

Curriculum Sequencing Overview Year 9 Unit 2 Othello

Unit 2 – Macbeth (Part 2)							
Week	7	8	9	10	11	12	Easter
Date w/b	20 th February	27 th February	6 th March	13 th March	20 th March	27 th March	3 rd of April
Home Learning	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term and bring it to the first lesson back after half term: Stretch Tasks: <ul style="list-style-type: none"> Choose a character from Othello and write a dramatic monologue from the perspective of that character Choose a scene from Othello and re-write it in prose, making deliberate choices as a writer to develop character and create atmosphere Read this article on Critical Approaches to Othello then bullet point the key ideas for each approach and write a paragraph explaining which interpretation you agree with most and why: https://www.bl.uk/shakespeare/articles/critical-approaches-to-othello/. To support you with the challenging academic language, use https://rewordify.com/ to simplify each paragraph and give you definitions for challenging vocabulary Read this article on Key Features of Renaissance culture. Create a mind map or table showing how ‘Othello’ reflects Renaissance culture. https://www.bl.uk/shakespeare/articles/key-features-of-renaissance-culture. To support you with the challenging academic language, use https://rewordify.com/ to simplify each paragraph and give you definitions for challenging vocabulary Listen to this podcast from the Folger Shakespeare library on Race in Shakespeare: https://www.folger.edu/shakespeare-unlimited/black-shakespeare-smith. Then choose one of the following tasks: write a summary of the key ideas or create a leaflet that presents the key ideas. 						
KO Sections	Section 2 1-11	Section 1 8-11	Section 1 1-11	Whole KO revision	Whole KO revision	Whole KO revision	Whole KO revision
Key dates	Year 11 Mock Exams (2)	Year 11 Mock Exams (2)		Year 9 KA (in a Bedrock lesson). Year 10 assessment week	Year 10 predicted data and ATL due	Unit 3 KA data due Year 10 progress report 2	Easter Holidays
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What is a theme in literature? How do we plan write like literary critics?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices about character, plot and setting in order to explore themes Theme is an idea or message that is continually linked back to throughout a text Select relevant and concise quotations from a text to support points 						
Lesson topics sequence	<ul style="list-style-type: none"> First lesson back: stretch task review. All pupils put stretch tasks on table and pupils read 2-3 other pupils stretch tasks and give positive feedback, then teacher collects in to check Pg 31-32: Recap, Othello as tragic hero and academic voice Pg 33-34: creative writing, character development: using show not tell for character description and flashback for character development using character from Othello 	<ul style="list-style-type: none"> Pg 35-38: Gender theory explores a text through the lens of gender stereotypes. Looking at a text through gender theory means looking at how plot, theme and/or character attempt to change gender norms Pg 39-41: Soliloquy and the impact on characterisation and dramatic irony 	<ul style="list-style-type: none"> Pg 42-45: iambic pentameter is made up of 5 stressed and 5 unstressed syllables Shakespeare uses blank/prose to alert the audience to shifts in Othello’s mental state and status throughout the play. Pg 46-47: Opinion debate 	<ul style="list-style-type: none"> Pg 48: Develop a thesis statement that is an ‘anchoring idea’ for your essay – this creates an introduction for an extended written analysis. Pg 49-51: planning essay and writing first draft 	<ul style="list-style-type: none"> Pg 52-27: Staging decisions Second draft of essay 	Pg 58-60: Creative and persuasive responses to text: - Use pathetic fallacy to create a specific mood or atmosphere - Create metaphors and similes - Use prepositions to create a clear sense of place - Use a wide-range of tier two and tier three words that are chosen deliberately to enrich the creation of place and/or character - Use noun-phrases to build a sense of character - Show don’t tell through a range of deliberately chosen verbs - Use a persona within an article - Write an anecdote that allows you to enforce an argument	Easter Holidays
Key assessments				Othello essay			