

## Home-School Learning Collaboration – English

<b>Topics in this cycle:</b> KS3 Shakespeare - Julius Caesar	<b>Taught:</b> Spring Term	<b>Year Group:</b> 7
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p><b>How can I express my own opinion about the play 'Julius Caesar'?</b></p> <ul style="list-style-type: none"> <li>Develop and articulate opinions based on learning and knowledge.</li> <li>Articulate opinions verbally and in written form.</li> </ul> <p><b>How do I analyse and comment on particular Shakespearean language?</b></p> <ul style="list-style-type: none"> <li>Define 'analyse.'</li> <li>Describe the impact a play has on you.</li> <li>Analyse how well different features of the text created this impact.</li> </ul> <p><b>How can I pick out relevant quotes and reference the play to support my opinions?</b></p> <ul style="list-style-type: none"> <li>Define the term 'relevant'.</li> <li>Evaluate the best/most apt piece of evidence to support your idea on a text.</li> </ul> <p><b>How has Shakespeare used language and structure to create meaning?</b></p> <ul style="list-style-type: none"> <li>Define the term 'relevant'.</li> <li>Evaluate the best/most apt piece of evidence to support your idea on a text.</li> </ul> <p><b>What subject terminology has been used in Julius Caesar for effect?</b></p> <ul style="list-style-type: none"> <li>Describe features of methods used by writers. Ex – <b>alliteration</b> – similar sounds repeated close together.</li> <li>Explain why a writer might use different methods. Ex – <b>alliteration</b> – repetition of the harsh 'r' to create a sense of anger. <b>Pathetic fallacy</b>- to create atmosphere.</li> </ul> <p><b>What do I know about the time when the play 'Julius Caesar' was written and set?</b></p> <ul style="list-style-type: none"> <li>Identify key social and historical factors occurring when Julius Caesar was written – what was happening at the time the play was written.</li> <li>What was Rome like when Julius Caesar was set and written?</li> </ul> <p><b>How can I use a range of vocabulary to articulate my response?</b></p> <ul style="list-style-type: none"> <li>Use vocabulary acquired in lesson in independent written responses.</li> <li>Use vocabulary acquired in lesson in verbal responses by making reference to the 'turn and talk' slide and the 'speak like an expert' suggested sentence starters.</li> </ul> <p><b>How can I use the correct punctuation and spelling when writing?</b></p> <ul style="list-style-type: none"> <li>Ensure that full stops, commas, and capital letters are used correctly.</li> <li>Use increasingly sophisticated vocabulary when appropriate.</li> <li>Proofread work to ensure correct use of punctuation and spelling.</li> </ul>		<p>Royal Shakespeare Company resources  <a href="#">Royal Shakespeare Company link</a></p> <p>Vocabulary for Julius Caesar  <a href="https://www.bard.org/study-guides/vocabulary-julius-caesar/">https://www.bard.org/study-guides/vocabulary-julius-caesar/</a></p> <p>BBC Bitesize:  <a href="https://www.bbc.co.uk/teach/class-clips-video/english-literature--drama-gcse-shakespeare-unlocked-julius-caesar/zn2wf4j">https://www.bbc.co.uk/teach/class-clips-video/english-literature--drama-gcse-shakespeare-unlocked-julius-caesar/zn2wf4j</a></p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.	<p>The way we assess at KS3 is currently undergoing changes.</p> <p>Students will sit an assessment with three sections:</p> <p>A – Key knowledge B – Reading comprehension / analysis C – Extended response – creative writing, discursive writing or analytical writing</p> <p>In the next assessment, students will be assessed on work from part of this unit of the work and the previous unit of work, so it is important students do not forget the key ideas in this unit.</p>
Republic	A state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.	
Dictator	A ruler with total power over a country, typically one who has obtained control by force.	
Superstition	Excessively credulous belief in and reverence for the supernatural.	
Genre	A style or category of art, music, or literature.	
Foreshadow	A warning or indication of (a future event).	
Omen	An event regarded as a portent of good or evil.	
Hamartia	A fatal flaw leading to the downfall of a tragic hero or heroine.	
Soliloquy	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.	
Hubris	Excessive pride or self-confidence	
Dramatic irony	The expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.	<p><b>Family Learning Opportunities</b></p> <p><u>Theatre performance</u> Look out for opportunities to visit the theatre to watch a live performance of Julius Caesar <a href="https://www.rsc.org.uk/julius-caesar/">https://www.rsc.org.uk/julius-caesar/</a></p>
Pathetic fallacy	The attribution of human feelings and responses to inanimate things or animals, especially in art and literature.	
Tyrant	A cruel and oppressive ruler.	
Rhetoric	The art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.	
Pathos	A form of rhetoric that appeals to the emotions of the audience.	
Ethos	A form of rhetoric that appeals to the speaker's status or authority, making the audience more likely to trust them. Pathos appeals to the emotions, trying to make the audience feel angry or sympathetic, for example.	
Logos	A form of rhetoric that appeals to the audience's reason, building up logical arguments.	
Supercilious	<u>Behaving</u> or looking as though one thinks one is superior to others.	