



Subject: English	Year Group: 12	Unit: King Lear
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## Unit objectives: (NC Statements)

The students will study the text *King Lear* considering the lens of tragedy, and how this is relevant to the context of Shakespeare's writing.

## Context for study:

Students at KS4 will have had a limited introduction to the concept of tragedy when studying Romeo and Juliet/Macbeth and should have started to consider how these texts link to the genre. This unit is designed to ensure that students are fully equipped with the knowledge to analyse Shakespeare's dramatic methods through the lens of tragedy. The unit will not only equip them with the knowledge to understand the play, but the historical context behind it and Shakespeare's decisions as playwright. Throughout the unit, students will also develop their academic writing skills and will work towards developing a clear understanding of the five assessment objectives and the two different questions that they will answer on *King Lear*; the extract-based question and the one that focuses on themes/characters from the wider play.

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

- Develop the declarative knowledge of the **core elements of the aspects of tragedy** and what features AQA identify within this e.g. **anagnorisis, tragic hero, misery, power, hubris etc. Tier 3 vocabulary.**
- Develop the declarative knowledge of the **plot** of *King Lear* and the **main characters.**
- Develop the declarative knowledge of the **Divine Right of Kings** and **political context** of the play, covering the **Gunpowder plot** and **King James I.**
- Develop declarative knowledge of the theory of **Body Politic vs. Body Natural** is and how this **duality** applies to *King Lear*.
- Develop procedural knowledge of how to approach **Section A** of the exam which focuses on the extract-based question.
- Develop procedural knowledge of how essays are marked for this specification and the assessment objectives.
- Develop declarative knowledge of the '**Great Chain of Being**' and how this theory links to the Elizabethan mindset and historical context of the play (AO3).
- Develop declarative knowledge of the context behind **bastardy/illegitimacy** in **Jacobean England.**
- Develop declarative knowledge of the **subplot** of *King Lear*, involving Gloucester and his sons, and how this contributes to the overall tragedy of the plot.
- Develop procedural knowledge of how to apply the terms **Machiavellian** and **malcontent** to the **antagonistic** characters in the play.
- Develop disciplinary knowledge of **Feminist criticism** that surrounds *King Lear* and ideas surrounding masculinity/femininity.
- Develop declarative knowledge of **Machiavelli's** political theory regarding leadership as outlined in *The Prince*.
- Develop declarative knowledge of Kent and how he can be viewed as both **foolish** and **loyal** and to consider his wider role in the play.
- Develop declarative knowledge of the history of the **fool** within drama and how this applies to the fool within the play.
- Develop procedural knowledge of tier 3 vocabulary - **vaniloquent** applies to the storm in *King Lear*.
- Develop procedural knowledge of the analysis of the storm and what it symbolises within *King Lear* and how this links to other texts from the same genre.
- Develop declarative knowledge of where the phrase **Bedlam** originates from and how this applies to the character of Poor Tom.
- Develop declarative knowledge of how violence is utilised in the play and how this originates from Greek Tragedy in reference to Gloucester's gouging.
- Develop declarative knowledge of Tier 3 vocabulary – what does **sympathy** mean and how this applies to Act 4, Scene 1 and Edgar's **soliloquy.**
- Develop disciplinary knowledge of how **gender** is presented throughout the play and how this applies to Lear, Goneril and Regan.

## The Warriner School Subject Curriculum Map

- Develop declarative knowledge of the **theatre of the absurd and grotesque** and how this applies to Gloucester and his 'jump scene' on the cliff.
- Develop procedural knowledge of how to approach a Section B question (focusing on key character/theme).
- Develop procedural knowledge of what constitutes a successful essay response at KS5.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- Application of Greek tragic concepts.
- Confusion with the subplot of Gloucester.
- Confusion with Edmund/Edgar.

Clear and targeted discussion.

Low stakes quizzes throughout the unit to consolidate understanding of new terminology.

Pre-teach vocabulary/ new concepts – Tier 3 vocabulary sheets

Consolidation of prior learning.

Past/future links to previous learning.

High 5 reading tasks throughout.

IAC lessons to develop reflection on assessed tasks.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Summative assessment of understanding:

- Extract-based task focusing on Act 1, Scene 1
- Statement question focused on Kent.
- Statement question focused on Lear's development as a tragic hero.
- Statement question focused on Goneril and Regan's morality.

Literacy and Oracy development opportunities:

*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

Explicit teaching of Tier 2/3 vocabulary, throughout lessons.

Independent reading for KS5 students and expectation to further knowledge beyond lesson time with independent learning tasks.

Supporting extracts used to develop application of key concepts covered in this unit.

Regular knowledge and metacognitive checks through students reading out responses.

Writing modelling and paragraph structure provided for the writing tasks to assist students with their first extended piece of writing at KS5.

Use of the expanded success criteria to facilitate planning of final assessments.

Think-Pair-Share approach.

Use of the independence booklets to facilitate wider reading and understanding.