

## Home-School Learning Collaboration – Key Stage 3 English

<b>Topics in this cycle:</b> A Midsummer Night's Dream	<b>Taught:</b> Summer 2	<b>Year Group:</b> 8
<b>Key knowledge/concepts to be learnt ('Tell me about What do you know .')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>What do you know about religious, social and political beliefs in Elizabethan times?</b></p> <ul style="list-style-type: none"> <li>• <b>List</b> three features of religion, society and politics from Elizabethan times that are different to the present.</li> <li>• <b>Explain</b> why writers might be inspired to create a text based on these ideas. To celebrate them? Criticise?</li> </ul> <p><b>What do you know about the Great Chain of Being?</b></p> <ul style="list-style-type: none"> <li>• <b>List</b> the six different levels of the Great Chain of Being.</li> <li>• <b>Explain</b> what Elizabethan society believed was the consequence of breaking the Great Chain.</li> </ul> <p><b>Do you know why writers often set stories outside their contemporary time period?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the time period in which A Midsummer Night's Dream is set.</li> <li>• <b>Compare</b> the setting of the play with Elizabethan England. Are there similarities? Differences?</li> </ul> <p><b>Do you know the key terms for methods Shakespeare often uses in his plays?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what dramatic irony, iambic pentameter and pathetic fallacy are.</li> <li>• <b>Describe</b> other pieces of writing where you have seen at least one of these features.</li> </ul> <p><b>Do you know the conventions of a Shakespearean comedy?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the rules for Shakespearean comedy.</li> <li>• <b>Compare</b> these rules with how we define comedy today. Are there similarities? Differences?</li> </ul> <p><b>What do you know about Elizabethan folklore beliefs around Midsummer's Eve?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> Elizabethan beliefs around Midsummer's Eve.</li> <li>• <b>Research</b> other Elizabethan or pagan beliefs that still influence society today.</li> </ul> <p><b>Do you know about patriarchal society in both ancient Athens and in Elizabethan society?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what the term patriarchal means.</li> <li>• <b>Describe</b> features of Athenian and Elizabethan society that show they are patriarchal societies.</li> </ul> <p><b>Do you know how to identify examples of intertextuality in a text?</b></p> <ul style="list-style-type: none"> <li>• <b>Define</b> intertextuality.</li> <li>• <b>Describe</b> some other stories that Shakespeare has used to create A Midsummer Night's Dream.</li> </ul> <p><b>Do you know the mythical, political or biblical allusions to different characters in the play?</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> some myths and bible passages that Shakespeare has used to create A Midsummer Night's Dream.</li> </ul> <p><b>Do you know how the theme of order and disorder unfolds throughout the play?</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what causes disorder in the play. What has created a problem in each world?</li> <li>• <b>Describe</b> how order is restored.</li> <li>• <b>Explain</b> why it is important that order is restored in this play.</li> </ul> <p><b>Do you know how the play follows the Freytag pyramid narrative structure?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the five parts of the Freytag pyramid.</li> <li>• <b>Describe</b> a moment from the play that matches to each part of the pyramid.</li> </ul>		<p><a href="https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx">https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx</a></p> <p>A useful guide to support with understanding the plot and key characters.</p> <p><a href="https://www.dailymotion.com/video/x7umt8z">https://www.dailymotion.com/video/x7umt8z</a></p> <p>The BBC Animated Tales version of A Midsummer Night's Dream – a good summary of the play but also useful for discussions about how characters are presented / what is kept in / what is kept out and why.</p> <p><a href="https://www.bl.uk/articles-listing?related_to=d42cc3bf-e05f-47f7-8cfc-61ba2cf835ed">https://www.bl.uk/articles-listing?related_to=d42cc3bf-e05f-47f7-8cfc-61ba2cf835ed</a></p> <p>A selection of academic articles from the British Library related to A Midsummer Night's Dream. A perfect resource for those who wish to stretch and challenge their knowledge of the play.</p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Allusion	something said or written that mentions a subject (art, literature, music, myths, religious texts), person etc indirectly	<p>The assessment follows the standard KS3 format:</p> <ul style="list-style-type: none"> <li>Section A: 10 short response questions based on the key knowledge outlined on the first page.</li> <li>Section B: 12 mark extended response in which students respond to a question on the theme of order and disorder in the play.</li> <li>3 additional marks for spelling, punctuation and grammar.</li> </ul> <p>The entire assessment is worth 25 marks and work is awarded in percentages.</p>
Comedy	entertainment that is intended to make people laugh	
conflict	a state of disagreement or argument between people, groups, countries etc	
<b>Context</b>	the situation, events, or information that are related to something and that help you to understand it	
<b>Dramatic Irony</b>	when the people watching a play know something that the characters do not, and can understand the real importance or meaning of what is happening	
Figurative language	a figurative word or phrase is used in a different way from its usual meaning, to give you a particular idea or picture in your mind	
<b>Foreshadow</b>	to show or say that something will happen in the future	
<b>Great Chain of Being</b>	a hierarchical structure of all matter and life, thought by medieval Christianity to have been decreed by God	
Iambic Pentameter	a common pattern of beats in English poetry, in which each line consists of five iambs (iamb – da DUM – the second syllable is stressed, like our heartbeat)	
<b>Intertextuality</b>	the ways in which texts are interrelated and meanings that arise out of this	
Microcosm	a small group, society, or place that has the same qualities as a much larger one	
Narrative Structure	the way in which a story is organized and presented to the reader or audience	
<b>Pathetic Fallacy</b>	the idea of describing the sea, rocks, weather etc in literature as if they were human	
<b>Playwright</b>	someone who writes plays	
Prose	written language in its usual form, as opposed to poetry	
Rhyme	If one word rhymes with another or if two words rhyme, they have a very similar sound.	
Satire	a way of criticizing something such as a group of people or a system, in which you deliberately make them seem funny so that people will see their faults	
<b>Setting</b>	the place where something is or where something happens, and the general environment	
<b>Zoomorphism</b>	assign animal qualities to a non-animal subject, like a human being, inanimate object, or idea	