



This half term I will be learning about William Shakespeare.	The key words I will learn this half term are...												
<p>This half term I am learning:</p> <ul style="list-style-type: none"> How to analyse Shakespeare’s language How to make predictions and inferences based on extract studies Social and political context of Elizabethan England and the impact of this on Shakespeare’s writing <p>By the end of this half term I will be able to:</p> <ul style="list-style-type: none"> Analyse Old English effectively Apply inferences and studies to successfully answering GCSE-style extracts and questions Make valid and supported judgements of the plot, theme and characters 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Context</td> <td style="width: 50%;">Comparison</td> </tr> <tr> <td>Typical</td> <td>Simile</td> </tr> <tr> <td>Explore</td> <td>Metaphor</td> </tr> <tr> <td>Analyse</td> <td>Personification</td> </tr> <tr> <td>Intention</td> <td>Alliteration</td> </tr> <tr> <td>Vocabulary</td> <td>Shakespeare</td> </tr> </table>	Context	Comparison	Typical	Simile	Explore	Metaphor	Analyse	Personification	Intention	Alliteration	Vocabulary	Shakespeare
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Learning	Literacy Links	100% Sheet Homework
<p>Focus 1- Context To explore the issues linked to Elizabethan and Jacobean England, considering the importance of Shakespeare and Old English:</p> <ol style="list-style-type: none"> Exploration of Shakespeare and his poetry In depth study of Shakespeare’s language, focusing on his insults Focus on the reigns on Kings and Queens Detailed comparison between life for the rich and the poor 	<p>I will use these literacy skills... Reading Inference</p>	<p>I will complete this home learning...</p> <p>Week 1 Quiz- Context</p>
<p>Focus 2- Applying Context To investigate the history and running of The Globe Theatre and apply information to writing an factual guide/article:</p> <ol style="list-style-type: none"> Gather information on The Globe Theatre To recall the features of a guide and study TGT examples To apply DAFOREST and PAFT to writing your first draft Self-assessment and up-level to produce a final version of your guide/article <p style="text-align: center;">WEEK 3 ASSESSMENT</p>	<p>Reading Inferences Analysing language</p>	<p>Week 2 Spelling Test- Key words</p>
<p>Focus 3- Shakespeare’s Villains (Focus to be completed over <u>two</u> weeks) To explore a variety of Shakespeare’s villains and begin analysing language and actions:</p> <ul style="list-style-type: none"> Understanding the meaning of key/ important quotes Complete comparisons between two key villains and form judgements on who is the worst Explore extracts and begin to apply skills to answer a GCSE-style question <p>Villains to study: Iago (Othello) Lady Macbeth (Macbeth) Tybalt (Romeo and Juliet) Claudius (Hamlet)</p>	<p>Reading Writing Comparison Analysing language</p>	<p>Week 3 Quiz- Characters</p> <p>Week 4 Spelling Test- Frequent words we are currently using</p>
<p>Focus 4- Study of <i>The Taming of the Shrew</i>: To gain an understanding of plot, character and key themes throughout The Taming of the Shrew, analysing language and its effect in presenting key ideas:</p> <ul style="list-style-type: none"> Discussion of plot, character and themes In depth study of the play, using GCSE-style questions to develop relevant skills 	<p>Reading – locate and retrieve Writing Analysing language</p>	<p>Week 5 Quiz- Themes</p>
<p>Focus 5- Reading Assessment: Explore how Shakespeare presents the character of Katherina throughout the extract.</p> <ul style="list-style-type: none"> Locate and retrieve information from the extract Answer GCSE style questions Self-assess answers based on marking criteria 	<p>Reading Writing Analysing language Inference</p>	<p>Week 6 <u>Extended Writing Question:</u></p> <p>Starting with the extract, how is Bianca presented throughout Taming of the Shrew.</p>

Social, Moral, Spiritual, Cultural and British Values linked to this learning programme:
Students will explore SMSC issues through themes including the love, family, power and individuality.
Students will consider their British heritage through the study of Shakespearean context and apply this to their writing and awareness of the play.

Assessment: Focus 2 – Write an informative guide/article, encouraging your classmates to visit The Globe Theatre.
Focus 5 – Starting with the extract, explore how Shakespeare presents the character of Katherina.

- Resources to support:**
- <https://www.rsc.org.uk/the-taming-of-the-shrew/education>
 - <https://www.bbc.com/bitesize/topics/zvq2pv4>
 - <https://www.sparknotes.com/shakespeare/shrew/summary/>