

Year 9 – Term 6 – Much Ado About Nothing – This Unit intends for students to have the opportunity to study a whole Shakespeare play in the way they will study ‘Romeo and Juliet’ for their GCSE Literature exam. Students will be supported through interpreting Shakespeare’s language and considering how the characters of Beatrice and Benedick, and their relationship, is presented throughout the play. Students will also focus on the key themes of the play: love and marriage, deception and misunderstanding and pride and honour and consider how these themes are presented throughout the play and through the character and their actions. This feeds forward to the study of ‘Romeo and Juliet’ for their GCSE English Literature exam, but also the other set text due to the way students will be studying the text. This Unit feeds back to the Introduction to Shakespeare and the reading of the full text of ‘Macbeth’, and to the Bible Studies Unit in Year 7. This Unit also feeds back to the study of other GCSE style full texts students studied, such as ‘The Crucible’, ‘Animal Farm’ and ‘The Lord of the Flies’, as well as linking thematically to the study of women in texts such as ‘Pride and Prejudice’ and ‘The Yellow Wallpaper’.

	<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>
<p><u>Week 1: KG/s and Overview</u> Lesson 1 – KG: To summarise the conventions of Shakespearean comedy and apply these to the beginning of Act 1 Scene 1</p>	<p>Lesson 1 – This lesson intends for students to develop and revise their knowledge of the conventions of Shakespearean comedy and then apply these to the opening of Act 1 Scene 1. Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions.</p>	<p>Lesson 1 - New: Disparage Retrieve: Arrogant</p>	<p>Lesson 1 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the conventions of Shakespearean comedy and students compare this to our modern definition or expectations of comedy and write a summary of the conventions of Shakespearean comedy. Read lines 1 – 41 of ‘Much Ado About Nothing’ and students discuss their first impressions of Beatrice and how she feels about Benedick. Students write a summary of how the conventions of Shakespearean comedy are apparent in the opening of the play. 	

	<p>Feeds forward to next lesson where students will read the rest of Act 1 Scene 1 and consider their first impressions of Beatrice and Benedick.</p> <p>Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.</p>			
<p>Lesson 2 – KG: To analyse how Shakespeare presents the relationship between Beatrice and Benedick</p>	<p>Lesson 2 – This lesson intends for students to consider how Shakespeare uses language to present the relationship between Beatrice and Benedick and why he might want to present them in this way.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions.</p> <p>Feeds forward to next lesson where students will continue reading the play and</p>	<p>Lesson 2 – New: Witty Retrieve: Braggart</p>	<p>Lesson 2 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read and annotate lines 41 – 91 of Act 1 Scene 1 and discuss how Shakespeare presents Beatrice and Benedick and their relationship in this scene. Students pick one short quotation and write an analysis of how Beatrice and Benedick's relationship is presented. Students watch the same extract from the stage version and write how this develops their impression of their characters. 	

	<p>considering how their impressions of the characters will develop.</p> <p>Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.</p>			
<p>Lesson 3 – KG: To analyse how the theme of love and marriage is presented in Act 1 Scene 1.</p>	<p>Lesson 3 – This lesson intends for students to be introduced to one of the main themes of the play, love and marriage, and how this is presented through Benedick's character, and to a lesser extent, Claudio's.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions.</p> <p>Feeds forward to next lesson where students will explore this theme in the next theme of the play.</p> <p>Feeds forward to the study of 'Romeo and Juliet' for the</p>	<p>Lesson 3 - New: Turncoat Retrieve: Traitor</p>	<p>Lesson 3 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read and annotate the rest of Act 1 Scene 1 from line 92 to the end and discuss what we learn about Claudio's views on marriage and how this contrasts to Benedick's. Watch this section of the stage version. Students pick one quotation that shows Benedick's view on love and marriage and write a mini PEE analysing Benedick's views. Students should also link this to Shakespeare's intentions. 	

	GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 4 – KG: To analyse the character of Don John and explain his role in the play</p>	<p>Lesson 4 – This lesson intends for students to consider the presentation of Don John, the villain of the play, and the role he will play within this romantic comedy. Students will also consider the themes of deception and misunderstanding. Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work. Feeds forward to next lesson where students will continue to explore the characters and themes of the play by reading the next scene. Feeds forward to the study of ‘Romeo and Juliet’ for the</p>	<p>Lesson 4 - New: Deception Retrieve: Envy</p>	<p>Lesson 4 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Act 1 Scene 2 and annotate as a class, discussing how the themes of misunderstanding and deception are presented. Students then read Act 1 Scene 3 and analyse how Don John is presented by answer the questions on the slide. Students then watch the next section of the play, up to 18.45 and write an explanation of what they think Don John’s role will be in the play. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p><u>Week 2: KG/s and Overview</u></p> <p>Lesson 5 – KG: To explain how our impression of Beatrice and Benedick and their relationship develops in Act 2 Scene 1</p>	<p>Lesson 5 – This lesson intends for students to continue to explore the themes of love and marriage and misunderstanding and deception and how they are presented through Beatrice and Benedick and how our impression of them and their relationship develop in this scene.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students read the next scene of the play and explore the character and thematic development.</p>	<p>Lesson 5 – New: Disposition Retrieve: Incredulous</p>	<p>Lesson 5 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read and annotate the first page of Act 2 scene 1. Look at lines 16-20. What do they tell us about the attitudes to marriage of Leonato compared to Beatrice? Does Beatrice conform to our expectations for a Shakespearean woman? Continue reading to line 60. What do we learn about the relationship between Benedick and Beatrice in this part of the scene? Finish reading up to line 84 and write a summary of what has happened in this scene of the play. Watch the scene. 	

	Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 6 – KG: To analyse how Shakespeare presents Beatrice and Benedick's relationship in Act 2 Scene 1</p>	<p>Lesson 6 – This lesson intends for students to use their knowledge of the play so far to read to the end of Act 2 Scene 1 and analyse how Shakespeare presents the relationship between Beatrice and Benedick.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will trace the character development to the next scene of the play.</p> <p>Feeds forward to the study of 'Romeo and Juliet' for the</p>	<p>Lesson 6 – New: Coy Retrieve: Incorrigible</p>	<p>Lesson 6 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students read and annotate from line 84 to the end of Act 2 Scene 1. Students focus again on lines 94-124 and discuss how Shakespeare presents Beatrice and Benedick's relationship in this extract. Students will pick one short quotation from this extract and write a mini PEE on how Shakespeare develops Beatrice and Benedick's relationship in the extract. 	

	GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 7 – KG: To explain how and why Benedick's views on love and marriage change in Act 2 Scene 3</p>	<p>Lesson 7 – This lesson intends for students to understand Don John's evil plan and how he is presented as the villain of the play, along with understanding how Benedick's views of love and marriage change in this scene, why they've changed and how this links to Shakespeare's wider intentions.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will explore the effect and results of the deception and</p>	<p>Lesson 7 – New: Covert(ly) Retrieve: Aside</p>	<p>Lesson 7 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students read and annotate Act 2 Scene 2 and summarise what Don John's evil plan is to bring misery to all of the characters. Is his role that which they predicted in the earlier lesson? Read lines 1-13 of Act 2 Scene 2 – why is Benedick annoyed with Claudio? Now read lines 42 – 107. What trick is being played on Benedick? Compare it to the one being played on Claudio – how is it similar or different? Read the rest of the scene and write an explanation of how Benedick's views on love and marriage have changed and why. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>misunderstandings we have read about so far in the play. Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.</p>			
<p><u>Week 3: KG/s and Overview</u> Lesson 8 - KG: To analyse how and why Beatrice's views on love and marriage change in Act 3 Scene 1</p>	<p>Lesson 8 – This lesson intends for students to now explore how Beatrice's views on marriage and love are changed through the theme of deceptions and misunderstanding. Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work. Feeds forward to next lesson where students will continue to explore the development of the themes of love and marriage and</p>	<p>Lesson 8 – New: Atypical Retrieve: Civilisation</p>	<p>Lesson 8 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Act 3 Scene 1 and annotate, discussing how Beatrice and her views on love and marriage change throughout this scene, due to the deception of her friends and family. Students pick one short quotation to write a mini PEE answering the following question: How does Shakespeare develop your opinion of Beatrice in Act 3 Scene 1? 	

	<p>misunderstanding and deception in the play. Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.</p>			
<p>Lesson 9 – KG: To summarise how the theme of deception is presented in Act 3 Scenes 2 and 3 of the play</p>	<p>Lesson 9 – This lesson intends for students to continue their exploration of the theme of deception and summarise how Don John deceives Claudio and Don Pedro to destroy Hero's reputation. Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work. Feeds forward to next lesson where students will read the next scene and see the results of Don John's deception.</p>	<p>Lesson 9 – New: Slander Retrieve: Status/Reputation</p>	<p>Lesson 9 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Act 3 scene 2. What does Benedick now want to do? Look again at lines 41-67. What does Don John tell Claudio? How does the language he uses show attitudes towards women? What will be the impact of this news? Read Act 3 scene 3. The watch are essentially the police force of the city. What do we learn from Borachio about what he has done? Write a summary of how the theme of deception is presented in both these scenes. 	

	<p>Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.</p>			
<p>Lesson 10 – KG: To explain the effect of Shakespeare's use of dramatic irony in Act 3 Scenes 4 and 5</p>	<p>Lesson 10 – This lesson intends for students to analyse how Shakespeare uses dramatic irony to create tension and drama for the audience.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will reading the wedding scene and explore how this tension build in this scene.</p> <p>Feeds forward to the study of Romeo and Juliet for the GCSE</p>	<p>Lesson 10 – New: Modest Retrieve: Mortification</p>	<p>Lesson 10 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read and annotate Act 3 Scene 4 – what changes are we seeing in Beatrice in this scene? Consider Hero's worry about her wedding. What is the effect of Shakespeare's use of dramatic irony here? Read and annotate Act 3 Scene 5. What dramatic irony is Shakespeare using in this scene? What is its effect? Watch these two scenes. Students write an explanation of the effect of Shakespeare's use of dramatic irony in this scene and how it builds tension and drama for the audience. 	

	English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 11 – KG: To summarise how Shakespeare presents the theme of deception and its effects in Act 4 Scene 1</p>	<p>Lesson 11 – This lesson intends for students to continue to explore the theme of deception through considering its effect on Hero and her family in the wedding scene. Students will also continue to explore the effect of dramatic irony.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of Macbeth. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will continue to explore the themes of deception and love and marriage when reading the next scene of the play.</p> <p>Feeds forward to the study of ‘Romeo and Juliet’ for the</p>	<p>Lesson 11 – New: Fidelity Retrieve: Savage</p>	<p>Lesson 11 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read lines 1-79 of Act 4 Scene 1. What does Claudio do? What does it tell us about attitudes towards women at the time? What language does Shakespeare use to show us the men’s feelings towards Hero? How would an audience feel about what has happened? Watch the stage version of the play from 8.35-14.27. What are your feelings towards Claudio? Students write a summary of the effects of the theme of deception on this scene. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p><u>Week 4: KG/s and Overview</u></p> <p>Lesson 12 – KG: To summarise how Shakespeare presents the theme of deception and its effects in Act 4 Scene 1</p>	<p>Lesson 11 – This lesson intends for students to continue to explore the theme of deception through considering its effect on Hero and her family in the wedding scene. Students will also continue to explore the effect of dramatic irony.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will read the final section of the scene and consider how Beatrice and Benedick’s relationship has developed.</p> <p>Feeds forward to the study of ‘Romeo and Juliet’ for the</p>	<p>Lesson 12 – New: Mortify Retrieve: Distraught</p>	<p>Lesson 12 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read and annotate Act 4 scene 1 lines 80-160. What is Leonato’s reaction to Claudio’s accusations? How would an audience feel about this? What do Benedick and Beatrice think? What is the Friar’s plan? Watch the section they have just read. Write a summary of how the effect of the themes of deception on Hero and her family. 	

	GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 13 – KG: To analyse how Beatrice and Benedick’s relationship has developed in Act 4 Scene 1</p>	<p>Lesson 13 – This lesson intends for students to consider the development of Beatrice and Benedick’s relationship has develop from the start of the play to Act 4 Scene 1 and how Shakespeare uses language to develop our impression of these changes.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will read the next scene of the play to see the consequences of Don John’s slander.</p> <p>Feeds forward to the study of ‘Romeo and Juliet’ for the</p>	<p>Lesson 13 – New: Earnest Retrieve: Strident</p>	<p>Lesson 13 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read and annotate Act 4 scene 1 lines 160 to the end. What changes in the relationship between Beatrice and Benedick? What does Beatrice ask Benedick to do? What does Beatrice wish for when he refuses? What does this tell us about masculine and feminine roles in society at this time? Watch to the end of Act 4 Scene 1. Students pick one quotation from the extract they have just read write a mini PEE analysing how Beatrice and Benedick’s relationship has changed since the start of the play. 	

	GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 14 – KG: To use DAFOREST techniques to write persuasively</p>	<p>Lesson 14 – This lesson intends for students to develop their knowledge of the DAFOREST techniques and how to use them effectively to write persuasively. This feeds on from previous transactional writing assessments, such as the ‘Workhouse Report’ completed earlier in the year, as well as the persuasive speech assessed when reading ‘Animal Farm’. Feeds forward to next lesson where students complete their writing assessment. This feeds forward to the Transactional Writing component of the GCSE English Language exam.</p>	<p>Lesson 14 – New: Assertion Retrieve: Rhetorical question</p>	<p>Lesson 14 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Revise what the DAFROEST techniques are. Introduce students the writing assessment: Imagine you are Hero and you are writing a letter to your father to persuade him of your innocence. Students plan their assessment and consider the DAFOREST techniques they could use in their letter. Teacher models how to use the DAFROEST techniques effectively. 	Reading Journal and Vocabulary Retrieval.
<p><u>Week 5: KG/s and Overview</u> Lesson 15 -</p>	<p>Lesson 15 - This lesson intends for students to develop their knowledge of the DAFOREST techniques and how to use them effectively to write persuasively. This feeds on from previous transactional writing assessments, such as the ‘Workhouse Report’ completed earlier in the year, as well as the persuasive speech assessed when reading ‘Animal Farm’.</p>	<p>Lesson 15 – N/A</p>	<p>Lesson 15 –</p> <ol style="list-style-type: none"> 1.) Students revise their planning and the teacher modelling from last lesson. 2.) Students have 40 minutes to answer the writing assessment question: Imagine you are Hero and you are writing a letter to your father to persuade him of your innocence. Students can then peer mark their partner’s answer. 	

	<p>Feeds forward to next lesson where students will continue reading the play. This feeds forward to the Transactional Writing component of the GCSE English Language exam.</p>			
<p>Lesson 16 – KG: To summarise your impression of Dogberry and explain his purpose in the play</p>	<p>Lesson 16 – This lesson intends for students to consider Shakespeare’s intentions in the presentation of Dogberry and what character archetype he is and how this fits into the conventions of Shakespearian comedy. Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work. Feeds forward to next lesson where students continue exploring the presentation of</p>	<p>Lesson 16 – New: Buffoon Retrieve: Conjecture</p>	<p>Lesson 16 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recall who Dogberry, Verges, Borachio and Conrade are and what happened the last time they were in a scene together? Students recall character archetypes and the conventions of Shakespearian comedy. Read and annotate Act 4 Scene 2. Students summarise their impression of Dogberry and explain why Shakespeare chose to present him this way and what role he fulfils in the play. 	

	<p>the themes of deception, misunderstandings, love and marriage.</p> <p>Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.</p>			
<p>Lesson 17 – KG: To explain how Shakespeare presents the themes of honour and pride in Act 5 Scene 1</p>	<p>Lesson 17 – This lesson intends for students to consider a further theme of the novel: honour and pride. Students will consider how these themes have been presented in the play so far and through the events of Act 5 Scene 1.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will continue</p>	<p>Lesson 17 – New: Epitaph Retrieve: Pride</p>	<p>Lesson 17 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the themes of honour and pride and students consider how these themes have been presented through the actions and behaviour of the main characters so far in the play. Read Act 5 scene 1 lines 1-50. How has Leonato's attitude changed? What does he challenge Claudio to? Read lines 50-95. Why does Claudio react differently to Benedick's duel compared to Leonato's? Students read the rest of the scene and watch this scene. Students then write an explanation of how Shakespeare presents the themes of honour and pride in Act 5 Scene 1. 	

	to explore these key themes in the next scene of the play. Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 17 – KG: To evaluate how Shakespeare presents the change in Beatrice and Benedick's relationship in Act 5 Scene 2</p>	<p>Lesson 17 – This lesson intends for students to develop their evaluative skills by evaluating the way Shakespeare has shown the change in the relationship between Beatrice and Benedick. Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work. Feeds forward to next lesson where students will consider how the themes resolve as they play nears its end.</p>	<p>Lesson 17 – New: Amiable Retrieve: Bickering</p>	<p>Lesson 17 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Write down a list of adjectives to describe the change in the relationship between Benedick and Beatrice throughout the play. Read and annotate Act 5 Scene 2 of the play. Students pick one quotation from the extract and answer the following question: How has Shakespeare effectively shown the change in Beatrice and Benedick's relationship in Act 5 Scene 2? Teacher models how to write an evaluation. Students peer mark their mini PEE. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p><u>Week 6: KG/s and Overview</u></p> <p>Lesson 18 – KG: To explain the motivations of Leonato, Claudio and Hero in Act 5 Scene 3 and 4</p>	<p>Lesson 18 This lesson intends for students to consider the motivations of Leonato, Claudio and Hero and how Shakespeare explores the themes of deception and misunderstand, love and marriage and pride and honour through these character's actions.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of 'Macbeth'. Also feeds back to the previous study of whole GCSE texts, such as 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'The Crucible', where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer's intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students read the end of the play and consider how the play resolves.</p>	<p>Lesson 18 – New: Amends Retrieve: Discrimination</p>	<p>Lesson 18 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Act 5 Scene 3 – why does Leonato want a public apology from Claudio? Read Act 5 scene 4 lines 1- 45. Claudio has agreed that he will marry the (imaginary) daughter of Antonio, Leonato's brother. Why might he have done this? What does Benedick decide he wants to do? Watch the stage version of this scene. Why do you think Hero agrees to marry Claudio despite what he's done to her? 	

	Feeds forward to the study of Romeo and Juliet for the GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 19 – KG: To summarise your final impressions of Beatrice and Benedick’s relationship and how it links to the key themes of the play</p>	<p>Lesson 19 – This lesson intends for students to consider their final impression of Beatrice and Benedick’s relationship and how their relationship links to the key themes of the play: deception and misunderstanding, love and marriage and pride and honour through these character’s actions.</p> <p>Feeds on from the previous study of Shakespeare, including the Introduction to Shakespeare and reading the full text of ‘Macbeth’. Also feeds back to the previous study of whole GCSE texts, such as ‘Animal Farm’, ‘The Lord of the Flies’, ‘Of Mice and Men’ and ‘The Crucible’, where students will have studied the text in a similar way, considering the presentation of characters, main events, themes, context and the writer’s intentions. Also link to the Bible Studies and Seven Deadly Sins Units of work.</p> <p>Feeds forward to next lesson where students will prepare for their reading assessment on the play.</p>	<p>Lesson 19 – New: Reconciliation Retrieve: Antagonistic</p>	<p>Lesson 19 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Act 5 scene 4 lines 45 to the end and annotate the text. How does Shakespeare add humour to this scene? Watch the rest of the play. Students will make notes on how Beatrice and Benedick and their relationship can be connected to the key themes of the play. Students then write a summary of their final impression of Beatrice and Benedick’s relationship and how it links to the key themes of the play. 	

	Feeds forward to the study of 'Romeo and Juliet' for the GCSE English Literature GCSE, as well as the Poetry Anthology.			
<p>Lesson 20 – KG: To analyse and evaluate how Beatrice and Benedick's relationship is presented throughout the play</p>	<p>Lesson 20 – This lesson intends for students to begin planning their GCSE style assessment on 'Much Ado About Nothing', focusing on how Beatrice and Benedick's relationship is presented throughout the play and how it links to the themes of the play.</p> <p>Feeds back to the GCSE style essays students completed on 'Of Mice and Men', 'The Lord of the Flies', 'Animal Farm' and the Conflict Poetry.</p> <p>Feeds forward to next lesson where students will complete the extract question.</p> <p>Feeds forward to the 'Romeo and Juliet' sections of the GCSE Literature exam.</p>	<p>Lesson 20 – New: Amorous Retrieve: Bickering</p>	<p>Lesson 20 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Teacher reminds students to the format of the Shakespeare section of the Literature exam and how the extract and essay questions are separate. Teacher gives students the assessment questions for the extract question and the essay question. Students focus on the extract question: How are Beatrice and Benedick presented in this extract. Students highlight 3-6 short quotations and explode in their books, trying to link some of these quotations to the themes of the play and Shakespeare's intentions. Teacher models an overview and first mini PEE. 	
<p>Lesson 21 – KG: To analyse and evaluate how Beatrice and Benedick's relationship is presented throughout the play</p>	<p>Lesson 21 - This lesson intends for students to answer the extract question of their assessment and continue planning their GCSE style assessment on Much Ado About Nothing, focusing on how Beatrice and Benedick's relationship is presented throughout the play and how</p>	<p>Lesson 21 – N/A</p>	<p>Lesson 21 –</p> <ol style="list-style-type: none"> 1.) Students revise the modelling and planning from last lesson. 2.) Students spend 20 minutes answering the extract question: How are Beatrice and Benedick presented in the extract? Students should then begin planning their essay question: How is Beatrice and Benedick's 	

	<p>it links to the themes of the play. Feeds back to the GCSE style essays students completed on 'Of Mice and Men', 'The Lord of the Flies', 'Animal Farm' and the Conflict Poetry.</p> <p>Feeds forward to next lesson where students will continue planning their essay.</p> <p>Feeds forward to the 'Romeo and Juliet' sections of the GCSE Literature exam.</p>		<p>relationship presented throughout the play? Students should find 4-6 short quotations or direct references from the start to the end of the play and try to link these quotations to Shakespeare's intentions and theme of the play.</p>	
<p><u>Week 7: KG/s and Overview</u></p> <p>Lesson 22 - To analyse and evaluate how Beatrice and Benedick's relationship is presented throughout the play</p>	<p>Lesson 22 – This lesson intends for students to complete their final lesson planning their GCSE style assessment on Much Ado About Nothing, focusing on how Beatrice and Benedick's relationship is presented throughout the play and how it links to the themes of the play. Feeds on from the GCSE style essays students completed on 'Of Mice and Men', 'The Lord of the Flies', 'Animal Farm' and the Conflict Poetry.</p> <p>Feeds forward to next lesson where students will complete their reading assessment.</p> <p>Feeds forward to the 'Romeo and Juliet' sections of the GCSE Literature exam.</p>	<p>Lesson 22 –</p> <p>New: Semblance</p> <p>Retrieve: Contrite</p>	<p>Lesson 22 –</p> <ol style="list-style-type: none"> 1.) Students revise the modelling and planning from last lesson. 2.) Students complete their planning for their essay by finding 4-6 short quotations or direct references showing how Beatrice and Benedick's relationship develops throughout the play. Teacher live models an effective overview and mini PEE. Students write a practice mini PEE and peer mark. 	
<p>Lesson 23 - To analyse and evaluate how Beatrice and Benedick's relationship is</p>	<p>Lesson 23 - This lesson intends for students to complete their GCSE style assessment on</p>	<p>Lesson 23 –</p> <p>N/A</p>	<p>Lesson 23 –</p>	

<p>presented throughout the play</p>	<p>Much Ado About Nothing, focusing on how Beatrice and Benedick's relationship is presented throughout the play and how it links to the themes of the play.</p> <p>Feeds on from the GCSE style essays students completed on 'Of Mice and Men', 'The Lord of the Flies', 'Animal Farm' and the Conflict Poetry.</p> <p>Feeds forward to the 'Romeo and Juliet' sections of the GCSE Literature exam.</p>		<ol style="list-style-type: none"> 1.) Students revise their planning from last lesson and the teacher modelling. 2.) Students complete their reading assessment: How is Beatrice and Benedick's relationship presented throughout Much Ado About Nothing? 3.) End of Unit 	
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