The Warriner School Subject Curriculum Map

Subject: English	Year Group: 9	Unit: Henry V

Unit objectives: (NC Statements)

The students will complete a module of work, studying Shakespeare's *Henry V*. They will learn the plot and context, but study the language used in key extracts in order to practise analysing writer's choices.

Context for study:

Most students study Shakespeare in KS2. In Year 8, students were introduced to studying Shakespeare by looking at *Macbeth*. This unit builds on the prior study, linking both backwards and forwards to *Macbeth* with shared themes of kingship and violence. They level of analysis at the text level is increased from Year 8, looking at both micro and macro choices, whilst embedding challenge through the study of Shakespearean language. The final assessment will focus on questions regarding language analysis and evaluation, skills they will revisit in GCSE. Students will access challenging concepts that are cross-curricular, particularly linking with History and Philosophy and Ethics, and to the A-Level Literature course.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in* **bold***)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- To know key context about the time that Shakespeare wrote Henry V
- To know the context behind Henry V's ascension of the English throne
- To know the bullet point summary of events in the play
- To understand why Shakespeare may have written the play and how an audience may have reacted
- To know about how Henry was presented in Henry v Pt I and Henry IV Pt 2
- To know the definition of **character arc** and understand how to use the term in context of literature
- To understand how Henry's character changes throughout the three plays in which he features
- To understand how Shakespeare's choices shaped Henry's character arc
- To know the context of The Dauphin
- To understand the role of The Dauphin in the narrative
- To understand how Shakespeare uses plot to create drama
- To know the problems facing Henry at the beginning of his reign
- To know how Shakespeare uses language to present his state of mind
- To understand how the beginning of the play sets the tone for the later scenes

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.* Students' understanding of who the 'monster' is within Frankenstein. This will be explored in a number of ways, including the meaning behind the word 'monster'. Modelled reading by the teacher. There may be misconceptions in vocabulary meaning and also how writers create impressions through language; teachers should identify this through questioning.	**Literacy and Oracy development opportunities:** ***Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*** Explicit teaching of Tier 2 vocabulary, throughout lessons. Reading the novel – modelled reading with various engaging strategies. Supporting discussions based around a range of topics. Explicit focus on answering questions in full sentences, employing evidence from the texts. Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions. Writing modelling and paragraph structure provided. Develop oracy skills through reading, discussion, and the sharing of written viewpoints.
Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?* 'How does the writer use language to describe the setting? To what extent do you agree with this statement? Students to write two responses: one on a language question and one on a question asking students to evaluate the writer's choices. These are linked to what they answer in their English Language GCSE; the unit's aim is for them to be familiar with these questions and the vocabulary in 19th Century texts in order to feel more comfortable accessing them later in their learning.	