

Topic: Year 7 – A Midsummer Night’s Dream			Duration: 18 Lessons	Composite: Essay – Is the love potion good or bad?
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Soliloquy Severe Conflict Unrequited love Mock Chaos Resolve	<ul style="list-style-type: none"> • Athens & Ancient Greece • Shakespearean comedy • The Globe Theatre and groundlings • The plot of A Midsummer Night’s Dream • Determining whether the love potion is good or bad 		<ul style="list-style-type: none"> • William Shakespeare’s life • 16th Century life and Elizabethan England • The form of a play and the differences compared to a novel • Soliloquies and their purpose • Annotating of key quotes • How to structure an essay 	Links to other Shakespeare plays – The Tempest and Macbeth
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Reading a challenging Shakespeare text. • Applying knowledge of newly-acquired vocabulary items when reading texts. 	<ul style="list-style-type: none"> • Act out scenes enabling students to understand how characters are feeling • Discussion based around the intended effect of the love potion vs the reality 	<ul style="list-style-type: none"> • Writing high quality analytical paragraphs • Evaluating the ethics of the love potion 	<ul style="list-style-type: none"> • Ensuring students choose the best possible quotes for their writing • Essay planning – determination to achieve success • Ability to redraft and edit 	Employability: Problem solving. Organisation of ideas. Team work and collaboration Careers: Journalism (including, news, magazine, sport), English as a foreign language teacher, lexicographer, school teacher, talent agent, web content manager, writer
SEND				
<ul style="list-style-type: none"> • The text is used to support cultural capital later in KS3 and at KS4 by preparing SEND learners for the context of the Elizabethan / Shakespearean era, as well as themes such as conflict. • In every lesson the ‘Do Now’ activity and end of lesson ‘Mastery Quiz’, plus the ‘Fortnightly Quizzes’, provide opportunities for retrieval practice and building on prior knowledge. • Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Links to prior learning – particularly life in Ancient Athens, constructing analytical paragraphs and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning. • Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. Use of audio visual clips to support written documents e.g. life as a groundling, the Globe Theatre and Shakespeare in performance. • Cross curricular links with KS3 Drama – Romeo & Juliet – Shakespeare and Love. 				