

<b>Birkdale High School</b>	<b>English Department Foundation Stage</b>	<b>Curriculum Map</b>
<b>Unit: Richard III</b>	<b>Year Group: Year 8</b>	
<b>INTENT:</b> Aims of the Unit	<b>IMPLEMENTATION:</b> Knowledge and delivery	<b>IMPACT:</b> Assessment

<ul style="list-style-type: none"> <li>● For students to read and become familiar with Shakespeare’s language.</li> <li>● Students will explore how attitudes towards disability have changed.</li> <li>● Students will be encouraged to question the nature of the human condition.</li> <li>● For students to learn about Shakespeare’s life and how this influences the play.</li> <li>● For students to explore the contextual detail surrounding the Elizabethan and Jacobean eras.</li> <li>● To analyse the rhetoric that Shakespeare uses within the play.</li> <li>● To learn about dramatic techniques used within a play.</li> <li>● To question why Shakespeare has made certain contextual details apparent within the play and what these suggest about the Elizabethan era.</li> <li>● To analyse how the playwright uses religion, irony and the supernatural within the play.</li> <li>● For students to make their own inferences regarding characters, plot and structure.</li> <li>● For students to analyse a range of language techniques used by Shakespeare and to question why they have been used.</li> <li>● To compare parallel scenes within the play and analyse the significance of these scenes.</li> <li>● To explore the demise of Richard III through language, plot and structure.</li> <li>● To learn about the elements of a Greek Tragedy and to make connections between a Greek Tragedy and Richard III.</li> <li>● To use the play and its ideas as a springboard for writing challenges once a fortnight.</li> </ul>	<ul style="list-style-type: none"> <li>● Each lesson has an overarching ‘big question(s).’ These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson.</li> <li>● Teachers should familiarise themselves with the Knowledge Organiser as well as the text itself prior to delivery.</li> <li>● The Knowledge Organiser should be given to students at the start of the unit and weekly self-quizzing homeworks allocated on specific sections.</li> <li>● The Tier 2 and Tier 3 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught at the start of each lesson depending on what ‘big question’ is being covered. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading.</li> <li>● When reading the play, the teacher may choose to read out loud themselves or get students to read. The ‘popcorn’ method of reading is encouraged whereby a minimum and maximum amount is given and students ‘popcorn’ + another classmate after they have read. The teacher should model and encourage different methods of fluent reading: tone, pitch, volume, intonation and encourage students to do the same. The teacher should then ask questions regarding this – for example: ‘who delivered this line the best and why? What person portrayed</li> </ul>	<p>Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their Long Term Memories.</p> <p>Students will answer reading questions throughout the scheme to ensure understanding of plot, character and techniques.</p> <p>The unit will culminate with students writing a response in their purple Assessment books to the following question (this will be paired with an extract):</p> <p><u><i>How does Shakespeare portray Richard in Act 1, Scene 1?</i></u></p> <p>This will also be paired with a reading/knowledge exam.</p> <p>Although this scheme will teach students about the traditional skills needed to understand a Shakespearian play, it will hopefully be impactful in a sense that it will allow students to question the human condition. Themes like mental health, disability, sexism will be discussed in order to build a sense of empathy and understanding towards these subjects.</p>
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	<p>Richard III as an evil character and how did they do this?’ This will encourage students to understand how reading fluently can encourage comprehension of a more difficult text. Due to the difficulty of the language within the play, the teacher may spend extra time using reciprocal reading: predict, clarify, question and summarise. This process should be modelled for some of the key extracts in the student resource booklet.</p> <ul style="list-style-type: none"> <li>• The teacher will use the visualizer to annotate key terminology, devices and techniques used by Shakespeare as key scenes and information is read from the resource booklet. This processed will be modelled and the students will follow suite.</li> <li>• For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently.</li> <li>• Students should be developing their analytical skills throughout the unit. We encourage that students use the what, how and why method of analysis and some students may benefit from using the PETAL structure in their analytical paragraphs. The teacher should model this process before students are expected to write their own. We recommend using the ‘I do’ ‘we do’ then ‘you do’ approach.</li> </ul>		
<p><b>Enabling Learning</b></p>			
<p><b>This is the first time Year 8 will have studied a Shakespearian play. However, some of the skills developed in Year 7 will play an imperative part in the understanding and analysis of this play.</b></p> <p><b>In Year 7, students have studied ‘In The Sea There Are Crocodiles’ and ‘Frankenstein: the play script’– which has encouraged the development of analytical skills in terms of characterisation, authorial techniques and how context plays an integral part in understanding a text. The students will have worked on ‘quotation explosions’ to help with their analysis of language and forming an analytical response.</b></p> <p><b>Students in year 7 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students’ Long Term Memories.</b></p> <p><b>The questions regarding disability and diversity will be built upon in the Poetry diversity unit in Year 8. In Year 9, attitudes towards sexism and disability will also be discussed in the unit ‘Of Mice and Men’. Following this, sexism and gender will be used as a basis for</b></p>			

<p>transactional writing in Year 10's 'Gender pay divide' scheme.</p> <p>In Year 10, 'Macbeth' is studied: the contents of this scheme will inevitably allow students to build upon their schema that will be created in this unit. The construction of a play and elements of Greek Theatre will be built upon when the GCSE play 'Blood Brothers' is studied in Year 10.</p>	<ul style="list-style-type: none"> <li>● Students will engage in class discussions regarding thinking about contextual detail and how this has influenced the play. This will then be used as a springboard for longer writing tasks.</li> <li>● Students will be constantly answering reading and retrieval questions to ensure their knowledge of plot and characters is retained throughout the scheme.</li> <li>● Students will be encouraged to retrieve quotations throughout the play that link to the 'bigger questions'. This will encourage independent retrieval and knowledge skills throughout the scheme.</li> </ul>	
<b>Key Vocabulary</b>		<b>Wider Learning</b>
<p style="text-align: center;"><i>Tier 2: High frequency / Multiple meaning</i></p> <p>Rhetoric (n)  Tyrant (n)  Monarch (n)  Reign (n)  Prophecy (n)  Treason (n)  Conscience (n)  Machiavellian (adj)  Patriarchal (adj)  Hubris (n)  Hamartia (n)</p>	<p style="text-align: center;"><i>Tier 3: Subject related.</i></p> <p style="text-align: center;"><u><i>Metaphor, simile</i></u></p> <p><u><i>Foreshadowing</i></u>: when the writer hints at something that will happen later on.</p> <p><u><i>Dramatic irony</i></u>: when the audience knows something that a character on stage does not.</p> <p><u><i>Foil</i></u>: a character in literature that shows opposing qualities to another character.</p> <p><u><i>Juxtaposition</i></u>: to ideas or things being placed together for a contrasting effect.</p> <p><u><i>Hyperbole</i></u>: a rhetorical device used to exaggerate to create strong feelings and impressions.</p>	<p><b>SMSC / RWCM / CEIAG</b></p> <p><b>Writing challenges will aid writing communication – along with the analysis of certain extracts. Reading questions will be constantly included to improve reading skills, along with practising reading for fluency and thus improving understanding. (Please see the implementation.)</b></p> <p><b>Students will learn how attitudes towards disability and the treatment of women have changed since the Shakespearean era. This will, (hopefully), build empathy towards these subjects. Students will be encouraged to</b></p>

See vocabulary sheet for definitions.

Soliloquy: *soliloquy* — from the Latin *solus* ("alone") and *loqui* ("to speak") — is a speech that one gives to oneself. In a play, a character delivering a soliloquy talks to themselves.

Monologue: from the Greek *monos* ("single") and *legein* ("to speak") — is a speech given by a single person to an audience

Aside: a remark in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters in the play.

Protagonist: the leading character in a play, novel, film or poem.

Biblical allusion: references to stories or characters from the Bible. King Richard could be compared to the Biblical story of King Herod, a cruel traitor who was responsible for the massacre of innocent children.

Inference: a conclusion based on evidence and reasoning.

Greek Tragedy: is a form of theatre from Ancient Greece in which the protagonist falls to disaster due to their hubris.

Pun: a pun is a joke that makes a play on words.

**discuss their ideas within a safe environment to encourage them to think about the human condition: mental health, disability, sexism and class. This will encourage them to think outside of their own self and view these subjects from a different perspective. For example, one of the writing challenges will ask the students to consider the following question: 'Richard III, a villain or simply misunderstood?'**

Our Big Questions: can you answer these as we read  
Richard III?

**How does the socio-historical context contribute to the understanding of a text?**

1 <sup>st</sup> September 14 <sup>th</sup> September	Who was <b>Shakespeare</b> ?	<u>What were the War of the Roses?</u>	<u>Who was Richard III?</u>  (Possible whoosh?)	What is <u>inference</u> ? Who was <u>Machiavelli</u> ? What does <u>hubris</u> mean?  (Act 1, scene 1)
<b>How do the powerful gain their power?</b>				
14 <sup>th</sup> September 28 <sup>th</sup> September	Why does Anne compare Richard to the devil?  How does Richard use <u>rhetoric to persuade</u> Anne to marry him?  What is a <u>Greek tragedy</u> ?  (Act 1, scene 2)	<u>What was the role of women in Elizabethan England?</u>	How does Margaret function as the chorus of a Greek Tragedy?  How does Shakespeare present Margaret as a powerful woman?  (Act one, scene 3)	<u>What is dramatic irony?</u> <u>What is the importance of the supernatural in the play so far?</u> <u>Can I explain the Great Chain of Being?</u>  (Act one, scene 4)
<b>Nature vs nurture: are we born good or evil or is this a learnt behaviour?</b>				
28 <sup>th</sup> September 12 <sup>th</sup> October	Who is Richard's real enemy? Richmond or God? Why does he use <u>religion</u> as a persuasive technique? (Act three, scene 7)	Can I remember the <u>plot</u> of the <u>play</u> so far?	How has Richard changed? What is his <u>hamartia</u> ?  (Act four, scene 2)	Why does Shakespeare use <u>parallel</u> scenes?  How does Richard's <u>language</u> convey his mental deterioration?  (Act four, scene 4)
<b>How does the feeling of guilt affect mental health?</b>				
12 <sup>th</sup> October 25 <sup>th</sup> October	What characteristics define a true King?  Can I explain the <u>Great Chain of Being</u> ?  (Act 5, scene 3)	Reading	What is the importance of the dreams that Richard and Richmond have?  What is a <u>foil</u> ?  (Act 5, scene 3)	Reading
2 <sup>nd</sup> November 23 <sup>rd</sup> of November	<b>Assessment preparation:</b>  Richard III: a <u>villain</u> or simply misunderstood?	Assessment preparation	Assessment preparation	Assessment: <u>How does Shakespeare present Richard in Act 1, Scene 1?</u>

Homework: knowledge organiser quizzes and Shakespeare's Globe project.

**William Shakespeare's Richard III.**  
Written in 1593.

**Shakespeare** - William Shakespeare was born in Stratford in 1564, he died in April 1616 at 52 years old. Shakespeare was an English poet, playwright and actor and is often referred to as the 'Bard of Avon'. He wrote 38 plays and 154 sonnets.

**1. Context**

Elizabeth I and James I - Elizabeth I was the last Tudor Monarch to rule England. The time in which she reigned is referred to as the *Elizabethan era*. James I was Elizabeth's only living heir and her successor upon her death in 1603. James I was originally James VI of Scotland and the period in which he reigned is known as the *Jacobean era*.  
The role of women - society, at the time, was patriarchal. Women were regarded as the 'weaker sex' and it was believed that they always needed someone to look after them.  
War of The Roses - a series of English civil wars for control of the throne of England fought between supporters of two rival branches of the royal House of Plantagenet: the House of Lancaster, associated with a red rose, and the House of York, whose symbol was a white rose.  
The Great Chain of Being - Elizabethans and Jacobeans believed in a divine hierarchy created by God. This hierarchy, called The Great Chain of Being, stretched from God himself at the top, all the way down to plants and stones. Everything was believed to have its position in the world. Challenging your place in the hierarchy was believed to cause chaos and lead you without a promise of a heaven.  
Witches and the Supernatural - during Shakespeare's time, witches were associated with dark and death. In Christian countries they were thought to be the agents of Satan. In 1604 witchcraft became a capital offence.  
The Divine Right of Kings - this was the belief that the power of monarchs was given directly by God, and thus monarchs were answerable only to God. Any opposition to the King was an attack on God himself, and therefore the ultimate sin.

**2. Tier 2 Vocabulary**

**Rhetoric (n)** - rhetoric is the language you use in order to persuade someone to do what you want.  
**Tyrant (n)** - A cruel ruler that uses their power to treat people cruelly and unfairly.  
**Monarch (n)** - A monarch is a head of a country or state usually a king, queen or an emperor.  
**Reign (n)** - The time period in which a king or queen ruled over a country.  
**Prophecy (n)** - A prediction of what will happen in the future.  
**Treason (n)** - The crime of betrayal (breaking trust). This usually refers to someone who tries to kill or overthrow the current monarch.  
**Conscience (n)** - A person's inner sense of right and wrong.  
**Machiavellian (adj)** - A person who is not honest, evil and unkind.  
**Patriarchal (adj)** - A system in which men (patriarchs) have power and control.  
**Hubris (n)** - Excessive pride or self-confidence.

**3. Tier 3 Vocabulary**

**Metaphor**: a direct comparison stating one thing is another.  
**Simile**: comparing one thing to another using like or as.  
 **Foreshadowing**: when the writer hints at something that will happen later on.  
**Dramatic irony**: when the audience knows something that a character on stage does not.  
 **Foil**: a character in literature that shows opposing qualities to another character.  
**Juxtaposition**: two ideas or things being placed together for a contrasting effect.  
**Hyperbole**: a rhetorical device used to exaggerate to create strong feelings and impressions.  
**Soliloquy**: soliloquy — from the Latin solus ("alone") and loqui ("to speak") — is a speech that one gives to oneself. In a play, a character delivering a soliloquy talks to themselves.  
**Monologue**: from the Greek monos ("single") and legein ("to speak") — is a speech given by a single person to an audience  
**Aside**: a remark in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters in the play.  
**Protagonist**: the leading character in a play, novel, film or poem.  
**Biblical allusion**: references to stories or characters from the Bible. King Richard could be compared to the Biblical story of King Herod, a cruel traitor who was responsible for the massacre of innocent children.  
**Inference**: a conclusion based on evidence and reasoning.  
**Greek Tragedy**: is a form of theatre from Ancient Greece in which the protagonist falls to disaster due to their hubris.  
**Pun**: a pun is a joke that makes a play on words.

**4.. Characters**

*Remember, this is a History Play. Richard III actually lived from 1452 to 1485.*



**The House of York**



**Richard, Duke of Gloucester** (later King Richard III.) Brother to Edward IV and George.



**King Edward IV** - married to Queen Elizabeth. Brother of Richard and Clarence. He was on the throne after killing the Lancastrian King Henry VI - died shortly after.



**George Duke of Clarence** - brother of Richard and King Edward IV. He was killed in the Tower of London upon Richard's orders.



**Queen Elizabeth** - married to King Edward IV. Mother to the 'boys in the tower' and Princess Elizabeth. She fails to protect her sons against Richard but agrees to her daughter's marriage to Richmond.



The children of Edward IV and Queen Elizabeth. The two boys, (Edward, Prince of Wales and Richard Duke of York), were murdered in the tower. Princess Elizabeth marries Richmond (Henry VII) at the end of the play, uniting the two houses.



**The House of Lancaster**



**King Henry VI** - Killed at the battle of Tewksbury by Richard and his brothers.



**Queen Margaret** - widow of King Henry VI. She hates King Edward's family, cursing them and taking great pleasure in their sufferings.



**Prince Edward** - son of Henry VI and Margaret. Murdered by Richard



**Lady Anne** - widow of Prince Edward of Lancaster son of Henry VI. She later marries Richard, Duke of Gloucester.



**Earl of Richmond (later King Henry VII)** - related to the Lancastrian family line. He raises an army, invades England and fights Richard. He then becomes King Henry VII - the first in the Tudor dynasty. He marries Princess Elizabeth uniting both houses.



**Lord Hastings and The Duke of Buckingham** - Supporters of Richard III. They both end up rebelling against him and are killed.

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
Rhetoric (noun)	Rhetoric is the language you use in order to persuade someone to do what you want.	From the Greek <i>rhētorike tekhnē</i> meaning art of the speaker.	Richard's <b>rhetoric</b> successfully persuades Lady Anne Neville to marry him.  Politicians use <b>rhetoric</b> in order to gain votes and trust from their audience.	Why should you be taught how to use <b>rhetoric</b> effectively?
Tyrant (noun)	A cruel ruler that uses their power to treat people cruelly and unfairly.		Richard III was known as a <b>tyrant</b> .  Hitler was one of the most brutal <b>tyrants</b> of all time.	Can you think of any other famous <b>tyrants</b> ?
Monarch (noun)	A monarch is a head of a country or state usually a king, queen or an emperor.	From the Greek <i>monarkhēs</i> , from <i>monos</i> 'alone' + <i>arkhein</i> 'to rule'.	Our current <b>monarch</b> is Queen Elizabeth II.  Richard's obsession to become <b>monarch</b> led to his mental deterioration.	Is it important for a country or state to have a <b>monarch</b> ? Provide reasons for your answer.
Reign (noun)	The time period in which a king or queen ruled over a country.	From Old French <i>reigne</i> "kingdom, land, country" and from Latin, <i>regnum</i> "kingship, and rule".	Queen Victoria was queen of the United Kingdom of Great Britain and Ireland from 1837 to 1901 — the second-longest <b>reign</b> of any British monarch.  King Edward IV's <b>reign</b> ended when he died in 1483.	What makes a monarch's <b>reign</b> successful?
Prophecy (noun)	A prediction of what will happen in the future.	From the Greek <i>propheteia</i> "gift of interpreting the will of the	Macbeth believed the witches' <b>prophecy</b> about his future.	How can believing in a <b>prophecy</b> be

		gods" meaning a godly gift such as seeing into the future. Also related to religion and <i>prophets</i> , who were believed to be chosen by god to deliver sacred messages.	Queen Margaret's <i>prophecy</i> was proven to be correct.	harmful or damaging?
<b>Treason</b> (noun)	The crime of betrayal (breaking trust). This usually refers to someone who tries to kill or overthrow the current monarch.		Lord Hastings was beheaded for what Richard deemed as 'high <i>treason</i> '.  Guy Fawkes was executed for <i>treason</i> after he took part in a plot to blow up the British Parliament building.	Do you think <b>treason</b> should be punishable by death?
<b>Conscience</b> (noun)	A person's inner sense of right and wrong.	The Latin prefix 'con' meaning with and 'scire' meaning to know. Meaning to be conscious and to know of right and wrong.	At the start of the play, it is apparent that Richard doesn't have a <i>conscience</i> as he is willing to kill to get what he wants.  Clarence's dream reveals that he has a <i>conscience</i> – he feels guilty for the crimes he has committed.	Do you believe that every person has a <b>conscience</b> ? Give reasons for your answer.
<b>Machiavellian</b> (adjective)	A person who is not honest, evil and unkind.	Taken from the 16th Italian philosopher, politician and writer <i>Machiavelli</i> . He believed that murder, incitement of wars and betrayal were all allowed if the monarch wanted to stay in power.	Richard III is a disingenuous character; he schemes and plots with a <i>Machiavellian</i> determination.  Richard's soliloquy at the start of the play reveals his <i>Machiavellian</i> character.	Do you think people are born with <b>Machiavellian</b> characteristics or is it something that is learnt?

<p><b>Patriarchal</b> (adjective)</p>	<p>A system in which men (patriarchs) have power and control.</p>		<p>In the Elizabethan era, the society was <b>patriarchal</b> in nature.</p> <p>Without her husband, Lady Anne Neville is rendered powerless due to the <b>patriarchal</b> society in which she lives.</p>	<p>What type of problems could be associated with a <b>patriarchal</b> society?</p>
<p><b>Hubris</b> (noun)</p>	<p>Excessive pride or self-confidence.</p>	<p>From Ancient Greek, <b>húbris</b>, literally means rude or disrespectful behaviour towards the gods.</p>	<p>Richard's <b>hubris</b> is evident from the outset of the play – he believes he is invincible on his journey to become king.</p> <p>In a Greek tragedy, often the protagonist's <b>hubris</b> is punished by the Gods to warn the audience against committing a sin.</p>	<p>What characters from films or literature display a clear <b>hubris</b>? What does this suggest about being human?</p>