



Big Question - A Midsummer Night's Dream

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
<p>How did the world of Shakespeare influence his writing?</p> <p>How did Shakespeare's language influence today's language?</p>	<p>This scheme of work explores A Midsummer Night's Dream in performance by focusing on characterisation and the realisation of particular scenes. The outcome is for students to gain both a literary and a performance perspective of the play.</p> <p>Students will gain the following knowledge/skills:</p> <ul style="list-style-type: none"> • Understanding of the themes within the text • Exploration of the main characters • An introductory understanding of iambic pentameter and how Shakespeare is communicated to a modern audience • Gender roles within the play • An understanding of The Globe Theatre in Shakespearean times and in the modern day. 	<p>Basic level of reading comprehension to understand the plot characters and theme of the play.</p> <p>Some vocabulary knowledge in order to understand the meaning of words.</p> <p>Some basic background knowledge about William Shakespeare to inform initial discussion.</p> <p>Basic knowledge of literary elements such as plot, characterisation, setting and theme.</p> <p>Basic understanding of how a play differs from a novel.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can use my knowledge of language evolution and etymology to deepen my understanding of language construction.</p> <p>I can critically evaluate key concepts and the impact of language choices and techniques on the reader/viewer using an assured selection of relevant textual detail.</p>	<p>Students can assess the play's relevance to contemporary society and its enduring literary value.</p> <p>Students will evaluate the significance of Shakespeare's linguistic contributions, considering whether his language still resonates today.</p> <p>Students will compose their own scenes using a range of conventions of Shakespearean comedies.</p>
Advancing	<p>Through exploring the process of language evolution and etymology, I can improve my knowledge of language construction.</p> <p>I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.</p>	<p>Students will be able to evaluate how the world Shakesperae lived in influenced his writing.</p> <p>Students will assess the significance of Shakespeare's linguistic contributions, considering whether his language still resonates today.</p> <p>Students will compose their own scenes using conventions of Shakespearean comedies.</p>
Securing	<p>I can understand how and why languages have evolved and are continually evolving.</p> <p>I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.</p>	<p>Students will be able to explain how the world Shakesperae lived in influenced his writing.</p> <p>Students will describe the significance of Shakespeare's linguistic contributions, considering whether his language still resonates today.</p> <p>Students will be able to compose a short scene using some conventions of Shakespearean comedies.</p>
Beginning	<p>I can recognise the features of different types of literature and use appropriate language to talk about them.</p>	<p>Students will be able to describe some aspect of the world that Shakespeare lived in referring to basic aspects of context.</p> <p>Students will examine whether Shakespeare's language still resonates today.</p> <p>Students will be able to compose a short scene.</p>



Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Students, where possible, will be given the opportunity to attend a theatre production of the play. Students will participate in drama based activities and act out key scenes from the play.</p>	<p>Literacy: Numerous Literacy strands are hit (see SoW) Numeracy challenge question: Shakespeare was born in 1564, how many years and days ago was he born? DCF homework task related to the lesson: To research key facts about William Shakespeare and produce a Biography. You must use your own words and not simply copy and paste. (I can understand that copying the work of others and presenting it as my own is plagiarism. Discuss what plagiarism means and how this will have implications on future assignments.)</p>

Assessment (How will we know that students have learnt what we taught them?)

<p>Formative assessment:</p> <ul style="list-style-type: none"> Teacher circulating Q&A discussions on various characters/themes/conventions Skimming and scanning reading tasks Inference and deduction tasks Comprehension activities Debates Match key terms to definitions/examples Peer/self-assessment tasks Empathy demonstrated via diary entry tasks PQA writing tasks Role play Hot seating Acting out scenes Creative writing task Consolidation writing activities 	<p>Summative assessment: Write your own short scene of a play using all of the conventions of Shakespearean comedies.</p>
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Evaluation (to be completed 2024)

Strengths	Areas for Development	Pupil Voice