

Edward Peake C of E VC Middle School



Scheme of Work

Subject: English	Unit: A Midsummer Night's Dream	Term/Duration: Summer, 12 weeks	Year Group: Year 7
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Reading and analysing key scenes in the play • Understanding plot structure and events • Understanding characters and their relationships with one another and the ways in which they develop • Understanding the context of the Shakespearean era, particularly roles of women in society and patriarchal control within families • Understanding the themes in the play • Being able to identify and analyse language techniques used by Shakespeare to create effects on the audience • Understanding authorial intent 		<p>Assessment:</p> <p>Ongoing formative assessment throughout the unit of work through questioning and feedback on tasks completed in lessons.</p> <p>Retrieval quizzes each fortnight. These have independent reteaching activities for pupils who get answers incorrect and extension activities if they get everything correct.</p> <p>Extended essay response to the key question: Is the love potion a good or bad thing?</p>	
<p>Key knowledge:</p> <p>Life in Elizabethan England, life in ancient Athens, Shakespeare's life, the four lovers, the love potion, Elizabethan family relationships, the form of the play</p>		<p>Key vocabulary:</p> <p>Soliloquy, conflict, unrequited love, chaos, ambiguity, severe, to mock</p>	
<p>Guidance:</p> <p>This scheme of work is designed to cover a term's worth of learning with four lessons per week (the additional lesson being used for accessing the library, independent/guided reading practice etc)</p> <p>The scheme contains suggested activities which will support pupils towards the final assessment task. Activities can and should be adapted to suit the needs of an individual task. Whilst activities are broadly designed to cover a 60 minute lesson, some may take longer and can be split over two lessons. A 'buffer' week has been built in to each half term's activities to allow reteaching of key knowledge if required or in case lessons overrun. Should these weeks not be required you could use this lesson time to teach some of Shakespeare's poems and link them to the play or focus on key skills required by pupils in your class.</p> <p>Share the knowledge organiser with pupils. Blank copies are also available to quiz pupils later in the unit.</p>		<p>Subject knowledge support:</p> <p>A range of additional resources are available to support your subject knowledge of the play, its characters, themes and social and historical context. These can be found in the unit folder in the shared English folder on Google Drive.</p> <p>It may also be beneficial to watch the stage version of the play- a copy of which can be found in the shared English folder on Google Drive.</p> <p>Further information can be found at: www.folger.edu www.shakespearesglobe.com and www.rsc.org.uk</p> <p>There is also the most recent BBC adaptation of the play- there are several changes to the context of the plot and some events and so may not be suitable for your class but may be useful to you as a teacher.</p>	

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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
1.	Who was William Shakespeare?	<p>Do Now: Ask pupils to write down at least three things they know about William Shakespeare. They can use the pictures to support their ideas. Challenge: Can they name any plays or poems written by Shakespeare.</p> <p>Share context information of when Shakespeare lived. Challenge: Can they recall what era Dickens lived in?</p> <p>Discuss with the class the historical timeline- in what order did the different era/events take place?</p> <p>To support pupils the following task could be modelled/scaffolding provided: Pupils read 'Shakespeare's Early Life' and then answer comprehension questions. Challenge: How do the lives of Shakespeare and Dickens compare and contrast?</p> <p>Pupils then apply knowledge gained in the lesson to answer the learning question. There is a self assessment checklist to ensure basic skills are met.</p> <p>Pupils complete an exit quiz to check understanding of key information in the lesson.</p>	<ul style="list-style-type: none"> - Shakespeare lived in the Elizabethan era - Shakespeare was born in 1564 - He was born in Stratford-upon-Avon - His family were affluent and sent him to a good school - Shakespeare had to work very hard at school and studied about twice as much as pupils do today 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning question</p> <p>Exit quiz</p>	<p>Lesson 1 PowerPoint</p> <p>'Shakespeare's Early Life' text</p>

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2.	What was life like in Ancient Athens?	<p>Do Now: Ask pupils to recall at least four pieces of information about Shakespeare's early life from last lesson. Pupils can use the images to support their ideas. Challenge: How would you describe Shakespeare's early life?</p> <p>Show pupils images from film versions of famous Greek myths. Explain that stories from Ancient Greece have been the inspiration for many other stories, plays, poems, tv and film. Do pupils know any Greek myths?</p> <p>To support pupils the following task could be modelled/scaffolding provided: Pupils read the text 'Life in Ancient Athens' and answer comprehension questions. Challenge: What other examples can pupils think of where a writer has written about a different time to the one they live in?</p> <p>Explore vocabulary- severe- go through examples of the word used in context then ask pupils to answer the question: In what way(s) was ancient Athens severe? Applying what they have learnt earlier in the lesson.</p> <p>Pupils complete exit quiz, identifying the difference between a myth and historical fact.</p>	<ul style="list-style-type: none"> - Shakespeare studied ancient Greek and Roman myths and history at school - The ancient Greeks and Romans lived about 2,500 years ago - A Midsummer Night's Dream is set in ancient Athens - Shakespeare set A Midsummer Night's Dream hundreds of years before the time he was writing - Ancient Athens was cultural and ordered but could also be severe. 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning question</p> <p>Exit quiz</p>	<p>Lesson 2 PowerPoint</p> <p>'Life in Ancient Athens' text</p>

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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
3.	What was life like for a groundling in Elizabethan England?	<p>Do Now: Recap pupils' understanding of the historical timeline by asking them to place events in the correct order. Challenge: Which period of history is 'A Midsummer Night's Dream' set in? What was this period like?</p> <p>Pupils read 'A Day in the life of a Groundling' and create a context map by selecting key details from the text about what life was like for those who would visit the theatre as a groundling.</p> <p>Recap pupils' knowledge of key vocabulary 'severe'. Which of the three statements suggest that life was severe for some people living in the Elizabethan era. Challenge: What other clues in the text show that life was severe.</p> <p>Pupils write two paragraphs explaining what life was like for a groundling in Elizabethan England. This task may require modelling/scaffolding for some pupils. There is a checklist to ensure pupils focus on getting basic skills correct.</p> <p>Pupils complete an exit quiz to check understanding of key information in the lesson.</p>	<ul style="list-style-type: none"> - Groundlings were poor people that watched plays in Elizabethan England - Groundlings would have horrible jobs, including shifting waste across the city - The poor enjoyed bear baiting, gambling and the theatre for entertainment - There was a large difference between the rich and poor in Elizabethan England - Conditions were unsanitary in large towns and cities 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning question</p> <p>Exit quiz</p>	<p>Lesson 3 PowerPoint</p> <p>'A Day in the life of a Groundling' text</p> <p>Further information about groundlings to support staff subject knowledge</p>

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4.	Who are the central characters of the play?	<p>Do Now: The statements below relate to either plays or novels. Order each statement into the correct column.</p> <p>Challenge: Can you think of any features that apply to both plays and novels?</p> <p>Watch the video of what a trip to the theatre in Elizabethan times would have been like.</p> <p>Introduce pupils to the 'courtly' characters of the play. These are the characters who are considered members of nobility or upper class members of society.</p> <p>Briefly outline the plot of the first part of the play. Introduce one part at a time and pose comprehension questions as you go (these can be answered orally or written in pupils' books)</p> <p>Pupils should create their own timeline of the play that they can add to as they progress through the play. They can either do this in their books or on a large sheet of A3 which would allow them to add key quotes as well. If possible you should have something similar on a working wall in your room.</p> <p>Pupils complete exit quiz.</p>	<ul style="list-style-type: none"> - Plays are different to prose and novels - Shakespeare's plays were held at the Globe Theatre in London - The characters of 'A Midsummer Night's Dream' - The plot of the first part of 'A Midsummer Night's Dream' 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 4 PowerPoint</p> <p>Plot outlines</p>

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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
5.	Why do we feel sympathy for Hermia?	<p>Do Now: Ask pupils to recap what they can recall about the characters of Theseus and Hippolyta Challenge: How is a play different to a novel?</p> <p>Recap key information about Shakespeare. Pose question to pupils: Would they allow their parent/carer to choose who they would marry? Complete as a think-pair-share activity.</p> <p>Challenge: Read the Act 1, Scene 1. Support: Summarise main part of Act 1, Scene 1 and look in detail at the section in which Egeus makes his complaint to Theseus.</p> <p>Look again at Egeus' complaint and discuss with pupils. Pupils answer comprehension questions on Egeus' speech. Pupils can be supported by using the text resource with key vocabulary and questions next to key parts of the text.</p> <p>Pupils write an extended response to the question 'Why do we feel sympathy for Hermia at this point in the play?' Pupils responses should be supported through modelling/scaffolding. Pupils have key vocabulary to include in their response.</p> <p>Pupils complete exit quiz.</p>	<ul style="list-style-type: none"> - Egeus wants his daughter Hermia to marry Demetrius - He is angered by her love for another man, Lysander - Egeus will have Hermia killed for disobeying him 	<p>Class discussion</p> <p>Analysis of Egeus' speech</p> <p>Response to learning question</p> <p>Exit quiz</p>	<p>Lesson 5 PowerPoint</p> <p>Copies of A Midsummer Night's Dream and/or Egeus' speech</p>

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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
6.	What have we learnt about the play so far?	<p>This lesson is designed to help pupils retrieve key information about the context and the play itself.</p> <p>Give pupils three minutes to write down everything they know about Shakespeare and the play so far (context facts, character names, settings etc)</p> <p>After the three minutes, give them one minute to look back through their books at the work they have completed so far. In another colour pupils then have one more minute to add any more details. Select some pupils to share some of the points they have written down, pupils can add these to their list using the different coloured pen.</p> <p>Pupils complete fortnightly quiz- there are ten multiple choice questions and you should set a time limit of no more than 15 minutes for pupils to complete.</p> <p>Go through answers with the class, asking them to self mark.</p> <p>There are 'reteach' sheets available for pupils. These look at particular questions, give pupils key information and ask them to try answering the question again. There is an extension question for pupils who got all of these questions correct.</p>	<ul style="list-style-type: none"> - Shakespeare lived in the Elizabethan era - Shakespeare was born in 1564 - He was born in Stratford-upon-Avon - His family were affluent and sent him to a good school - Shakespeare had to work very hard at school and studied about twice as much as pupils do today - Egeus wants his daughter Hermia to marry Demetrius - He is angered by her love for another man, Lysander - Egeus will have Hermia killed for disobeying him 	<p>Retrieval quiz</p> <p>Pupils response to feedback</p>	<p>Lesson 6 PowerPoint</p> <p>Retrieval quiz</p> <p>Reteach guides</p>



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		<p>Use the information from these quizzes to guide your next set of lessons by reteaching any necessary information or by having key questions as retrieval activities to secure pupils' knowledge.</p> <p>Give whole class feedback on the detailed response pupils were asked to write in the previous lesson. Depending on the feedback you will then:</p> <ul style="list-style-type: none"> • Give a detailed model of an effective answer • Give pupils correction tasks to complete • Give pupils points for improvement and ask them to add to their response • Ask pupils to extend or rewrite their response based on your feedback 			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
7.	How does Theseus think Hermia should treat her father?	<p>Do Now: Write a sentence to show what each character is thinking at this point in the play.</p> <p>Recap on what Egeus wants Hermia to do and then explain that we will be looking at Theseus' response today.</p> <p>You can re-read the dialogue between Hermia and Theseus or look at the key points he makes to Hermia.</p> <p>Pose the question- how does Theseus think Hermia should treat her father? Give pupils a</p>	<p>- Theseus is a strict leader</p> <p>- The law of ancient Athens is severe</p> <p>- Athens is a traditional, ordered and sometimes brutal place</p>	<p>Class discussion</p> <p>Analysis of Theseus' speech</p> <p>Response to learning question</p> <p>Exit task</p>	<p>Lesson 7 PowerPoint</p> <p>Copies of A Midsummer Night's Dream and/or Theseus' responses to Hermia</p>

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		<p>few minutes to either verbally discuss an answer to this question or to write an initial response in their books. Sample some of the answers pupils have given.</p> <p>Explain that they will look at how to write a better response by looking at quotations in detail. Model looking at the first quotation. You can either model another quotation or ask pupils to do this independently depending on the needs of your class.</p> <p>Pupils now improve their initial response to the question, using details from Theseus' quotes.</p> <p>Pupils select four words to describe Athens. They then write a sentence for each word explaining why they chose it.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
8.	How does Shakespeare present Athens in the first scene of the play?	<p>Do Now: What sort of father is Egeus? What words would they use to describe him?</p> <p>Introduce topic sentences as a way to introduce analytical paragraphs. Model using some of the words they listed in the 'Do Now' task form a topic sentence.</p> <p>Introduce analytical task and ask them to come up with words they could use to describe how Athens is presented in the opening scene (they can refer back to the work they did at the end of the previous</p>	<ul style="list-style-type: none"> - Theseus is a strict leader - The law of ancient Athens is severe - Athens is a traditional, ordered and sometimes brutal place - How to create analytical paragraphs 	<p>Class discussion</p> <p>Analytical paragraphs</p> <p>Exit quiz</p>	Lesson 8 PowerPoint

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		<p>lesson)</p> <p>If required, model turning one of these words into a topic sentence in response to the learning question. Pupils independently put this into practice. Sample pupils work and support/reteach where needed.</p> <p>Using these topic sentences, pupils then write two analytical paragraphs exploring how Shakespeare presents Athens in the opening scene. This may need further modelling or scaffolding, depending on the needs of the class.</p> <p>Pupils complete exit quiz.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
9.	What conflict have we seen in the play so far?	<p>Do Now: Pupils complete retrieval questions on key events so far.</p> <p>Pose the question: What would you do if you were in Lysander and Hermia's position? Use Think-Pair-Share to encourage discussion amongst pupils. Sample pupils' ideas and responses to the question.</p> <p>Explain that Lysander and Hermia decide to run away together. Read the next part of Act 1, Scene 1 or use the extract of Lysander's plan.</p> <p>Pupils answer comprehension questions on Lysander's plan. This can be done verbally or</p>	<p>- Lysander and Hermia plan to elope to his aunt's house</p> <p>- Hermia and Lysander's love faces conflict</p>	<p>Class discussion</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 9 PowerPoint</p> <p>Copies of A Midsummer Night's Dream and/or Lysander's plan extract</p>

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		<p>written in pupils' books.</p> <p>Introduce vocabulary: 'conflict' After explaining the word in context, ask them what conflict they have seen in the play so far. Which characters are in conflict with each other?</p> <p>Choose one source of conflict- pupils explain why they are in conflict and how the conflict could be resolved.</p> <p>Pupils complete exit quiz- this has been left blank for you to choose questions that requires knowledge your class need to be more secure with.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
10.	Can Lysander and Hermia's love overcome the conflict they face?	<p>Do Now: Retrieval questions on what key details of the play so far- this has been left blank for you to complete with key knowledge your class need to consolidate.</p> <p>Look at Lysander's quote "The course of true love never did run smooth"- have they heard this before? It has become a very famous quote that people use without realising it is a Shakespearian quote.</p> <p>Model examining the quote and analysing the different aspects of the language used.</p> <p>Pupils answer key questions about the quote.</p>	<p>- Lysander's quotation: 'The course of true love never did run smooth'</p> <p>- Lysander's and Hermia's love can overcome the conflict they face</p>	<p>Class discussion</p> <p>Quotation analysis</p> <p>Exit quiz</p>	<p>Lesson 10 PowerPoint</p> <p>Quotation Hunter template.</p>

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		<p>Explain that to help them with their final assessment, they need to keep track of key quotations. They should add this quotation to their timeline.</p> <p>We are also going to use something called a quotation hunter to keep all our notes about key quotes in one place. Pupils complete the quotation hunter document- this may need more modelling or scaffolding for pupils depending on their need.</p> <p>Pupils complete exit quiz.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
11.	Who are the mechanicals?	<p>Do Now: Give three reasons why Lysander and Hermia decide to run away.</p> <p>Introduce pupils to the mechanicals. These are a group of ordinary workmen from Athens. They all work in manual jobs.</p> <p>Briefly outline the plot of the next part of the play, pose comprehension questions as you go (these can be answered orally or written in pupils' books)</p> <p>Pupils should add to the timeline of the play that they created in an earlier lesson. If possible you should add this information to your working wall as well to help pupils keep track of events and characters.</p> <p>Read Act 1, Scene 2. Why does Shakespeare</p>	<ul style="list-style-type: none"> - The mechanicals are a group of ordinary working men from Athens - They wish to be successful in being chosen to perform for Theseus and Hippolyta's wedding as they will be paid well if they are - The play they choose to perform is called Pyramus and Thisbe and is from Ovid's (a famous Roman poet) narrative poem: <i>Metamorphoses</i> - They are terrible 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 11 PowerPoint</p> <p>Plot summaries from the next part of the play.</p>

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		include the mechanicals in the play? Which part of Shakespeare's audience do they most resemble? Exit quiz- this has been left blank for you to adapt to the key knowledge your pupils need to consolidate.	actors and not well suited to performing such a dramatic play		
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
12.	Who are the magical characters of the play?	<p>Do Now: Quick Quiz- this has been left blank for you to add retrieval questions on key knowledge that your pupils need to consolidate.</p> <p>Introduce pupils to the magical characters of the play. These are the characters who exist often unseen by human characters unless they choose to be seen.</p> <p>Briefly outline the plot of the next part of the play, pose comprehension questions as you go (these can be answered orally or written in pupils' books)</p> <p>Pupils should add to the timeline of the play that they created in an earlier lesson. If possible you should add this information to your working wall as well to help pupils keep track of events and characters.</p> <p>Exit Quiz- This has been left blank for you to adapt to your class and the key knowledge they need to consolidate.</p>	<ul style="list-style-type: none"> - The action of the play moves from Athens to a fairy forest - The forest is ruled by the magical Oberon and Titania - They are arguing over a small boy that they both want to adopt 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 12 PowerPoint</p> <p>Plot summary parts 4+5</p>

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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
13.	How do Oberon and Titania feel about each other?	<p>Do Now: What are the main differences between a forest and Athens? Sort the words into the two groups.</p> <p>Recap on the characters of Oberon and Titania, introduced in the previous lesson.</p> <p>Read Act 2, Scene 1 with the class (you can read just the extract with Titania and Oberon's argument and summarise the other parts of the scene) up to "Well go thy way. Thou shalt not from this grove/Til I torment thee for this injury."</p> <p>Look at the extract of their argument when they meet for the first time. Model how to annotate the extract, using the questions and example annotation as a guide. Use a level of modelling and/or scaffolding as appropriate for your class. Pupils then move to independently annotate some of the extract.</p> <p>Look at the final lines Oberon speaks towards Titania. Explain the term 'soliloquy' Pupils answers two questions- How do we know this is a soliloquy? And Why does Shakespeare make these lines a soliloquy?</p> <p>Pupils complete exit quiz- this has been left blank for you to adapt to your class.</p>	<ul style="list-style-type: none"> - The conflict between Oberon and Titania is causing all of nature to go out of sync- although it is summer the weather is more like autumn or winter - A soliloquy is where a character speaks to himself or herself or to the audience rather than to the other characters - How to annotate in detail 	<ul style="list-style-type: none"> Class discussion Annotation of text Response to questions Exit quiz 	<ul style="list-style-type: none"> Lesson 13 PowerPoint Copies of A Midsummer Night's Dream and/or Act 2 Scene 1 extract
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources



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<p>14.</p>	<p>What have we learnt about the play so far?</p>	<p>This lesson is designed to help pupils retrieve key information about the context and the play itself.</p> <p>Give pupils three minutes to write down everything they know about Shakespeare and the play so far (context facts, character names, settings etc)</p> <p>After the three minutes, give them one minute to look back through their books at the work they have completed so far. In another colour pupils then have one more minute to add any more details. Select some pupils to share some of the points they have written down, pupils can add these to their list using the different coloured pen.</p> <p>Pupils complete fortnightly quiz- there are ten multiple choice questions and you should set a time limit of no more than 15 minutes for pupils to complete.</p> <p>Go through answers with the class, asking them to self mark.</p> <p>There are 'reteach' sheets available for pupils. These look at particular questions, give pupils key information and ask them to try answering the question again. There is an extension question for pupils who got all of these questions correct.</p> <p>Use the information from these quizzes to guide your next set of lessons by reteaching</p>		<p>Retrieval quiz</p> <p>Pupils' responses to feedback</p>	<p>Lesson 14 PowerPoint</p> <p>Retrieval quiz</p> <p>Reteach guides</p>
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		<p>any necessary information or by having key questions as retrieval activities to secure pupils' knowledge.</p> <p>Give whole class feedback on the annotations and questions pupils completed in the previous lesson. Depending on the feedback you will then:</p> <ul style="list-style-type: none"> • Give a detailed model of an effective annotation/answer • Give pupils correction tasks to complete • Give pupils points for improvement and ask them to add to their response • Ask pupils to extend or rewrite their response based on your feedback 			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
15.	What do we learn about the love potion?	<p>Do Now: Explain why Oberon and Titania are in conflict. Challenge- How is Oberon and Titania's conflict similar or different to the conflict between Hermia and her father?</p> <p>Recap the characters of Oberon and Titania and then introduce Puck.</p> <p>Explain Oberon's plan and how Puck will help him. Read the next part of Act 2, Scene 1 or use the extract about the love in idleness flower.</p> <p>Pupils complete comprehension questions on the extract. This can be done verbally or written in books.</p>	<p>- Puck is Oberon's assistant and is naughty and mischievous</p> <p>- Oberon asks Puck to fetch a magic flower</p> <p>- The magic flower is used to create a powerful love potion which makes people fall in love with the first thing they see</p>	<p>Class discussion</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 15 PowerPoint</p> <p>A Midsummer Night's Dream script and/or extracts from Act 2, Scene 1</p>

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		<p>Look at the extract of Oberon's plan and answer the comprehension questions. This can be done verbally or written in books.</p> <p>Exit quiz- this has been left blank for you to adapt to knowledge that your class needs to consolidate.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
16.	How does Oberon's description of the love potion affect our understanding?	<p>Do Now: What is Oberon's plan to get his revenge on Titania?</p> <p>Explain that we will be looking at how Oberon's description affects our understanding of the love potion. Re-read the extract starting "Yet mark'd I where the bolt of Cupid fell."</p> <p>Look in detail at the quote 'Before, milk wite: now purple with love's wound.' Model annotating the quote, using the questions as a guide. Model/scaffold further as needed but allow for some independent analysis of the quote.</p> <p>Look at creating topic sentences in response to a question. Remind pupils of the features of topic sentences. Talk through some examples of topic sentences and why they are or are not correct topic sentences.</p> <p>Pupils complete quotation hunter sheets to keep track of key quotations from the play.</p>	<p>- Puck is Oberon's assistant and is naughty and mischievous</p> <p>- Oberon asks Puck to fetch a magic flower</p> <p>- The magic flower is used to create a powerful love potion which makes people fall in love with the first thing they see</p>	<p>Class discussion</p> <p>Extended response to question</p> <p>Quotation analysis</p> <p>Exit quiz</p>	<p>Lesson 16 PowerPoint</p> <p>A Midsummer Night's Dream script and/or extracts from Act 2, Scene 1 (from previous lesson)</p> <p>Quotation Hunter sheets</p>

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		<p>They should also add to their timeline.</p> <p>Using these details, write a minimum of two paragraphs in response to the question: 'How does the love potion come across in Oberon's description?'</p> <p>Pupils complete exit quiz.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
17.	How does Demetrius feel about Helena?	<p>Do Now: Explain Oberon's plan using the images on the PowerPoint.</p> <p>Introduce pupils to the character of Helena and explain that we will be looking at her character in more detail today.</p> <p>Recap on who loves whom at this point in the play. Pupils complete a quick task answering the question: How could Oberon's love potion help to solve the conflict between the lovers? in full sentences.</p> <p>Introduce the term 'unrequited', giving examples of it used in a sentence. Once pupils are secure with the term, ask them to explain who else we have seen in the play whose love is unrequited.</p> <p>Re-read final part of Act 2, Scene 1 from Demetrius and Helena's entrance- either from the play script or use the extract provided in the lesson resources.</p>	<ul style="list-style-type: none"> - Helena is in love with Demetrius - Helena tells Demetrius about Lysander and Hermia's plan to leave Athens - Demetrius chases Hermia into the forest - Helena chases Demetrius into the forest - Demetrius is malicious to Helena 	<p>Class discussion</p> <p>Extended response to question</p> <p>Quotation analysis</p> <p>Exit quiz</p>	<p>Lesson 17 PowerPoint</p> <p>A Midsummer Night's Dream script and/or extract from Act 2, Scene 1</p>

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		<p>Guide pupils through analysing the quote 'I am sick when I do look on thee.'</p> <p>Pupils then complete two quotation hunter sheets- the first for the quote 'I am sick when I do look on thee.' and one for their own choice of quote from the scene.</p> <p>Using the information on their quotation hunter sheets and the class discussions, pupils answer the lesson question.</p> <p>Exit quiz.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
18.	What is the impact of the love potion?	<p>Do Now: Oberon was listening in to the conversation between Helena and Demetrius. In your own words, explain what he would have heard them say to each other. Pupils can use sentence starters to help if needed.</p> <p>Recap on Oberon's plan to help Helena using the love potion. Pupils THINK-PAIR-SHARE, questions about the plan. Use probing questions to explore pupils' ideas and opinions.</p> <p>Read the first part of Act 2, Scene up to the point where Puck puts the love potion on Lysander's eyes by mistake.</p> <p>Explain that Puck has made a mistake, what do they think will happen next?</p>	<ul style="list-style-type: none"> - Oberon commands Puck to use the love potion on Demetrius - Puck accidentally uses the love potion on Lysander - Lysander is now in love with Helena - Helena assumes that Lysander is mocking her 	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning question</p>	<p>Lesson 18 PowerPoint</p> <p>Copies of A Midsummer Night's Dream and/or extract from Act 2, Scene 2</p>

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		<p>Read the next part of Act 2, Scene 2 or use the extract.</p> <p>Pupils answer comprehension questions on this part of the text. This can be done verbally or written in their books.</p> <p>Introduce key vocabulary 'to mock'. Show examples of the different variants used in a sentence. Ask pupils to discuss why Helena is so sure that Lysander is mocking her.</p> <p>Review the learning question: What is the impact of the love potion? Ask pupils to write down their initial responses to the question- how has the love potion impacted the lives of the 4 lovers so far?</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
19.	How does Shakespeare show Helena's feelings towards Lysander?	<p>Do Now: Quick quiz- this has been left blank for you to adapt to the key knowledge your class needs to consolidate.</p> <p>Recap on how the love potion has been used incorrectly, resulting in Lysander now being in love with Helena.</p> <p>Explain that today we will be working on our analytical paragraphs and how to use our quotations correctly.</p> <p>Work through examples of ways in which to use a quotation to support a topic sentence- showing good and bad examples.</p>	<ul style="list-style-type: none"> - Oberon commands Puck to use the love potion on Demetrius - Puck accidentally uses the love potion on Lysander - Lysander is now in love with Helena - Helena assumes that Lysander is mocking her - How to select the best quotations 	<p>Class discussion</p> <p>Extended response to learning question</p> <p>Exit quiz</p>	<p>Lesson 19 PowerPoint</p> <p>Copies of A Midsummer Night' Dream and/or Act 2, Scene 2 extract</p>

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		<p>Pupils apply this knowledge to respond to the question: How does Shakespeare show Helena’s feelings towards Lysander in this scene?</p> <p>You can give pupils further scaffolding if required by giving them topic sentences.</p> <p>Pupils use the self check to ensure that basic errors are addressed.</p> <p>Exit quiz- this has been left blank for you to adapt to the needs of your class.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
20.	Is the love potion a force for good or bad?	<p>This activity could be used as a mid unit assessment to support your assessment of pupils for their end of year report. If used for this purpose please consider carefully how much teacher input and support you give as you want to be able to judge how successful pupils were in independently completing the task.</p> <p>The accompanying PowerPoint treats this as an independent assessment. If you prefer to use it as a teaching activity then you will need to adapt accordingly.</p> <p>Do Now: Quick quiz- this has been left blank for you to adapt to the knowledge your class needs to consolidate.</p> <p>Recap on the love potion and how it has been</p>	<ul style="list-style-type: none"> - How to annotate in detail - How to select the best quotations - How to create analytical paragraphs 	<p>Quick quiz starter</p> <p>Response to the key question- independent extended response.</p> <p>Exit quiz</p>	<p>Lesson 20 PowerPoint</p> <p>Copies of A Midsummer Night’s Dream and/or extracts from Act 2, Scenes 1 and 2</p>

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		<p>used so far in the play.</p> <p>Introduce the task: Is the love potion a force for good or bad? Remind pupils of how to create effective topic sentences and how to use well selected quotations.</p> <p>Pupils complete the assessment in timed conditions, working independently and silently.</p> <p>Exit quiz- this has been left blank for you to adapt to your class.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
21-24.	Buffer Week- use this week to reteach key knowledge and concepts or to 'catch-up' if lessons have overrun. You may also wish to allow pupils more time to complete the assessment task in lesson 20. If you are up to date and pupils are secure in what has been taught so far, you can use this week to introduce pupils to some of Shakespeare's poetry or to work on key skills as required.				
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
25.	Is the love potion a force for good or bad?	<p>Quick Quiz- this has been left blank for you to add retrieval questions on key knowledge that your pupils need to consolidate.</p> <p>Briefly outline the plot of the next part of the play, pose comprehension questions as you go (these can be answered orally or written in pupils' books)</p> <p>Pupils should add to the timeline of the play that they created in an earlier lesson. If possible you should add this information to</p>	<ul style="list-style-type: none"> - Oberon discovers the mistake Puck has made with the love potion - Oberon makes Demetrius fall in love with Helena - Both Demetrius and Lysander are in love with Helena - Helena feels she is being mocked by Demetrius and 	<p>Quick quiz starter</p> <p>Comprehension questions</p> <p>Pupil discussions</p> <p>Exit quiz</p>	<p>Lesson 25 PowerPoint</p> <p>Plot summary Part 6</p>

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		<p>your working wall as well to help pupils keep track of events and characters.</p> <p>Ask pupils to discuss which characters have been affected by the love potion and whether this has been a good or bad thing for them.</p> <p>Exit Quiz- This has been left blank for you to adapt to your class and the key knowledge they need to consolidate.</p>	<p>Lysander - Demetrius falls out of love with Hermia and in love with Helena</p>		
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
26.	How does Shakespeare make Act 3, Scene 1 comical?	<p>Do Now: Quick quiz to recap on the play the mechanicals are performing.</p> <p>Read the opening of Act 3, Scene 1 up to "I'll meet thee, Pyramus, at Ninny's tomb"</p> <p>Discuss with pupils the changes the mechanicals want to make to the play- why do they want to make them? What will this result in? (The changes are in part because they are worried about causing offence but also because they think the audience is too stupid or that their acting will be so good that the audience won't know that they are just acting. The irony here is that their audience is much smarter than them and they are terrible actors!)</p> <p>Read the next part of Act 3, Scene 1, looking at the change of Bottom into the donkey.</p> <p>Watch the video clip from the movie version</p>	<p>- The mechanicals continue their play rehearsal - Several changes are suggested</p>	<p>Quick quiz</p> <p>Pupil discussions</p> <p>Response to lesson question</p> <p>Exit quiz</p>	<p>Lesson 26 PowerPoint</p> <p>Copies of A Midsummer Night's Dream</p>

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		<p>of the play when Bottom turns into a donkey. Introduce the term 'dramatic irony' and ask pupils to discuss why this particular scene would be funny for the audience.</p> <p>Pupils answer the question: "How does Shakespeare make Act 3, Scene 1 comical?"</p> <p>Exit quiz- this has been left blank for you to adapt to your class.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
27.	What have we learnt about the play so far?	<p>This lesson is designed to help pupils retrieve key information about the context and the play itself.</p> <p>Give pupils three minutes to write down everything they know about Shakespeare and the play so far (context facts, character names, settings etc)</p> <p>After the three minutes, give them one minute to look back through their books at the work they have completed so far. In another colour pupils then have one more minute to add any more details. Select some pupils to share some of the points they have written down, pupils can add these to their list using the different coloured pen.</p> <p>Pupils complete fortnightly quiz- there are ten multiple choice questions and you should set a time limit of no more than 15 minutes for</p>	<p>Oberon discovers the mistake Puck has made with the love potion</p> <ul style="list-style-type: none"> - Oberon makes Demetrius fall in love with Helena - Both Demetrius and Lysander are in love with Helena - Helena feels she is being mocked by Demetrius and Lysander - Demetrius falls out of love with Hermia and in love with Helena 	<p>Retrieval quiz</p> <p>Pupils' responses to feedback</p>	<p>Lesson 27 PowerPoint</p> <p>Retrieval quiz</p> <p>Reteach guides</p>

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		<p>pupils to complete.</p> <p>Go through answers with the class, asking them to self mark.</p> <p>There are 'reteach' sheets available for pupils. These look at particular questions, give pupils key information and ask them to try answering the question again. There is an extension question for pupils who got all of these questions correct.</p> <p>Use the information from these quizzes to guide your next set of lessons by reteaching any necessary information or by having key questions as retrieval activities to secure pupils' knowledge.</p> <p>Give whole class feedback on the mini assessment pupils completed before half term. Depending on the feedback you will then:</p> <ul style="list-style-type: none"> • Give a detailed model of an effective annotation/answer • Give pupils correction tasks to complete • Give pupils points for improvement and ask them to add to their response • Ask pupils to extend or rewrite their response based on your feedback 			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
28.	How does Shakespeare make Act 3, Scene 1	<p>Do Now: In 50 words or fewer, explain how the images are related</p> <p>Flashback to quotation from Act 2, Scene 1-</p>	- Titania falls under the influence of the love potion		Lesson 28 PowerPoint Copies of A Midsummer

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	comical?	<p>Oberon's plan for Titania. What do the pupils think Titania might fall in love with? Why does Oberon want Titania to fall in love with something so hideous?</p> <p>Read the next part of Act 3, Scene 1 (or just the focused extract if you prefer) and ask pupils to answer the comprehension questions.</p> <p>Complete the quotation hunter document for the quotation 'Thou are as wise as thou art beautiful'</p> <p>Exit quiz- this has been left blank for you to adapt to your class.</p>	<ul style="list-style-type: none"> - Puck transforms Bottom's head into a donkey's head - Titania falls in love with Bottom - Oberon has used the love potion to make Titania look absurd 		<p>Night's Dream and/or Act 3, Scene 1 extract</p> <p>Quotation Hunter document</p>
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
29.	How does the conflict between the lovers develop?	<p>Do Now: Using the diagram pupils write a summary of the current situation between the lovers in 5-7 sentences.</p> <p>Recap the current situation with pupils.</p> <p>Read Act 3, Scene 2 up to "And those things do best please me That befall preposterously"</p> <p>Look at Oberon's response to Puck when he finds out the mistake he has made and the solution he offers to the problem.</p> <p>Pupils answer comprehension questions either verbally or written in their books.</p>	<ul style="list-style-type: none"> -Oberon discovers the mistake Puck has made with the love potion - Oberon makes Demetrius fall in love with Helena -Both Demetrius and Lysander are in love with Helena -Helena feels she is being mocked by Demetrius and Lysander -Demetrius falls out of love with Hermia and in love with Helena 	<p>Pupil discussions</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 29 PowerPoint</p> <p>Copies of A Midsummer Night's Dream</p>

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		Pupils complete exit quiz- this has been left blank for you to adapt to the needs of your class.			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
30.	How does the conflict between the lovers develop?	<p>Do Now: Using the diagram pupils write a summary of the current situation between the lovers in 5-7 sentences.</p> <p>Update the pupils on the complication due to Oberon's decision to put the love potion on Demetrius' eyes as well.</p> <p>Read the next part of Act 3, Scene 2 upto "Look, where thy love comes. Yonder is thy dear." or use the extract sheet. Pupils then find a quotation to demonstrate each point on the slides.</p> <p>Independently, pupils complete comprehension tasks by writing in full sentences in their books.</p> <p>Pupils complete quotation hunter sheet, looking at Helena's feelings on the situation.</p> <p>Pupils complete exit quiz- this has been left blank for you to adapt for your class.</p>	<p>-Oberon discovers the mistake Puck has made with the love potion</p> <p>- Oberon makes Demetrius fall in love with Helena</p> <p>- Both Demetrius and Lysander are in love with Helena</p> <p>-Helena feels she is being mocked by Demetrius and Lysander</p> <p>- Demetrius falls out of love with Hermia and in love with Helena</p>	<p>Pupil discussions</p> <p>Comprehension questions</p> <p>Quotation hunter sheet</p> <p>Exit quiz</p>	<p>Lesson 30 PowerPoint</p> <p>A Midsummer Night's Dream script and/or scene extract</p> <p>Quotation Hunter sheet</p>
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
31.	How has the love	Do Now: Imagine you are Hermia. Write	- Hermia and Helena	Pupil discussions	Lesson 31 PowerPoint

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	<p>potion created chaos in the play so far?</p>	<p>down what you are thinking and feeling at the moment. Remember you have been abandoned by the man you ran away from home for.</p> <p>Update the pupils on the complication due to Oberon's decision to put the love potion on Demetrius' eyes as well.</p> <p>Read the next part of Act 3, Scene 2 till "I am amazed and know not what to say!"</p> <p>Show pupils the topic sentences and matching quotations. Pupils discuss which quotation goes with which topic sentence and why. If you prefer, print off this slide and pupils can draw arrows on the paper. Discuss with pupils the quotations they have chosen and why this is the most appropriate quotation to choose.</p> <p>Share vocabulary 'chaos' with the pupils and go through examples of it used in sentences. Ask pupils to complete the task to list at least three ways in which the love potion has caused chaos in the play so far.</p> <p>Pupils complete quotation hunter sheet, looking at Hermia's feelings on the situation.</p> <p>Pupils complete exit quiz.</p>	<p>are in conflict</p> <ul style="list-style-type: none"> - Hermia thinks Helena has stolen Lysander away from her - Hermia and Helena are cruel and vicious to each other - Their relationship has completely deteriorated - The love potion has caused confusion, chaos and conflict 	<p>Comprehension questions</p> <p>Quotation hunter sheet</p> <p>Exit quiz</p>	<p>Quotation Hunter sheet</p> <p>Copies of A Midsummer Night's Dream and/or Act 3 Scene 2 extract</p>
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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
32.	How is the chaos of the play resolved?	<p>Do Now: Which characters are in conflict with each other and why? Introduce the vocabulary term 'to resolve' and go through examples where the term is used accurately. If needed, pupils can write their own sentences using the term correctly.</p> <p>Read the next part of Act 3 Scene 2 From "This is thy negligence..." upto "Here comes one"</p> <p>Pupils answer comprehension questions either verbally or written in their books.</p> <p>Look at Puck's reference to Oberon as King of Shadows- what does this tell us about the character of Oberon?</p> <p>Teacher notes: The use of the word 'King' is important- it shows that he has a high social status, he is royal. Shadows has a double meaning- when people hide in the shadows they are being secretive, underhand, out of sight, Oberon is hidden (he is definitely unseen by humans)- this might imply that what Oberon does is underhand or malicious. It also suggests that he has power over the shadows so is able to control things that are unseen. Shadows are also an impression of something although they often appear different. This is why so many directors choose to have the same actors play the roles</p>	<ul style="list-style-type: none"> - Oberon wants to resolve every conflict and restore order - The only person who is left under the influence of the love potion is Demetrius - Demetrius professes his love for Helena and no longer wishes to marry Hermia - Against Egeus's wishes, King Theseus decides not to punish the lovers and allows them to marry who they want 	<p>Pupil discussions</p> <p>Comprehension questions</p> <p>Exit quiz</p>	<p>Lesson 32 PowerPoint</p> <p>Copies of A Midsummer Night's Dream</p>



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	<p>of Theseus and Hippolyta and Oberon and Titania- Oberon and Titania are shadows of Theseus and Hippolyta- similar but different- they both have an underlying conflict but Titania is much bolder and forthright than Hippolyta. Oberon and Theseus both want their women to give in to what they want but Oberon does this through trickery where as Theseus assumes that Hippolyta will just comply.</p> <p>Shakespeare was also known by the nickname King of Shadows- the idea being that he was able to manipulate the thoughts and feelings of his audience through his characters and plays from the shadows (behind the scenes) His choice to use this nickname is often believed to suggest that Shakespeare saw himself as being like Oberon.</p> <p>Recap Oberon's plan from the part of the scene you have just read with pupils. Pupils complete the task explaining how Oberon's plan will resolve the conflict created by the love potion.</p> <p>Read the next final part of Act 3, Scene 2. Pupils answer the comprehension questions either verbally or in their exercise books.</p> <p>Pupils complete exit quiz- this has been left blank for you to adapt for your class.</p>			
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	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
33.	How is the chaos of the play resolved?	<p>Do Now: How does Oberon intend to resolve the different conflicts in the play?</p> <p>Read the first part of Act 4, Scene 1 up to "With these mortals on the ground."</p> <p>Pupils answer comprehension questions either verbally or in their books.</p> <p>Read the next part of Act 4, Scene 1 to the end. Pupils answer comprehension questions either verbally or in their books.</p> <p>Pupils complete quotation hunter for quote: "My love to Hermia/Melted as the snow"</p> <p>Share with pupils two views on the resolution to the lovers' conflict. Give pupils time to consider which of these statements they agree with and why. Pupils then discuss in pairs. Select some pairs to share their thinking and create a list of reasons for agreeing/disagreeing with each statement on the board.</p> <p>Pupils complete an independent task explaining which statement they agree with and why. (You should model how to begin writing a response to this question)</p> <p>Pupils self check response once finished.</p>	<ul style="list-style-type: none"> - Oberon wants to resolve every conflict and restore order - The only person who is left under the influence of the love potion is Demetrius - Demetrius professes his love for Helena and no longer wishes to marry Hermia - Against Egeus's wishes, King Theseus decides not to punish the lovers and allows them to marry who they want 	<p>Pupil discussions</p> <p>Comprehension questions</p> <p>Independent Task</p> <p>Exit quiz</p>	<p>Lesson 33 PowerPoint</p> <p>Copies of A Midsummer Night's Dream or Act 4, Scene 1 extract</p> <p>Quotation Hunter sheet</p>

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		Exit quiz.			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
34.	What have we learnt about the play so far?	<p>This lesson is designed to help pupils retrieve key information about the context and the play itself.</p> <p>Give pupils three minutes to write down everything they know about Shakespeare and the play so far (context facts, character names, settings etc)</p> <p>After the three minutes, give them one minute to look back through their books at the work they have completed so far. In another colour pupils then have one more minute to add any more details. Select some pupils to share some of the points they have written down, pupils can add these to their list using the different coloured pen.</p> <p>Pupils complete fortnightly quiz- there are ten multiple choice questions and you should set a time limit of no more than 10 minutes for pupils to complete.</p> <p>Go through answers with the class, asking them to self mark.</p> <p>There are 'reteach' sheets available for pupils. These look at particular questions, give pupils key information and ask them to try answering the question again. There is an</p>	<ul style="list-style-type: none"> - The love potion has caused confusion, chaos and conflict - Oberon has worked to resolve this confusion - Titania fell in love with Bottom whilst under the influence of the love potion - Oberon has released Titania now after she gave the changeling boy to her - The only person who is left under the influence of the love potion is Demetrius - Demetrius professes his love for Helena and no longer wishes to marry Hermia - Against Egeus's wishes, King Theseus decides not to punish the lovers and allows them to marry who they want 	<p>Retrieval quiz</p> <p>Pupils response to feedback</p>	<p>Lesson 34 PowerPoint</p> <p>Retrieval quiz</p> <p>Reteach guides</p>

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		<p>extension question for pupils who got all of these questions correct.</p> <p>Use the information from these quizzes to guide your next set of lessons by reteaching any necessary information or by having key questions as retrieval activities to secure pupils' knowledge.</p> <p>Give whole class feedback on the detailed response pupils were asked to write in the previous lesson. Depending on the feedback you will then:</p> <ul style="list-style-type: none"> • Give a detailed model of an effective answer • Give pupils correction tasks to complete • Give pupils points for improvement and ask them to add to their response • Ask pupils to extend or rewrite their response based on your feedback 			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
35.	How is the theme of dreams develop across the play?	<p>Do Now: What's the strangest dream you have ever had?</p> <p>Discuss with pupils the idea of dreams, why we have them and what they could possibly show about us.</p> <p>In what ways is the play like a dream? Pupils discuss with their partner before feeding back to the class. Encourage them to think about how the setting may be dream-like and how</p>	<ul style="list-style-type: none"> - Dreams are a central theme to the play - Several of the main characters act in a dreamlike manner and believe what has happened to them what 	<p>Pupil discussions</p> <p>Extended response/language analysis</p> <p>Exit quiz</p>	<p>Lesson 35 PowerPoint</p> <p>Quotation help sheet (this is slide 4 which is hidden when presented but can be printed out for pupils who may need extra help)</p> <p>Copies of Bottom's Speech</p>



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	<p>the characters look and behave which may be similar to dreams we have.</p> <p>Look at some of the things the lovers say in Act 4, Scene 1 when they are discussing whether or not their memories of the night before are actually dreams or not. Pupils answer comprehension questions. There is a help sheet available- this is slide 4 which is hidden when presenting. This can be printed out for pupils if needed.</p> <p>Watch clip of when Bottom wakes up after Titania has left. How is Bottom feeling at this point?</p> <p>Look at Bottom's speech from the end of Act 4, Scene 1. Pupils highlight the different techniques used to help convey Bottom's feelings at this point in the play. A teacher's annotated copy has been provided to support you in recognising the different techniques and their impact.</p> <p>Pupils answer the question: How do the different language techniques convey Bottom's feelings in this speech? They should use the provided sentence starters if required.</p> <p>Exit quiz- this has been left blank for you to adapt to your class and the knowledge they need to consolidate.</p>	<p>simply a dream</p> <ul style="list-style-type: none"> - Several features of the play are designed to mimic a dream like state 		<p>Annotated teacher version of the speech</p>	
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources

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36.	Is the love potion a good or bad thing?	<p>Do Now: Complete cloze activity in summary of Act 4, Scene 1. Alternatively, ask pupils to write a summary for Act 4, Scene 1 using the keywords provided.</p> <p>Recap on the details of the love potion. Explain that this week we will be planning our final assessment so will need to look in detail at the love potion.</p> <p>Pupils read each statement and discuss whether or not it shows the love potion to be a good or bad thing. Discuss as a class, selecting pupils to share their ideas. Record reasons in a table under the correct headings.</p> <p>Pupils then pick one reason from either column and explain in detail why they decided that this showed the love potion to be a good/bad thing. Model this process using the example provided.</p> <p>Having looked through pupils' work as they write, select a few pupils to share their explanations. Provide feedback and ask other pupils to comment on what is successful and what could be improved.</p> <p>Exit quiz- this has been left blank for you to adapt for your class.</p>	<ul style="list-style-type: none"> - That the love potion can be viewed as both negative and positive. - That the love potion is positive because: it enables Hermia and Lysander to marry and avoid execution; the story ends happily; Helena gets to marry Demetrius; it adds to the entertainment of the story. - That the love potion is negative because: it causes Helena and Hermia to quarrel; Demetrius only loves Helena because of the potion; it causes conflict and chaos; it is dangerous. 	<p>Pupil discussions</p> <p>Explanations for statements</p> <p>Exit quiz</p>	<p>Lesson 36 PowerPoint</p> <p>Cloze exercise (if using)</p>
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
37.	Is the love potion a good or bad thing?	<p>Do Now: Pupils sort the words into two categories- those which are positive and those</p>	<ul style="list-style-type: none"> - Each paragraph of the essay should be on a 	<p>Pupil discussions</p>	<p>Lesson 37 PowerPoint</p>

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		<p>which are negative.</p> <p>Introduce the assessment question to pupils and explain that over the next few lessons we will be looking at how the assessment is structured and how to provide an effective response.</p> <p>Direct pupils towards their Quotation Hunter sheets. These can be used to help them in choosing effective quotations and making detailed analysis of the impact these have on the audience. They may want to spend some time ensuring that these are completed fully and are organised so they can find them easily when they write their assessment.</p> <p>Give pupils a copy of the assessment task and explain that we will go through it section by section so they know how it is laid out and what is expected of them.</p> <p>Pupils then have a go at writing an analytical paragraph using a different question. They should use the guide on the board to help them structure a paragraph successfully.</p> <p>Exit quiz- this has been left blank for you to adapt to the needs of your class.</p>	<p>separate topic</p> <ul style="list-style-type: none"> - Each paragraph should be well structured - The best paragraphs are clear and have a lot of detail - The best responses have quality and quantity 	<p>Practice paragraph</p> <p>Exit quiz</p>	<p>Assessment paper</p>
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
38.	Is the love potion a good or bad thing?	Do Now: How would the different characters feel about the love potion and its effects?	- Each paragraph of the essay should be on a separate topic	<p>Pupil discussions</p> <p>Practice task</p>	<p>Lesson 38 PowerPoint</p> <p>Example paragraphs</p>

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		<p>Give pupils time to complete the practice task from last lesson or review and edit as necessary. Recap the outline of an effective analytical paragraph structure.</p> <p>Look at two paragraphs written in response to the assessment question. Using the paragraph structure outline, pupils discuss what is good about each paragraph and how they could be improved. Listen in to pupil discussions and then widen them out into a whole class discussion, picking out examples of good analysis and where and how the paragraphs could be improved.</p> <p>Return to pupils' practice task response. Using the paragraph structure and what they have discussed about the example paragraphs, pupils add further detail to their own paragraph.</p> <p>Pupils complete exit quiz.</p>	<ul style="list-style-type: none"> - Each paragraph should be well structured - The best paragraphs are clear and have a lot of detail - The best responses have quality and quantity 	Exit quiz	(print slide 5 for pupils to use if required)
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
39.	Is the love potion a good or bad thing?	<p>Do Now: Write one sentence that gives general information about Shakespeare's A Midsummer Night's Dream.</p> <p>Recap with pupils the assessment they will be completing in tomorrow's lesson. Explain that today we will be looking at writing effective introductions and conclusions.</p>	<ul style="list-style-type: none"> - How to structure an introduction - How to redraft and edit - How to structure a conclusion 	<p>Practice introduction and conclusion</p> <p>Exit quiz</p>	Lesson 39 PowerPoint

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Scheme of Work

		<p>Go through the steps of an effective introduction. Pupils then attempt to write an introduction using the sentence starter provided. You may prefer to complete this as a modelled/shared writing piece instead. Circulate the room, looking for good examples. Share some of these with the class and invite feedback from pupils.</p> <p>Repeat the above with the conclusion.</p> <p>Remind pupils of the assessment and what they will need. Ask pupils if they have any questions. Give pupils any remaining time to update their quotation hunter sheets, timeline, select quotes etc.</p> <p>Exit quiz- this has been left blank for you to adapt to the needs of your class.</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
40.	Is the love potion a good or bad thing?	<p>Pupils complete their assessment during this lesson.</p> <p>This must be completed independently and within the lesson- unless a pupil has a SEND need that requires additional time, pupils should have no longer than one lesson to complete the task.</p>	<ul style="list-style-type: none"> - Each paragraph of the essay should be on a separate topic - Each paragraph should be well structured - The best paragraphs are clear and have a lot of detail - The best responses have quality and quantity- How to structure an 	Assessment task	<p>Lesson 40 PowerPoint</p> <p>Assessment task sheet</p>

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Scheme of Work

			introduction - How to redraft and edit - How to structure a conclusion		
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
41.	How is comedy included in Act 5, Scene 1?	<p>Do Now: Recall the changes that the mechanicals want to make to the play of Pyramus and Thisbe (A prologue that explains that they are all actors and no-one really dies, that the lion is not a real lion, have an actor to represent the wall and one to represent moonshine)</p> <p>Provide the summary of Act 5, Scene 1. Read through the first part of the scene (up to where all the characters leave before the fairies enter- this is quite a long section so you may wish to break this up further and ensure pupils understand what is happening) Ask them to be looking for the ways in which Shakespeare tries to get the audience (both the fictional one of Theseus, Hippolyta and the four lovers and the real ones watching the play)</p> <p>Pupils look back through this part of the scene and make notes on how Shakespeare tries to make the audience laugh through the characters (Bottom's over acting, the noble characters comments about the acting/play) the events (the wall on stage, the mispronunciation of words), the language</p>	<ul style="list-style-type: none"> - Shakespeare uses a concept known as a play within a play to provide humour - The mechanicals perform badly but the noble character enjoy the comedy of it all - The characters are moved by Flute's final speech as Thisbe as she comments on the importance of true love 	<p>Pupil discussions</p> <p>Notes on Act 5, Scene 1</p> <p>Exit quiz questions</p>	<p>Lesson 41 PowerPoint</p> <p>Copies of A Midsummer Night's Dream</p>

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Scheme of Work

		<p>(Bottom's misused words, examples of puns) The stagecraft- (the choice of showing a play within a play- an unprofessional performance put on in such a grand and important place as Theseus' palace)</p> <p>Exit quiz: Pupils create their own set of questions for their partner based on A Midsummer Night's Dream</p>			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
42.	Is the ending of the play an effective conclusion?	<p>Do Now: Pupils recap on the events of the play 'Pyramus and Thisbe'</p> <p>Summarise final part of the play. Read the rest of Act 5, Scene 1 from Puck's entrance to the end.</p> <p>Discuss how Shakespeare draws the play to an end. Pupils look back through the scene to find examples where Shakespeare provides an effective ending which the audience will enjoy.</p> <p>Pupils answer the lesson question, explaining why they think it is or isn't an effective ending to the play. Select some pupils to share their ideas and discuss the differing opinions.</p> <p>You may want to extend the discussion to what they have learnt about reading a play/studying Shakespeare etc. What they have/haven't enjoyed about the play. What have they learnt this year whilst studying Shakespeare that they can use next year</p>	<p>-Shakespeare ensures there is a happy ending for the central characters of the play</p> <p>-The ending provides a resolution to all the conflict</p> <p>-Puck breaks the 'fourth wall' to speak directly to the audience, inviting them to show appreciation for the actors and the play</p>	<p>Pupil discussions</p> <p>Answer to lesson question</p> <p>Exit quiz responses</p>	<p>Lesson 42 PowerPoint</p> <p>Copies of a Midsummer Night's Dream</p>

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Scheme of Work

		when reading Macbeth? Exit quiz: Pupils create their own set of questions for their partner based on A Midsummer Night's Dream			
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
43-46	Buffer Week - use this week to reteach key knowledge and concepts or to 'catch-up' if lessons have overrun. If you are up to date and pupils are secure in what has been taught so far, you can use this week to improve pupils' assessment piece or introduce pupils to some of Shakespeare's poetry or to work on key skills as required.				
	Learning Question	Suggested Activities	Key knowledge	Assessment	Resources
47-50	This will be the final week of term and is likely to be disrupted due to school events. These final lessons could be used to look at some of Shakespeare's poetry or to watch a stage or film version of A Midsummer Night's Dream.				