL paragraph answering the question: Is it easy to sympathise (feel sorry for) with the character of Hamlet?</p>	<p>Big Think Question: What should we do if a friend is about to do something we totally disagree with?</p> <p>Extension Task: Write a paragraph arguing the opposite of the opinion you gave earlier. E.g. If you said he WAS easy to sympathise with in your first paragraph, now explain all the reasons he WAS NOT easy to sympathise with.</p>	<p>Cloze activity Multiple choice quiz Extended paragraph writing</p>	<p>Refer to Out of Hours Learning Booklet</p>	<p>Sp1, So2</p>
7	The King's Ghost	<p>Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Read the ghost scenario from 'The Tragedy of Hamlet' Explain what you would do in Hamlet's position and justify why that would be the right course of action. Watch Kenneth Brannagh's version Act 1 Scene 5 (ghost scene) https://www.youtube.com/watch?v=g05x9X7mpcY Plenary: How would Shakespeare's audiences reaction to the ghost in Hamlet</p>	<p>Big Think Question: What makes people believe in the supernatural (ghosts, spirits, etc)?</p>		<p>Refer to Out of Hours Learning Booklet</p>	<p>Sp1, So2 SMSC – Students reflect on how they would react to family tragedy</p>

		be different to our reaction watching a horror movie today?				
8	Feed forward from Blue Book piece	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Respond to numbered tasks, correct SPaG, complete all S & C tasks related to witches. Have you included enough persuasive techniques?</p> <p>Is your information on witches accurate?</p> <p>Is there any other contextual information you can include?</p>	Big Think Question: Is a piece of writing ever finished or can it always be improved on?		Refer to Out of Hours Learning Booklet	Sp1, So2
9	Character of Ophelia	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Worksheet – The Tragedy of Ophelia</p> <p>How does she feel?</p> <p>Watch extract from film version</p> <p>Which flowers does she mention?</p> <p>Complete grid of flowers and what they symbolise, and relate it to a character or event in the play that they might represent</p> <p>Answer these questions</p> <ul style="list-style-type: none"> - Why were violets suitable flowers to plant on her grave? - What other flowers do you think there should have been at her funeral? Why? - What inscription would be suitable for her headstone? <p>Plenary: Has your opinion of Hamlet as a sympathetic character changed after learning about Ophelia’s experience?</p>	Big Think Question: Why do we give flowers to people we care about?		<p>Refer to Out of Hours Learning Booklet</p> <p>Find out more about the symbolism of flowers: https://pioneerthinking.com/language-of-flowers-what-they-mean-a</p>	Sp1, So2

10	The deaths in the play	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Complete the Who and How grid with details on how each character died, giving as much detail as you can.</p> <p>The murder of Polonius – Hamlet not only murders his uncle, he also murders the King. Why was regicide such a terrible crime?</p> <p>AO3 Context discussion about the Divine Right of Kings.</p> <p>Take down notes on features of a tragedy</p> <p>Write a PETAL paragraph explaining why Hamlet is a tragedy.</p>	Big Think Question: Do you think the death penalty is a fair punishment for murder?		Refer to Out of Hours Learning Booklet	
11	BB Piece – Factual – Write a newspaper report on the deaths at the castle	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Recap of conventions of factual writing, newspaper layouts and success criteria.</p> <p>Write a newspaper report on the deaths at the Castle.</p> <p>Article will need to:</p> <ul style="list-style-type: none"> - Cover Who, What, Where, When, Why - Be written in a formal, factual style - Not include your opinion - Include a snappy headline 	Big Think Question: Is murder ever justified?	AQA Language Paper 2, Question 5	Refer to Out of Hours Learning Booklet Imagine you are a reader who has seen your article in the newspaper, and you are so outraged you want to write a letter to the editor giving your opinion on how such a tragic event could have occurred. Who do you blame?	So2, C3, Sp1 SMSC – Students are encouraged to consider who is responsible when a tragedy occurs.
12	Twelfth Night Summary	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Watch summary video of Twelfth Night https://www.youtube.com/watch?v=SFgRJTdHDQ</p> <p>Make notes on key plot points – choose the 6 most important</p>	Big Think Question: How much of our identity is determined by our gender?		Refer to Out of Hours Learning Booklet	

		<p>Use plot summary hand out to answer the following comprehension questions:</p> <ul style="list-style-type: none"> - Why does Orsino send a letter to Olivia (delivered by Cesario)? - Who has tricks played on him? - Why are the tricks played on him? - Why does Viola pretend to be a man? - Who does Sebastian end up married to? - Who does Viola end up marrying? - What two characters have a historical hate for each other? - Sum up the play in 30 words (or less if you can!) 				
13	Twelfth Night Characters	<p>Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Storyboard your 6 most important plot points that you chose yesterday Watch Character and Plot Summary video https://www.youtube.com/watch?v=lfqDOyJOUhQ Answer the following comprehension questions:</p> <ul style="list-style-type: none"> - Why does the audience so quickly accept Viola's decision to pretend to be a man? - What is the problem of identity for Viola? - Why are Olivia and Orsino so alike? - What are Olivia and Orsino's key characteristics? - What do critics say about Malvolio? - What is Sebastian's key role in the play? 	<p>Big Think Question: Why are some people more likeable than others? Why do we choose certain people to be our friends and not get along with others?</p>		Refer to Out of Hours Learning Booklet	

14	Twelfth Night Themes	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>What is a theme?</p> <p>Can you think of any themes in popular films? E.g. Avengers = Justice, Good vs Evil</p> <p>Read the handout on Themes in Twelfth Night</p> <p>Answer the comprehension questions</p> <ul style="list-style-type: none"> - Give an example of how the theme of love as a cause of suffering is shown in the play. - What does the folly of ambition mean? - Can you give an example of how it is shown in <i>Twelfth Night</i>? - Why was the theme of disguise and deception good for Viola's safety at this period of time? - Why is gender a theme? <p>Plenary: Personal response – one of the themes in Twelfth Night is “Love as a cause of suffering”. How far do you agree with this?</p>	Big Think Question: The course of true love doesn't run smooth – do you agree?		Refer to Out of Hours Learning Booklet	
15	Taming of the Shrew Summary	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Discussion about key words in the title – Taming and Shrew. Connotations of taming, what is a shrew? Sexist language.</p> <p>Watch animated summary video https://www.youtube.com/watch?v=Lpvvivhesjl</p> <p>Watch 10 Things I Hate About You Trailer https://www.youtube.com/watch?v=AWmjzCZr0Jw</p>	Big Think Question: Do we still have expectations about how men and women are supposed to behave?		Refer to Out of Hours Learning Booklet	

		<p>Read the notes on Key Facts and Themes of the play.</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> - Why do you think Shakespeare had males play the roles of females in this play? - Opposing means opposite. Can you use it in a sentence of your own, in relation to English? <p>Read the plot summary of The Taming of the Shrew and make your own notes.</p> <p>Describe the impressions you get from three Taming of the Shrew images.</p> <p>Write two full sentences for each. Think about use of: Colours, characters, font and objects etc.</p> <p>Plenary: What connections can we draw with the title?</p>				
16	Taming of the Shrew Characters/Themes	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definitions</p> <p>8 Spelling Words</p> <p>Suggested Spellings:</p> <ul style="list-style-type: none"> - Favouritism - Development - Stereotype - Humour - Jester - Opinionated - Wealthy <p>Character Profiles – For each character’s blurb, choose 3 adjectives to describe them</p> <p>Based on your knowledge of the play from yesterday’s summary, choose 4 of the key vocab words and relate them to a character you read about in the Profile task</p> <p>From a timeline of events, choose your 6 most important moments in the play</p> <p>Storyboard your 6 most important moments</p>	<p>Big Think Question: Should parents have a say in who we are allowed to date?</p> <p>Extension Task: Read extract and answer comprehension questions</p>		<p>Refer to Out of Hours Learning Booklet</p> <p>Using the extract answer the question: How has the writer used language to present the character of Katherina? Remember to identify techniques and explain the effect on the reader.</p>	

17	BB Piece – Factual – How much has society’s treatment of women really changed?	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Match the Shakespeare Quotes with their correct modern English translation</p> <p>Discussion and class-generated brainstorm modelled on the board about society’s treatment of women</p> <p>Reminder of factual writing success criteria</p> <p>Write up blue book response.</p>	Big Think Question: Do we live in a society that’s equal for men and women?	AQA Language Paper 2, Question 5	Refer to Out of Hours Learning Booklet	
18	R & J Summary	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Watch SparkNotes animated version (10 mins)</p> <p>https://www.youtube.com/watch?v=dRrvQ1vZxcg</p> <p>Read Plot Summary handout</p> <p>Answer these comprehension questions</p> <ul style="list-style-type: none"> - Where is the play set? - Who is Romeo in love with at the beginning of the play? - Why is it dangerous for Romeo to go to a party at the Capulet house? - Who does Juliet’s father want her to marry? - Why does Friar Lawrence agree to perform the marriage in secret? - How does Romeo’s friend Mercutio die? - Why is Romeo exiled to Mantua? - What is Juliet’s original plan when she takes the sleeping poison? - Why is this play a tragedy? 	Big Think Question: Is there such a thing as fate/destiny?		Refer to Out of Hours Learning Booklet	

		There are 8 paragraphs in the plot summary. For each paragraph you are going to draw one image to match, and one sentence summarising the main idea.			
19	R & J Characters	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Write a descriptive paragraph inspired by the Romeo and Juliet fish tank still image Watch GCSE Pod Character profile of Romeo Watch GCSE Pod Character profile of Juliet Make bullet points for both Choose either Romeo and Juliet and create a PETAL paragraph about how Shakespeare presents them as a character.	Big Think Question:		Refer to Out of Hours Learning Booklet
20	R & J Themes	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Watch film clip from Baz Luhrman version when Romeo first sees Juliet https://www.youtube.com/watch?v=8JoOp_x6VwHk Read extract "O she doth...true beauty till this night" Connect modern English translations to appropriate parts of Romeo's speech Fill in PEE Grid of quotes Write a PETAL paragraph to answer the question how does Shakespeare use language to show Romeo's feelings for Juliet?	Big Think Question: Do you believe in love at first sight?		Refer to Out of Hours Learning Booklet
21	Othello Summary	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition Recap 16 Spellings Use dictionary to create glossary for 13 key words	Big Think Question: Does racism still exist in our society?		Refer to Out of Hours Learning Booklet

		<p>Read 'At a Glance' and connect four of your glossary words to the play</p> <p>Watch animated summary video of Othello https://www.youtube.com/watch?v=Bp6LgSgukOU</p> <p>Choose 6 Key Events</p> <p>Storyboard your chosen key events</p>				
22	Othello Characters	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Hotseating – different students to read out the Character Profiles</p> <p>Write out one question you have for each character after hearing their profile?</p> <p>Write down 3 adjectives to describe Desdemona</p> <p>Cloze activity</p> <p>Othello is a _____ in the army.</p> <p>Othello is fooled by _____.</p> <p>Desdemona lies about the _____.</p> <p>Emilia is Desdemona's _____ and _____.</p> <p>Most of the play takes place in _____.</p>	<p>Big Think Question: Should we always trust those closest to us?</p> <p>Extension Task – Think of 3 similes to describe Desdemona</p>		Refer to Out of Hours Learning Booklet	
23	BB Piece – Q4 Reading – The character of Othello	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>“Othello is too trusting”</p> <p>Annotate extract as a class</p> <p>Model class brainstorm on the board</p> <p>In this extract, Othello is presented as being too trusting. Evaluate the extent to which you agree with this statement.</p>	<p>Big Think Question: Most people are generally trustworthy – do you agree?</p>		Refer to Out of Hours Learning Booklet	

24	Othello Themes	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Write a descriptive paragraph inspired by an image of the Venice canals</p> <p>Judging Othello's actions activity</p> <p>Use grid of actions to place on evaluation timeline</p> <p>Theme of Femininity vs Masculinity</p> <p>Theme of Race</p> <p>Where do we see these in the play?</p>	<p>Big Think Question:</p> <p>What is the difference between femininity and masculinity?</p>		Refer to Out of Hours Learning Booklet	
25	Feed forward from BB Piece	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Respond to numbered tasks, correct SPaG, complete all S & C tasks related to Othello.</p> <p>Have you included enough persuasive techniques?</p> <p>Are all of your points supported by quotes?</p> <p>Is there any other contextual information you can include?</p>	<p>Big Think Question: Can we always see what needs to be changed in our own work or do we need someone else's fresh perspective?</p>		Refer to Out of Hours Learning Booklet	
26	Heroes v Villains	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>8 Spelling Words</p> <p>Qualities of a Hero</p> <p>Qualities of a Villian</p> <p>Images of famous heroes/villians</p> <p>Othello vs Iago – how do they fit the criteria?</p> <p>Write a PETAL Paragraph on your choice of Othello or Iago as a hero or a villain.</p>	<p>Big Think Question: What is the difference between a hero and a villain?</p>		Refer to Out of Hours Learning Booklet	
27	Romantic Poetry	<p>Do Now: 10 mins Silent Reading</p> <p>Take down Date/Title/WOTD/Definition</p> <p>Recap 16 Spellings</p> <p>Popular Romantic Poets</p> <p>The Romanticism Movement</p> <p>Daffodils by William Wordsworth</p>	<p>Big Think Question: Is romance represented accurately in films and on TV?</p>		Refer to Out of Hours Learning Booklet	

		Annotate poem and discuss as a class			
28	Romantic Poetry	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Wild Nights! By Emily Dickinson Annotate the poem as a class	Big Think Question:		Refer to Out of Hours Learning Booklet
29	BB Piece – Q4 – Presentation of love is unrealistic	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Sonnet 29 – I think of thee Discuss and annotate – to what extent do we agree that the presentation of love is unrealistic?	Big Think Question:		Refer to Out of Hours Learning Booklet
30	Sonnets Shakespeare's Sonnet 18 – Shall I compare thee to a summer's day?	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition Recap 16 Spellings Describe Thinking Frame: everything you love about summer Conventions of a sonnet In pairs discuss what the lines are about that you have been given and feedback to the class Annotate the poem as a class. Plenary: PETAL Paragraph answering the question Explain how far you think Shakespeare has presented the idea of love in this sonnet.	Big Think Question: Why is summer considered the happiest season? Extension Task: Choose another quote from the sonnet and create another PETAL Paragraph		Refer to Out of Hours Learning Booklet
31	Sonnets Elizabeth Barrett Browning's Sonnet 4 – How do I love thee?	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Watch clip of Sonnet 4 read aloud Handout and annotate poem in pairs Feedback to class Which conventions of a sonnet can we identify?	Big Think Question: How do we <i>show</i> our love for those we care about? Besides just saying "I love you".		Refer to Out of Hours Learning Booklet

32	Sonnets Christina Rossetti's Sonnet 7 - Remember	Do Now: 10 mins Silent Reading Take down Date/Title/WOTD/Definition 8 Spelling Words Sonnet 7 – Remember Annotate the poem as a class PETAL Paragraph – effect on the reader Which has been your favourite poem we've studied?	Big Think Question:		Refer to Out of Hours Learning Booklet	
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