

### Curriculum Sequencing Overview Unit 2 Othello

Unit 2 – Othello (Part 1)							
Week	1	2	3	4	5	6	Half-term
Date w/b	2 <sup>nd</sup> January	9 <sup>th</sup> January	16 <sup>th</sup> January	23 <sup>rd</sup> January	30 <sup>th</sup> January	6 <sup>th</sup> February	13 <sup>th</sup> February
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 <b>one each half term and bring it to the first lesson back after half term:</b> <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Choose a character from Othello and write a dramatic monologue from the perspective of that character</li> <li>Choose a scene from Othello and re-write it in prose, making deliberate choices as a writer to develop character and create atmosphere</li> <li>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: <a href="https://www.bl.uk/shakespeare/articles/critical-approaches-to-othello/">https://www.bl.uk/shakespeare/articles/critical-approaches-to-othello/</a>. To support you with the challenging academic language, use <a href="https://rewordify.com/">https://rewordify.com/</a> to simplify each paragraph and give you definitions for challenging vocabulary</li> <li>Read this article on Key Features of Renaissance culture. Create a mind map or table showing how ‘Othello’ reflects Renaissance culture. <a href="https://www.bl.uk/shakespeare/articles/key-features-of-renaissance-culture">https://www.bl.uk/shakespeare/articles/key-features-of-renaissance-culture</a>. To support you with the challenging academic language, use <a href="https://rewordify.com/">https://rewordify.com/</a> to simplify each paragraph and give you definitions for challenging vocabulary</li> <li>Listen to this podcast from the Folger Shakespeare library on Race in Shakespeare: <a href="https://www.folger.edu/shakespeare-unlimited/black-shakespeare-smith">https://www.folger.edu/shakespeare-unlimited/black-shakespeare-smith</a>. Then choose one of the following tasks: write a summary of the key ideas or create a leaflet that presents the key ideas.</li> </ul>						
KO Sections	Section 1 1-5	Section 1 1-5	Section 2 12-16	Section 1 1-5; Section 3 23-25	Section 3 23-33	Section 1, 1-7	Whole KO revision
Key dates		Mid-year assessment for 8-9	Mid-year assessment for 8-9		Mid-year data due	7-9 progress reports	Half-term
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"> <li><b>Stanchester Super Skills for Reading</b> – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them.</li> <li>All texts exist within and are influenced by a range of <b>contexts</b>.</li> <li><b>Writers make deliberate choices</b> about character, plot and setting in order to explore <b>themes</b></li> <li><b>Theme</b> is an idea or message that is continually linked back to throughout a text</li> <li>Select relevant and concise <b>quotations</b> from a text to support points</li> </ul>						
Lesson topics sequence	Cold watch <i>Othello</i> (National Theatre Production): <ul style="list-style-type: none"> <li>Start lessons with recall of plot</li> <li>Pupils highlight events as they happen</li> <li>Pupils add words to booklet to describe characters as they watch</li> </ul>	Continue cold watch of <i>Othello</i> (National Theatre Production): <ul style="list-style-type: none"> <li>Start lessons with recall of plot</li> <li>Pupils highlight events as they happen</li> <li>Pupils add words to booklet to describe characters as they watch</li> </ul>	<ul style="list-style-type: none"> <li>Pg 3-4: Plot/character recall</li> <li>Pg 6-9 The structure of a Tragedy: <b>exposition</b> – introducing <b>character</b> and <b>setting</b>; <b>rising action</b> – introducing a problem or <b>conflict</b>; <b>climax</b> – the point at which the <b>conflict</b> reaches its most intense moment; <b>falling action</b> – the <b>consequences</b> from the <b>climax</b> become clear; <b>resolution</b> – the <b>conflict</b> of the story is resolved (negatively in a Tragedy).</li> </ul>	<ul style="list-style-type: none"> <li>Pg 10-15 A Tragic Hero (for A.C. Bradley) will be:               <ol style="list-style-type: none"> <li>of <b>high status</b></li> <li>in some way <b>exceptional</b></li> <li><b>dead</b> at the end of the play                   <ul style="list-style-type: none"> <li>Othello fits into the criteria for a tragic hero because:                       <ol style="list-style-type: none"> <li>He is a military general</li> <li>His status is due to his exceptional skill as a soldier</li> <li>He dies at the end of the play</li> </ol> </li> </ul> </li> </ol> </li> <li>Othello’s fatal flaw is jealousy born of his status anxiety</li> </ul>	<ul style="list-style-type: none"> <li>Pg 15-17</li> <li>The patriarchal society in Othello – explore the power dynamics between men and women and the impact it has on characters’ actions and relationships</li> <li>The role of the patriarchal society in making Othello a tragic hero</li> <li>Elizabethan society was patriarchal in structure: women were subordinates (lower than) men.</li> <li>Mid-year exam feedback (can be done as soon as they are marked)</li> </ul>	<ul style="list-style-type: none"> <li>Pg 18- 20 Gender dynamics in Othello – Desdemona <b>subverts the patriarchal status quo</b> by choosing her own husband and defying her father; Emilia subverts the status quo by arguing women should be treated equally; both women uphold the status quo by obeying their husbands</li> <li>Pg 21-30: Critical essay on Gender in Othello</li> <li>Women are continuously <b>oppressed</b> throughout the play</li> <li>As a <b>subordinate</b>, Elizabethan women were supposed to be <b>obedient, voiceless and passive</b>.</li> </ul>	Half-term
Key assessments		English mid-year assessment	English mid-year assessment		Analytical paragraph – mark for responsive teaching		