

**English Year 8 – Term 1 – Intent:** The Crucible by Arthur Millar – This Unit builds upon their prior knowledge of the stories from the Bible from Year 7 and their study of superstition, damnation and demonization in Macbeth in Year 7. Students will study a full play, preparing them for the study of the play, ‘An Inspector Calls’, in Year 11. The focus on context in this unit will prepare them for the study of ‘A Christmas Carol’ and the Anthology Poetry in their Literature GCSE, where students have to be able to link the text to its context. Through studying The Crucible students will continue to explore the concept of prejudice, superstition, redemption and damnation and how Miller explores these concepts through the characters and events. Students will also explore the presentation of the female characters in the play and link this to the presentation of Lady Macbeth, Brithomart, The Wife of Bath and the Viking Shield Maidens from Year 7, as well as feeding forward to the study of female characters in future texts, such as Elizabeth Bennet in Pride and Prejudice and Curley’s Wife in Of Mice and Men, as well as the female characters in the GCSE Literature set texts.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>	<b><u>Homework/Literacy Map</u></b>
<p><u>Week 1: KG/s and Overview</u>  <b>Lesson 1</b> – To <b>describe</b> the social and historical context of ‘The Crucible’.</p>	<p><b>Lesson 1</b> - Introduce students to the context of the play through learning about the Puritans, the colonisation of America, religious beliefs of the time and the superstition around witches.            Feeds on from the study of the witches and wider themes of ‘Macbeth’ because it is also about witches and superstition. Feeds forward to next lesson where they will begin to study the characters of</p>	<p><b>Lesson 1</b> -  <b>New:</b> Puritan  <b>Retrieve:</b> Devastated/Occult</p>	<p><b>Lesson 1</b> –            1.) Vocabulary and prior knowledge Daily Retrieval slide            2.) Complete mix and match activity to understand aspects of the social and historical context of The Crucible. Write a <b>description</b> of the social and historical context of the play.</p>	

	<p>the play and link in contextual knowledge. Feeds forward to the study of AO3 (context) at GCSE because they are linking the text to its context.</p>			
<p><b>Lesson 2</b> – To read ‘The Crucible’ and summarise and make notes on key character and thematic information.</p>	<p><b>Lesson 2</b> – Allows students to experience reading aloud as a class a GCSE level text and discuss significant character, plot and thematic information as the read. Students learn how to annotate the text and make relevant notes to support their later study of the text. Feeds on from the study of ‘Macbeth’ and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner. Feeds forwards to next lessons where they will be reading about the characters actions in the play. Feeds forward to the study of the set texts in</p>	<p><b>Lesson 2</b> -  <b>New:</b> Heathen  <b>Retrieve:</b> Puritan/Supernatural</p>	<p><b>Lesson 2</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Display character roles and groups and assign characters within the class. Hand out character note sheet and thematic note sheet. Students should make notes using these resources as they read the play, explaining and summarising why the character’s actions/dialogue</li> </ol>	

	<p>their Literature GCSE because they will be studying it in the same way they would a GCSE text.</p>		<p>is significant and links to the themes of the play.</p>	
<p><b>Lesson 3</b> – To read ‘The Crucible’ and summarise and make notes on key character and thematic information</p>	<p><b>Lesson 3</b> – Allows students to experience reading aloud as a class a GCSE level text and discuss significant character, plot and thematic information as the read. Students learn how to annotate the text and make relevant notes to support their later study of the text.</p> <p>Feeds on from the study of ‘Macbeth’ and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner.</p> <p>Feeds forward to the next lesson where they will continue to read the play and explore the context, themes and characters.</p> <p>Feeds forward to the study of the set texts in their Literature GCSE</p>	<p><b>Lesson 3 -</b>  <b>New:</b> Corrupt/Corruption  <b>Retrieve:</b> Heathen/Puritan</p>	<p><b>Lesson 3</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Continue reading and discussing the play as a class. Students systematically make notes on the characters and themes using their resources. Students summarise how the character’s actions/dialogue is significant and links to the themes of the play.</li> </ol>	

	because they will be studying it in the same way they would a GCSE text.			
<p><b>Lesson 4</b> – To read ‘The Crucible’ and summarise and make notes on key character and thematic information.</p>	<p><b>Lesson 4</b> – Allows students to experience reading aloud as a class a GCSE level text and discuss significant character, plot and thematic information as the read. Students learn how to annotate the text and make relevant notes to support their later study of the text.</p> <p>Feeds on from the study of ‘Macbeth’ and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner.</p> <p>Feeds forward to the next lesson where they will continue to read the play and explore the context, themes and characters.</p> <p>Feeds forward to the study of the set texts in their Literature GCSE</p>	<p><b>Lesson 4</b> -</p> <p><b>New:</b> Prodigious</p> <p><b>Retrieve:</b> Corrupt/Corruption/ Duplicitous</p>	<p><b>Lesson 4</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Continue reading and discussing the play as a class. Students systematically make notes on the characters and themes using their resources. Students summarise how the character’s actions/dialogue is significant and links to the themes of the play.</li> </ol>	Reading Journal and Vocabulary Retrieval

	because they will be studying it in the same way they would a GCSE text.			
<p><u>Week 2: KG/s and Overview</u></p> <p><b>Lesson 5</b> – To read ‘The Crucible’ and <b>summarise</b> and make notes on key character and thematic information</p>	<p><b>Lesson 5</b> – Allows students to experience reading aloud as a class a GCSE level text and discuss significant character, plot and thematic information as the read. Students learn how to annotate the text and make relevant notes to support their later study of the text.</p> <p>Feeds on from the study of ‘Macbeth’ and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner.</p> <p>Feeds forward to the next lesson where they will continue to read the play and explore the context, themes and characters.</p> <p>Feeds forward to the study of the set texts in their Literature GCSE because they will be</p>	<p><b>Lesson 5 -</b>  <b>New:</b> Adultery  <b>Retrieve:</b>  Prodigious/Damnation</p>	<p><b>Lesson 5 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Continue reading and discussing the play as a class. Students systematically make notes on the characters and themes using their resources. Students summarise how the character’s actions/dialogue is significant and links to the themes of the play.</li> </ol>	

	studying it in the same way they would a GCSE text.			
<p><b>Lesson 6</b> – To read ‘The Crucible’ and summarise and make notes on key character and thematic information.</p>	<p><b>Lesson 6</b> – Allows students to experience reading aloud as a class a GCSE level text and discuss significant character, plot and thematic information as they read. Students learn how to annotate the text and make relevant notes to support their later study of the text.</p> <p>Feeds on from the study of ‘Macbeth’ and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner.</p> <p>Feeds forward to the next lesson where students will continue to read the play and explore the context, themes and characters.</p> <p>Feeds forward to the study of the set texts in their Literature GCSE because they will be studying it in the same</p>	<p><b>Lesson 6</b> -</p> <p><b>New:</b> Perjury</p> <p><b>Retrieve:</b> Adultery/Heathen</p>	<p><b>Lesson 6</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Continue reading and discussing the play as a class. Students systematically make notes on the characters and themes using their resources. Students summarise how the character’s actions/dialogue is significant and links to the themes of the play.</li> </ol>	

	way they would a GCSE text.			
<p><b>Lesson 7</b> – To read ‘The Crucible’ and summarise and make notes on key character and thematic information.</p>	<p><b>Lesson 7</b> – Allows students to experience reading aloud as a class a GCSE level text and discuss significant character, plot and thematic information as the read. Students learn how to annotate the text and make relevant notes to support their later study of the text.</p> <p>Feeds on from the study of Macbeth and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner.</p> <p>Feeds forward to the next lesson where they will continue to read the play and explore the context, themes and characters.</p> <p>Feeds forward to the study of the set texts in their Literature GCSE because they will be studying it in the same</p>	<p><b>Lesson 7 -</b>  <b>New:</b> Righteous  <b>Retrieve:</b> Perjury/Dominant</p>	<p><b>Lesson 7</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Continue reading and discussing the play as a class. Students systematically make notes on the characters and themes using their resources. Students summarise how the character’s actions/dialogue is significant and links to the themes of the play.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p> <p>Use resources to revise notes made when reading The Crucible for their assessment quiz next lesson.</p>

	way they would a GCSE text.			
<p><u>Week 3: KG/s and Overview</u></p> <p><b>Lesson 8</b> – To recall and <b>explain</b> key contextual and factual knowledge of the plot, characters and themes of ‘The Crucible’.</p>	<p><b>Lessons 8</b> – Gives students the opportunity to recall important information that they must know and understand about the text in order to continue their study of the play and complete their end of term assessment.</p> <p>Feeds forward to next lesson where students will be using their knowledge of the play to explore the hierarchy of power of the characters.</p> <p>Feeds forward to the skills and knowledge they need of how to revise and study the set texts in their Literature GCSE, e.g. recall of significant events, themes etc</p>	<p><b>Lesson 8 -</b>  <b>New:</b> Magistrate  <b>Retrieve:</b> Righteous/Puritan</p>	<p><b>Lesson 8 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Students explain and demonstrate their knowledge of the context, characters, themes and plot of ‘The Crucible’ through completing an assessment quiz.</li> </ol>	
<p><b>Lesson 9</b> – To <b>identify</b> the main characters’ key actions in the play and <b>explain</b> the</p>	<p><b>Lesson 9</b> – Allows students to recall some of the key actions the main characters of the</p>	<p><b>Lesson 9 -</b>  <b>New:</b> Hierarchy  <b>Retrieve:</b> Magistrate/Corrupt/Corruption</p>	<p><b>Lesson 9 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> </ol>	

<p>consequences of their actions.</p>	<p>play and analyse the significance of their actions and how they link to the themes, context and the writer's intentions.</p> <p>Feeds on from the study of 'Macbeth' and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner, and the analysis of character's actions and the writer's use of language.</p> <p>Feeds forward to next lesson as students will be using this knowledge to analyse their key characters and how they are presented in the play.</p> <p>Feeds forward to the study of the set texts in their Literature GCSE because they will be studying it in the same way they would a GCSE text.</p>		<p>2.) Complete exercise using resource to organise characters into hierarchical order and add to this notes on who is powerful, who is arrested and who dies. Begin to complete exercise identifying an action of the key characters and explain the consequence of their actions.</p>	
<p><b>Lesson 10 – To identify the main characters'</b></p>	<p><b>Lesson 10 –</b> Allows students to recall some</p>	<p><b>Lesson 10 -</b> <b>New:</b> Convicted</p>	<p><b>Lesson 10 –</b></p>	

key actions in the play and **analyse** the consequences of their actions.

of the key actions the main characters of the play and analyse the significance of their actions and how they link to the themes, context and the writer's intentions.

Feeds on from the study of 'Macbeth' and other key texts in Year 7, such as Shakespeare and the Biblical unit, which they also studied in a GCSE manner, and the analysis of character's actions and the writer's use of language.

Feeds forward to next lesson by students using their knowledge of how to analyse a character through the deeper analysis of Reverend Hale.

Feeds forward to the study of the set texts in their Literature GCSE because they will be studying it in the same way they would a GCSE text.

**Retrieve:**  
Hierarchy/Undaunted

- 1.) Vocabulary and prior knowledge  
Daily Retrieval slide.
- 2.) Complete exercise identifying an action of the key characters and explain the consequence of their actions. Pick one character and one of their actions and find a quote relating to this character and action. Teacher models and then student writes an **analysis** of what this action reveals about the character, why it is significant and how it links to the writer's intentions.

<p><b>Lesson 11</b> – To analyse and evaluate the development of Reverend Hale’s character throughout the play.</p>	<p><b>Lesson 11</b> – Allows students to focus on the significance of a key character in the play and explore how Miller uses language throughout the play to develop his character. Feeds on from the study of key characters in previous texts studied, such as Lord and Lady Macbeth as well as heroes and villains from Shakespeare. Feeds forward to next lesson where students will be using their knowledge of Reverend Hale to give a presentation of their analysis of his character. Feeds forward to the study of key characters in the set GCSE Literature texts because they will be studying it in the same way they would a GCSE text.</p>	<p><b>Lesson 11</b> –  <b>New:</b> Devout  <b>Retrieve:</b>  Righteous/Redemption</p>	<p><b>Lesson 11</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Students work in assigned groups and use resource to find quotes and answer questions, <b>analysing</b> and <b>evaluating</b> how Reverend Hale is presented across Acts 1 and 2.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>
<p><u>Week 4: KG/s and Overview</u></p>	<p><b>Lesson 12</b> – Allows students to focus on</p>	<p><b>Lesson 12</b> –  <b>New:</b> Repent</p>	<p><b>Lesson 12</b> –</p>	<p>Reading Journal and Vocabulary Retrieval</p>

<p><b>Lesson 12</b> – To analyse and evaluate the development of Reverend Hale’s character throughout the play.</p>	<p>the significance of a key character in the play and explore how Miller uses language throughout the play to develop his character.</p> <p>Feeds on from the study of key characters in previous texts studied, such as Lord and Lady Macbeth, as well as heroes and villains from Shakespeare.</p> <p>Feeds forward to the study of key characters in the set GCSE Literature texts because they will be studying it in the same way they would a GCSE text.</p>	<p><b>Retrieve:</b> Devout/Abhorrent</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Students continue to work in assigned groups and use resource to find quotes and answer questions, <b>analysing</b> and <b>evaluating</b> how Reverend Hale is presented across Acts 3 and 4.</li> </ol>	
<p><b>Lesson 13</b> – To <b>identify</b> how John Proctor is presented by Miller and <b>analyse</b> and <b>evaluate</b> how Miller does this through his use of language.</p>	<p><b>Lesson 13</b> – Allows students to focus on the significance of a key character in the play and explore how Miller uses language throughout the play to develop his character.</p> <p>Feeds on from the study of key characters in previous texts studied, such as Lord</p>	<p><b>Lesson 13 -</b> <b>New:</b> Pretence <b>Retrieve:</b> Repent/Vice</p>	<p><b>Lesson 13 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Divide page into two sections and label these ‘Saint’ and ‘Sinner’. Students’ <b>identify</b> reasons</li> </ol>	

	<p>and Lady Macbeth, as well as heroes and villains from Shakespeare.</p> <p>Feeds forward to next lesson by using this knowledge to write an analysis of Proctor's character.</p> <p>Feeds forward to the study of key characters in the set GCSE Literature texts because they will be studying it in the same way they would a GCSE text.</p>		<p>for John Proctor to be considered either of these things. Add quotations to these reasons. Add explanation <b>analysing</b> and <b>evaluating</b> as to how the language gives them this impression.</p>	
<p><b>Lesson 14</b> - To <b>identify</b> how John Proctor is presented by Miller and <b>analyse</b> and <b>evaluate</b> how Miller does this through his use of language.</p>	<p><b>Lesson 14</b> – Allows students to focus on the significance of a key character in the play and explore how Miller uses language throughout the play to develop his character.</p> <p>Feeds on from the study of key characters in previous texts studied, such as Lord and Lady Macbeth, as well as heroes and villains from Shakespeare.</p>	<p><b>Lesson 14</b> -  <b>New:</b> Persecute  <b>Retrieve:</b> Pretence/Duplicitous</p>	<p><b>Lesson 14</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Using notes from last lesson students <b>write an analysis of how John Proctor is presented in The Crucible</b>. They should write 1 – 3 mini PEE paragraphs, depending on confidence and ability. They should <b>analyse</b> and</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>

	<p>Feeds forward to next lesson by using their knowledge of Proctor to explore his and Abigail's relationship.</p> <p>Feeds forward to the study of key characters in the set GCSE Literature texts because they will be studying it in the same way they would a GCSE text.</p>		<p><b>evaluate</b> how the writer's use of language presents him.</p>	
<p><u>Week 5: KG/s and Overview</u></p> <p><b>Lesson 15</b> – Describe how Proctor and Abigail's relationship is presented through evaluating the effectiveness of Miller's use of language and stage directions.</p>	<p><b>Lesson 15</b> – Allows students to explore a central relationship in the play and develop evaluative skills, linking to context.</p> <p>Feeds on from the study of Macbeth and Lady Macbeth's relationship. Feeds forward to next lesson where they use their knowledge of Abigail to compare her to Elizabeth Proctor.</p> <p>Feeds forward to the study of AO3 at GCSE, because we will be relating the text to its context, as well as the study of character</p>	<p><b>Lesson 15 -</b>  <b>New:</b> Harlot  <b>Retrieve:</b>  Persecute/Vengeance</p>	<p><b>Lesson 15 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Consider what the features are of a good and a bad relationship. Read the extract in pairs or small groups and <b>analyse</b> and <b>evaluate</b> how Miller's use of language and stage direction present Proctor and Abigail's relationship. Using these notes write a <b>description</b> of how their relationship is presented, linking to</li> </ol>	

	relationships in the set texts.		the context of the play.	
<p><b>Lesson 16 - Compare</b> how Proctor and his wife's relationship is presented through <b>evaluating</b> the effectiveness of Miller's use of language and stage directions.</p>	<p><b>Lesson 16</b> – Allows students to explore a central relationship in the play and develop evaluative skills, linking to context.</p> <p>Feeds on from the study of Macbeth and Lady Macbeth's relationship. Feeds forward to next lesson by using their knowledge of Proctor to analyse his final speech. Feeds forward to the study of AO3 at GCSE, because we will be relating the text to its context, as well as the study of character relationships in the set texts.</p>	<p><b>Lesson 16 -</b>  <b>New:</b> Abide  <b>Retrieve:</b> Harlot/Submissive</p>	<p>Lesson 16 –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Consider what makes a good Puritan Wife and create a 'Good Puritan Wife Recipe'. How could this link to both Elizabeth and Abigail? Read the extract in pairs or small groups and <b>analyse</b> and <b>evaluate</b> how Miller's use of language and stage direction present Proctor and his wife's relationship. Using these notes write a <b>comparison</b> of how their relationship is presented compared to Proctor's relationship with</li> </ol>	

			Abigail, linking to the context of the play.	
<p><b>Lesson 17</b> – To <b>identify</b> which characters are respected and which characters are not and <b>explain</b> how this links to their status and reputation.</p>	<p><b>Lesson 17</b> – Allows students to explore the key theme of respect and consider Miller’s intentions through how he presents this theme through the analysis of the characters and their actions.</p> <p>Feeds on from the study of key themes in Macbeth and other texts, such as heroes and villains from Shakespeare in Year 7.</p> <p>Feeds forward to next lesson by using their knowledge of the themes used in Proctor’s final speech to explore the theme of jealousy in more detail.</p> <p>Feeds forward to the study of the set texts in Literature GCSE because we will be studying it in the same way we do a GCSE text.</p>	<p><b>Lesson 17</b> -</p> <p><b>New:</b> Partisan</p> <p><b>Retrieve:</b> Abide/Magistrate</p>	<p><b>Lesson 17</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Complete grid to <b>identify</b> which characters are and are not respected. Find quotations from the play to prove this. Read John Proctor’s final speech and write an <b>explanation</b> of how the theme of respect is shown by Miller in the speech and <b>explain</b> what his intentions are.</li> </ol>	

<p><b>Lesson 18</b> - To <b>identify</b> which characters presented as jealous and why and <b>evaluate</b> to what extent the play's events are caused by jealousy.</p>	<p><b>Lesson 18</b> – Allows students to explore the key theme of jealousy and consider Miller's intentions through how he presents this theme through the analysis of the characters and their actions.</p> <p>Feeds on from the study of key themes in 'Macbeth' and other texts, such as Shakespeare in Year 7. Themes link back to Biblical unit due to themes of redemption.</p> <p>Feeds forward to next lesson by students using their understanding of the themes to explore these themes in a different context.</p> <p>Feeds forward to the study of the set texts in Literature GCSE because we will be studying it in the same way we do a GCSE text.</p>	<p><b>Lesson 18</b> -  <b>New:</b> Enrapture  <b>Retrieve:</b> Partisan/Adultery</p>	<p><b>Lesson 18</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Display Old Testament Commandment and pupil's <b>summarise</b> what this means to them. Pupil's use grid to <b>identify</b> which characters are presented as jealous and <b>identify</b> quotations that show the reason for their jealousy. Write an evaluation of how each of the character's jealousy influenced the plot of the play.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>
<p><u>Week 6: KG/s and Overview</u></p>	<p><b>Lesson 19</b> – Allows students to use the themes of the play,</p>	<p><b>Lesson 19</b> -  <b>New:</b> Immoral  <b>Retrieve:</b> Hyperbole/Anecdote</p>	<p><b>Lesson 19</b> –</p>	

<p><b>Lesson 19</b> – To identify the AFOREST techniques understand how to write a GCSE style article.</p>	<p>such as prejudice and demonisation, to develop and express their own opinion of how teenagers are viewed by our society.</p> <p>Feeds on from previous use of AFOREST techniques in past assessments, such as letter, report and article writing.</p> <p>Feeds forward to next lesson by students using their knowledge to complete the writing assessment.</p> <p>Feeds forward to the development of key skills needed in the Transactional Writing section of the Language GCSE.</p>		<p>1.) Vocabulary and prior knowledge Daily Retrieval slide.</p> <p>2.) Students revise the AFOREST techniques. Introduce them to assessment question. ‘Most teenagers today are lazy, immoral and more interested in going out with their friends then focusing on their education’. Write a lively article where you express your opinion of this statement and how teenagers are viewed by our society. Students shown how to structure an article and then begin planning.</p>	
<p><b>Lesson 20</b> – To use previous planning and knowledge to write a GCSE style article.</p>	<p><b>Lesson 20</b> – Allows students to use the themes of the play, such as prejudice and demonisation, to</p>	<p><b>Lesson 20 -</b> <b>New:</b> Prejudice <b>Retrieve:</b> Immoral/Conjure</p>	<p><b>Lesson 20 –</b> 1.) Vocabulary and prior knowledge Daily Retrieval slide.</p>	

	<p>develop and express their own opinion of how teenagers are viewed by our society.</p> <p>Feeds on from previous use of AFOREST techniques in past assessments, such as letter, reports and article writing.</p> <p>Feeds forward to next lesson by students developing their own opinion of the wider themes of the play.</p> <p>Feeds forward to the development of key skills needed in the Transactional Writing section of the Language GCSE.</p>		<p>2.) Complete planning, watch teacher modelling and then students have 30 minutes to complete the assessment.</p>	
<p><b>Lesson 21</b> – To <b>identify</b> the key aspects of Puritanism and the 10 Commandments and <b>explain</b> how characters break these commandments.</p>	<p><b>Lesson 21</b> – Allows students to explore the key theme of jealousy and consider Miller’s intentions through how he presents this theme through the analysis of the characters and their actions. .</p> <p>Feeds on from the study of key themes in ‘Macbeth’ and other</p>	<p><b>Lesson 21</b> -  <b>New:</b> Blasphemy  <b>Retrieve:</b> Repent/Devout</p>	<p><b>Lesson 21</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Using knowledge of the play, context and the cloze sheet, pupils <b>identify</b> the key aspects of Puritanism. Distribute Ten Commandments</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>

	<p>texts, such as Shakespeare in Year 7. Themes link back to Biblical unit due to themes of redemption and damnation. Feeds forward to next lesson by using their understanding of Puritanism to link to the context of the 20<sup>th</sup> Century when Miller wrote the play. Feeds forward to the study of the set texts in Literature GCSE because we will be studying it in the same way we do a GCSE text.</p>		<p>sheets – individually or in pairs, pupils complete, <b>explaining</b> which commandments are broken by which characters (model provided on sheet).</p>	
<p><u>Week 7: KG/s and Overview</u>  <b>Lesson 22</b> – To <b>identify</b> key facts about the McCarthy Era and <b>explain</b> how this influenced the play.</p>	<p><b>Lesson 22</b> – Allows students to consider the writer’s intentions and how the text was influenced by the social and historical context of when the play was written. Feeds on from the study of context in previous texts studied, such as ‘Macbeth’ and the Shakespeare Unit.</p>	<p><b>Lesson 22</b> -  <b>New:</b> Communism  <b>Retrieve:</b>  Blasphemy/Corrupt/Corruption</p>	<p><b>Lesson 22</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Display Joseph McCarthy quote ‘McCarthyism is Americanism with its sleeves rolled’ – discuss. Number each pupil 1-6 and display questions – pupils copy down</li> </ol>	

	<p>Feeds forward to next lesson by students applying their wider knowledge of Miller's intentions to a practice exam question.</p> <p>Feeds forward to the study of AO3 in Literature GCSE and in subsequent texts studied. Also feeds forward to the study of Animal Farm later in the year.</p>		<p>applicable questions. Watch McCarthyism – 'Better Dead than Red' and clip on its contexts (can be found on Youtube) – pupils note down answers to their questions</p> <p>Via PPT, display fact about 1950s America and provide model link to <i>The Crucible</i>. In groups, pupils copy out and discuss quotes on PPT and write <b>explanations</b> of how each links to <i>The Crucible</i>.</p>	
<p><b>Lesson 23</b> – To <b>analyse</b> and <b>evaluate</b> how the relationship between John and Elizabeth Proctor is presented in 'The Crucible'.</p>	<p><b>Lesson 24</b> – Allows students to prepare for a GCSE style exam questions where they can demonstrate their knowledge of the play, including its context and the intentions of the writer.</p> <p>Feeds on from the 'Macbeth' essay style</p>	<p><b>Lesson 23 -</b>  <b>New:</b> Adamant  <b>Retrieve:</b>  Dominant/Submissive</p>	<p><b>Lesson 23 -</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Give students the exam question and extract: How does Miller present the relationship between Elizabeth and John Proctor at the beginning of Act</li> </ol>	

	<p>question they completed in Term 1.</p> <p>Feeds forward to next lesson where students will continue to plan and prepare for their end of unit essay question.</p> <p>Feeds forward to the Literature GCSE questions and all reading assessments in KS3, as this the key analytical writing skill used, regardless of text.</p>		<p>2, and how does it change by the end of the play? Read through the extract and <b>identify</b> and explode quotations to be used in essay. Consider the rest of the play and students <b>identify</b> and explode quotes they will use in their wider essay.</p>	
<p><b>Lesson 24</b> - To <b>analyse</b> and <b>evaluate</b> how the relationship between John and Elizabeth Proctor is presented in 'The Crucible'.</p>	<p><b>Lesson 24</b> – Allows students to prepare for a GCSE style exam question where they can demonstrate their knowledge of the play, including its context and the intentions of the writer.</p> <p>Feeds on from the 'Macbeth' essay style question they completed in Term 1.</p> <p>Feeds forward to students completing their practice essay exam question.</p>	<p><b>Lesson 24</b> -</p> <p><b>New:</b> Deference</p> <p><b>Retrieve:</b> Adamant/Adultery</p>	<p><b>Lesson 24</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge Daily Retrieval slide.</li> <li>2.) Students continue planning essay question. Teacher live models an effective overview and mini PEE paragraph.</li> </ol>	

	<p>Feeds forward to the Literature GCSE questions and all reading assessments in KS3, as this the key analytical writing skill used, regardless of text.</p>			
<p><b>Lesson 25</b> - To <b>analyse</b> and <b>evaluate</b> how the relationship between John and Elizabeth Proctor is presented in 'The Crucible'.</p>	<p><b>Lesson 25</b> – Allows students to complete a GCSE style exam question where they can demonstrate their knowledge of the play, including its context and the intentions of the writer.</p> <p>Feeds on from the 'Macbeth' essay style question they completed in Term 1.</p> <p>Feeds forward to the Literature GCSE questions and all reading assessments in KS3, as this the key analytical writing skill used, regardless of text.</p>	<p><b>Lesson 25</b> -  <b>New:</b> Pride  <b>Retrieve:</b> Deference/Persecute</p>	<p><b>Lesson 25</b> –  Students complete their assessment.</p>	<p>Reading Journal and Vocabulary Retrieval</p>