



YR 8 English Knowledge Overview

Week No.	Big Question	Learning Intentions	Assignment	Online Resource
1	What were Shakespeare's influences when creating the characters in his plays?	<p>To understand key contextual knowledge about Shakespeare and the Elizabethan era.</p> <p>To revise key knowledge about Shakespearean context.</p> <p>To begin to apply that knowledge in independent writing.</p> <p>To summarise the contextual knowledge gained over the previous lessons.</p>	Students to create a leaflet to inform readers about Shakespeare and the Elizabethan era.	Live lesson
2	Macbeth's decline from a heroic man is an example of Shakespeare's concerns about the monarch	<p>To be introduced to the two main genres of tragedy and comedy and identify the different features of each genre.</p> <p>To understand the key characteristics of heroes and villains.</p> <p>To understand key plot points of Macbeth and explore Macbeth's role as a hero.</p>	Formative assessment for learning in the lesson.	Live lesson
3	Macbeth's decline from a heroic man is an example of Shakespeare's concerns about the monarch. (<i>continued</i>)	<p>For students to explore the key theme of power.</p> <p>For students to understand context and its influence upon Shakespeare.</p>	Students to create an analytical paragraph exploring the moral decline of Macbeth's character	Live lesson
4	How has the theme of power being portrayed in Percy Shelley's "Ozymandias"	<p>To develop a general understanding of the poem Ozymandias, including the time split between present/past</p> <p>To be able to break down the poem using reciprocal reading strategies and develop understanding of the plot, theme and unknown words.</p>	Students to create a comparative analysis exploring the attitudes to power explored in Ozymandias and Macbeth.	Live lesson



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		<p>To be able to make links between Ozymandias and Macbeth, and how power is portrayed similarly in both.</p> <p>To produce an independent piece of language analysis using comparative connectives and high-level vocabulary.</p>		
5	Who is more noble and heroic? Brutus or Macbeth?	<p>To develop a general understanding of the plot of Julius Caesar.</p> <p>To question the concept of heroism and villainy and what this looks like.</p>	Formative assessment for learning in the lesson.	Live lesson
6	Who is more noble and heroic? Brutus or Macbeth? (<i>continued</i>)	To effectively compare Brutus and Macbeth, and state their opinions confidently when dealing with both.	Students to create a comparative analysis exploring comparing how Brutus and Macbeth are portrayed at the end of the play.	Live lesson
7	Addressing knowledge gaps from this half term.	Addressing knowledge gaps from this half term.	Formative assessment throughout to determine understanding and inform teaching.	Live lesson