

Year 7 – Term 5 – The Renaissance – This Unit intends to introduce students to the Renaissance through the study of Spenser’s ‘The Faerie Queen’ and then introducing them to Shakespeare, in preparation for the study of ‘Macbeth’ in the next Unit. Students will focus on the figure of Queen Elizabeth and how she was an inspiration and influence on both Spenser and Shakespeare, as well as preparing them for the study of future female characters. Students will also build upon their prior knowledge of Old and Middle English and how this has developed into Modern English. This Unit feeds forward to the study of ‘Macbeth’ and Much Ado About Nothing in KS# as well as the study of Romeo and Juliet in the GCSE English Literature exam. This focus on the female character of Brittomart also feeds forward to the study of female characters in the texts to be studied in the future, such as Lady Macbeth, Abigail and Goody Proctor from ‘The Crucible’, as well as Elizabeth Bennet from ‘Pride and Prejudice’ and female characters in the Gothic genre and 19th Century Literature, which feeds forward to the study of the female characters of Juliet, Sheila and Eva Smith in the GCSE Literature set texts. This Unit feeds back to the study of the Viking Shield Maidens and other female mythological figures, as well as the ‘Legend of King Arthur’ and the Bible Studies Unit of work, as well as the focus on ‘The Wife of Bath’ and the concept of virtues in Chaucer.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Daily Retrieval/Teach for memory (vocabulary)</u>	<u>Activities/Assessment (to including the metacognitive/learning verb)</u>	<u>Homework/Literacy Map</u>
<u>Week 1: KG/s and Overview</u> Lesson 1 – KG: To summarise what you learn about Elizabeth I and her interest in Arthurian Legend	Lesson 1 – This lesson intends to develop students’ knowledge of Elizabeth I and explore why she was so interested by Arthurian Legend, preparing them for their study of The Faerie Queen and then Shakespeare. <i>Feeds on from the study of Middle and Old English when studying Chaucer and ‘Beowulf’, as well as the Bible Studies Unit and the various Myths and Legends studied, particularly Arthurian Legend and the concept of Chivalry. Also feeds back to the Chaucer with the concept of virtues.</i> <i>Feeds forward to the next lesson where students will explore who Spenser was and why he wrote ‘The Faerie Queen’.</i>	Lesson 1 - New: Monarch Retrieve: Chivalry	Lesson 1 – 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Recall students’ previous knowledge of Elizabeth I and fill in the gaps in their knowledge of who she was and her reign. Recall prior learning of Arthurian Legend, including: the story of King Arthur, chivalry and courtly love, the Knights Templar and the Holy Grail. Students learn why Elizabeth I and other monarchs were so inspired by the Legend of King Arthur and who this linked to their perception of their own reign. Students write a summary of who Elizabeth I was and	

	<p>Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.</p>		<p>why she was so interested in Arthurian Legend.</p>	
<p>Lesson 2 – KG: To summarise what you learn about Edmund Spenser and explain why Shakespeare is considered to be more legendary</p>	<p>Lesson 2 – This lesson intends to continue to develop students' knowledge of the Literary Cannon and who Edmund Spenser was and why he is an import figure in Literature. Students will learn about why he write The Faerie Queen and how it is a tribute to, and allegory of, Elizabeth I. Students will also consider why Shakespeare is considered to be more legendary than Spenser. Feeds on from the study of Middle and Old English when studying Chaucer and Beowulf, as well as the Bible Studies Unit and the various Myths and Legends studied, particularly Arthurian Legend and the concept of Chivalry. Also feeds back to the Chaucer with the concept of virtues.</p>	<p>Lesson 2 - New: Homage Retrieve: Allegory</p>	<p>Lesson 2 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to who Edmund Spenser was and what influenced his writing. Explain that he was writing at the same time as Shakespeare. Explain what The Faerie Queen is about and why it was a homage to Elizabeth I and why Spenser held her in such high regard – revise the virtues and consider which Elizabeth I might have represented for him. Students write a summary of what they have learnt about Edmund Spenser and why he chose to write The Faerie Queen. 	

	<p>Feeds forward to next lesson where students will read an extract from the 'Faerie Queen' and consider how Brittomart is an allegory of Elizabeth I.</p> <p>Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.</p>		<p>Students discuss why they have heard of Shakespeare and why he is more famous than Spenser and write an explanation of why they think this is.</p>	
<p>Lesson 3 – KG: To explain their first impressions of Brittomart and how she is an allegory of Elizabeth I</p>	<p>Lesson 3 – This lesson intends for students to read an extract from The Faerie Queen and explore Spenser's language and how it links to the Old English and Middle English they have studied previously. Students will consider how Brittomart is presented and how the qualities she possesses are an allegory and tribute to Elizabeth I.</p> <p>Feeds on from the study of Middle and Old English when studying Chaucer and 'Beowulf', as well as the Bible Studies Unit and the various Myths and Legends studied, particularly</p>	<p>Lesson 3 - New: Chastity Retrieve: Virtues</p>	<p>Lesson 3 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Revise Old English and Middle English and compare this to a few lines of Spenser's The Faerie Queen. What similarities and differences do they see? Read the extract from The Faerie Queen and decode the poem as they read, writing a summary by each verse of what is happening and identifying 	

	<p>Arthurian Legend and the concept of Chivalry. Also feeds back to the Chaucer with the concept of virtues.</p> <p>Feeds forward to next lesson where students will compare an extract about Brittomart to a speech made by Elizabeth I.</p> <p>Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.</p>		<p>any quotations that give them an impression of Brittomart. Students use their notes to write an explanation of their first impression of Brittomart and how her virtues are an allegory and tribute to Elizabeth I.</p>	
<p>Lesson 4 – KG: To compare how Brittomart and Elizabeth I are presented</p>	<p>Lesson 4 – This lesson intends for students to analyse how Brittomart is presented in an additional extract from The Faerie Queen and then compare this to how Elizabeth I is presented in her famous speech. This will help students draw parallels between Brittomart and Elizabeth I.</p> <p>Feeds on from the study of Middle and Old English when studying Chaucer and 'Beowulf', as well as the Bible Studies Unit and the various Myths and</p>	<p>Lesson 4 - New: Fortitude Retrieve: Courageous</p>	<p>Lesson 4 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students read the next extract where Brittomart fights six knights. Students write a brief summary of what is happening in each stanza and identify short quotations that give them an impression of Brittomart. Students then read Elizabeth I's speech to her troops and identify 	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>Legends studied, particularly Arthurian Legend and the concept of Chivalry. Also feeds back to the Chaucer with the concept of virtues.</p> <p>Feeds forward to next lesson where students will use the knowledge acquired in these lessons to prepare for a writing assessment.</p> <p>Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.</p>		<p>quotations that give them an impression of Elizabeth I. Students draw a table in their books with two columns and label them Brittomart and Elizabeth I. Students write notes or put quotations in each column showing their impression of both women. Students write a brief comparison of how Brittomart and Elizabeth I are presented and consider how Brittomart is presented as an allegory of Elizabeth I.</p>	
<p><u>Week 2: KG/s and Overview</u></p> <p>Lesson 5 – KG: To explain how attitudes and presentations of women have changed over the centuries</p>	<p>Lesson 5 – This lesson intends for students to use their prior knowledge of Viking Shield Maidens, as well as the presentation of female characters such as The Wife of Bath, as well as the knowledge they have developed about Brittomart and Elizabeth I, to consider how the presentation and attitudes towards women has changed and link this to the</p>	<p>Lesson 5 - New: Pertinent Retrieve: Subvert</p>	<p>Lesson 5 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the assessment task: "I know I have the body but of a weak and feeble woman, but I have the heart and stomach of a king." How pertinent in this quotation to the way women are viewed and treated in 	

	<p>treatment and views of women in their society today.</p> <p>Feeds on from the study of Viking Shield Maidens, the presentation of women in the Bible, the Wife of Bath, as well as women in Arthurian Legend and other Myths.</p> <p>Feeds forward to next lesson where students will revise how to write an article and use the DAFOREST techniques for deliberate effect.</p> <p>Feeds forward to the study of female characters such as Lady Macbeth, Abigail and Goody Proctor in 'The Crucible', Elizabeth Bennet in 'Pride and Prejudice', as well as women in Gothic Horror stories and 19th Century Literature. Also feeds forward to the study of Juliet in Romeo and Juliet and Sheila, Mrs Birling and Eva Smith in 'Romeo and Juliet' and 'An Inspector Calls' in the GCSE set texts.</p>		<p>today's society? Write a lively article giving your views on this statement. Students should work in pairs to begin debating their views on the question and recall their prior learning and impression of previous female characters we have studied, as well as considering the way women are viewed and treated in society today. Students should make notes in their books, considering the rights and freedoms women have today, compared to the past, but are women still viewed as weak and feeble compared to men? Students feedback their ideas as a class.</p>	
<p>Lesson 6 – KG: To revise how to structure and write an effective speech and how to use the DAFOREST techniques for deliberate effect</p>	<p>Lesson 6 – This lesson intends for students to recall their previous article about Viking Shield Maidens and revise how to structure and write an effective article, as well as revising how to use the DAFOREST techniques for deliberate effect.</p>	<p>Lesson 6 - New: Iniquity Retrieve: Resilience</p>	<p>Lesson 6 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students revise how to structure and plan their article and what the DAFOREST techniques are and how they can be used 	

	<p>Feeds on from the study of Viking Shield Maidens, the presentation of women in the Bible, the Wife of Bath, as well as women in Arthurian Legend and other Myths.</p> <p>Feeds forward to the study of female characters such as Lady Macbeth, Abigail and Goody Proctor in 'The Crucible', Elizabeth Bennet in 'Pride and Prejudice', as well as women in Gothic Horror stories and 19th Century Literature. Also feeds forward to the study of Juliet in Romeo and Juliet and Sheila, Mrs Birling and Eva Smith in 'Romeo and Juliet' and 'An Inspector Calls' in the GCSE set texts. Also feeds forward to the Transactional Writing in the GCSE Language exam.</p>		<p>for deliberate effect in their article. Students use this information to plan their article, using the ideas generated from last lesson to help them. Teacher models the opening of an article.</p>	
<p>Lesson 7 – KG: To use the DAFOREST techniques for deliberate effect in their article</p>	<p>Lesson 7 – This lesson intends for students to use their prior knowledge to complete their writing assessment.</p> <p>Feeds on from the study of Viking Shield Maidens, the presentation of women in the Bible, the Wife of Bath, as well as women in Arthurian Legend and other Myths.</p> <p>Feeds forward to the study of female characters such as Lady Macbeth, Abigail and Goody Proctor in 'The Crucible', Elizabeth Bennet in 'Pride and Prejudice', as well as women in</p>	<p>Lesson 7- N/A</p>	<p>Lesson 7 –</p> <ol style="list-style-type: none"> 1.) Students revise their planning and the teacher modelling from last lesson. 2.) Students use their notes and planning to complete their writing assessment. 3.) Feeds forward to next lesson where students will apply their knowledge to the study of Shakespeare. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	Gothic Horror stories and 19 th Century Literature. Also feeds forward to the study of Juliet in Romeo and Juliet and Sheila, Mrs Birling and Eva Smith in 'Romeo and Juliet' and 'An Inspector Calls' in the GCSE set texts. Also feeds forward to the Transactional Writing in the GCSE Language exam.			
<p><u>Week 3: KG/s and Overview</u></p> <p>Lesson 8 – To explain how the English Language has changed from Old to Modern English</p>	<p>Lesson 8 – This lesson intends for students to consolidate their learning of both Old and Middle and English from earlier in the year and compare this to Modern English (Shakespeare) and learn how language has developed.</p> <p>Feeds on from the study of Middle and Old English when studying Chaucer and 'Beowulf', as well as the Bible Studies Unit and the various Myths and Legends studied.</p> <p>Feeds forward to next lesson where students will continue learning about Shakespeare and Shakespearian language.</p> <p>Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and</p>	<p>Lesson 8 –</p> <p>New: Dialect</p> <p>Retrieve: Resilient</p>	<p>Lesson 8 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students watch video clip to learn how the English language has changed from Old to Middle to Modern English and what has caused these changes – students to make notes. Students will revise examples of Old and Middle English and translate short passages. Students will then be introduced to an examples of Shakespeare's Modern English and translate a short passage and consider how this compares to the examples of Old and Modern English. Students write an explanation of how the English Language has changed and why. 	

	Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.			
Lesson 9 – KG: To summarise and describe what you learn about Elizabethan Theatre	Lesson 9 – This lesson intends to develop students' contextual knowledge of Elizabethan Theatre and how it was a popular form of entertainment at the time. Feeds on from the study of Middle and Old English when studying Chaucer and 'Beowulf', as well as the Bible Studies Unit and the various Myths and Legends studied. Feeds forward to next lesson where students will continue to develop their contextual knowledge of Shakespeare and Elizabethan England. Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19 th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.	Lesson 9 – New: Disreputable Retrieve: Legendary	Lesson 9 – <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students consider the rules of the theatre in the 21st Century and the different forms of entertainment that we now have. Students read the information sheet and answer the comprehension questions and then summarise what they learn about Elizabethan Theatre. Students then imagine they are transported back in time to the audience in an Elizabethan Theatre and write a short diary entry, describing what it was like. 	

<p>Lesson 10 – KG: To explain the history of The Globe Theatre</p>	<p>Lesson 10 – This lesson intends to develop students’ contextual understanding of Elizabethan England and Shakespeare by developing their knowledge of the history of The Globe Theatre. Feeds on from the study of Middle and Old English when studying Chaucer and ‘Beowulf’, as well as the Bible Studies Unit and the various Myths and Legends studied. Feeds forward to next lesson where students will complete a final lesson learning about the context of Elizabethan Theatre and Shakespeare himself. Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as ‘Pride and Prejudice’, Gothic Horror and other 19th Century texts and then ‘Animal Farm’, ‘The Lord of the Flies’ and ‘Of Mice and Men’. Also feeds forward to the study of ‘Much Ado About Nothing’, as well as ‘Romeo and Juliet’ in the English Literature GCSE.</p>	<p>Lesson 10 – New: Reconstruction Retrieve: Significance</p>	<p>Lesson 10 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students complete a true or false activity to test their prior knowledge about The Globe Theatre. Students make notes while the teacher shows them various slides about the original theatre, what it was like and then its restoration. Students write the text of a leaflet advertising the opening of the original Globe Theatre. This leaflet should demonstrate their knowledge of the theatre that they have learnt in today’s lesson. 	
<p>Lesson 11 – KG: To explain their knowledge of Shakespeare’s life and the wider Elizabethan Context</p>	<p>Lesson 11 – This final lesson intends to develop students’ contextual understanding of Shakespeare’s life and the wider Elizabethan context in</p>	<p>Lesson 11 – New: Acclaim Retrieve: Versatile</p>	<p>Lesson 11 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Teacher divides students into five groups and gives 	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>preparation for reading Macbeth.</p> <p>Feeds on from the study of Middle and Old English when studying Chaucer and 'Beowulf', as well as the Bible Studies Unit and the various Myths and Legends studied.</p> <p>Feeds forward to next lesson where students will begin studying Shakespeare's 'Macbeth'.</p> <p>Feeds forward to the chronological study of how language had adapted through early and late Modern English in the text to be studied in Year 8 and 9, such as 'Pride and Prejudice', Gothic Horror and other 19th Century texts and then 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men'. Also feeds forward to the study of 'Much Ado About Nothing', as well as 'Romeo and Juliet' in the English Literature GCSE.</p>		<p>each group a fact sheet about the following topics: Religion and Belief, Shakespeare's life, The Theatre, Society and Science and Progress. Students work in their groups to answer the comprehension questions on their topic and to prepare a short (2 minutes maximum) presentation to give to the rest of the class. Students make notes on each topic as the different groups perform their presentations to the class.</p>	
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