


	Year:	8	Subject:	English	Spring 2	Summer 1	Summer 2				
Intent	Subject Concepts (Substantive knowledge)		<ul style="list-style-type: none"> <li>Generating a range of relevant ideas</li> </ul>	<p>Oracy activities around <i>Much Ado about Nothing</i>, focussing on characterisation and motivation of characters</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>To understand how to identify writers' attitudes in a text</li> <li>To begin to generate ideas that represent more than one perspective</li> </ul>	<p>Oracy activities to focus on writers' attitudes and perspectives in a series of extracts about entertainment in the 19<sup>th</sup> Century</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>To understand how to identify writers' attitudes in a text</li> <li>To begin to generate ideas that represent more than one perspective</li> </ul>	<p>Oracy activities around a selection of 20<sup>th</sup> Century Tragedy, aimed at conceptualising and drawing upon learning from 'Reading Friday' and Year 7 Term 6</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>How to infer details about a character from a range of evidence</li> <li>How to generate a range of ideas about a character's situation, using class notes</li> </ul>		
				<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To generate ideas about writers' attitudes               <ul style="list-style-type: none"> <li>To independently generate ideas exploring more than one perspective</li> </ul> </li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To generate ideas about writers' attitudes               <ul style="list-style-type: none"> <li>To independently generate ideas exploring more than one perspective</li> </ul> </li> </ul>					<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To identify writers' attitudes about themes covered in modern Tragic narratives</li> </ul>	
				<ul style="list-style-type: none"> <li>Knowledge of whole text</li> </ul>	<p>Building on learning from Year 7 term 4, students study whole text through series of extracts supplemented by viewing of Kenneth Branagh's film version</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Track character change through text</li> <li>To start to track deeper meanings through the text(s)</li> <li>To start to relate the context of an excerpt to the whole text</li> </ul>	<p>Oracy and modelled activities around structure of shorter texts and extracts, consolidating learning from Year 7</p>		<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Track changing attitudes through text               <ul style="list-style-type: none"> <li>Understand rhetorical sequencing</li> </ul> </li> </ul>	<p>Reading and discussion of <i>A View from the Bridge</i>, building on 'Reading Friday' Tragedy content from Term 2 and Year 7's Term 6 study of <i>Antigone</i></p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Beginning to understand the Greek Tragic plot as a whole</li> <li>Understanding of Shakespearean Tragic plot from Year 7 Term 5 and Reading Friday</li> </ul>
				<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To apply the above to <i>Much Ado about Nothing</i></li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Independently identify how attitudes change through text               <ul style="list-style-type: none"> <li>Start to identify a more fine-grained set of attitudes beyond positive/negative</li> </ul> </li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understanding of modern Tragic plot as a whole</li> </ul>					
<ul style="list-style-type: none"> <li>Judicious Selection of References</li> </ul>	<p>Exploring Shakespeare's language and strategies to aid understanding of archaic forms</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>To begin to select quotations based on their suitability for analysis</li> </ul>	<p>Consolidating Prior Knowledge: modelling of finding comparable quotations across texts</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Recognise techniques employed in selected quotations</li> <li>To start to understand how quotation selection aids a general concept</li> <li>To begin to understand how to select comparable quotations</li> </ul>	<p>Consolidate Term 4 learning; analysing quotations in depth and being aware of their wider contexts</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Recognise techniques employed in selected quotations</li> <li>To start to understand how quotation selection aids a general concept</li> </ul>					
<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To be confident in selecting quotations based on their suitability for analysis               <ul style="list-style-type: none"> <li>To begin to select quotations that track a theme or technique through parts of the text</li> </ul> </li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To use a 'concept first' approach to selecting quotations               <ul style="list-style-type: none"> <li>To begin to be able to select comparable quotations for analysis</li> </ul> </li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To use a 'concept first' approach to selecting quotations               <ul style="list-style-type: none"> <li>To be able to relate quotations to their contexts</li> </ul> </li> </ul>									
<ul style="list-style-type: none"> <li>Understanding of Author's Methods</li> </ul>	<p>Building on Year 7 Term 4 learning, contextual learning around Shakespeare's times to explore Shakespeare's theatrical methods</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>To understand Shakespeare's use of soliloquy</li> <li>To understand Shakespeare's use of personification</li> <li>To understand Shakespeare's use of semantic fields</li> </ul>	<p>Building on Year 7 Term 5 learning, consolidating method-focussed comparisons between texts</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understand the role of CHRIS RICE in supporting interpretations</li> <li>To have used CHRIS RICE to effectively support analysis</li> <li>To begin to understand how to compare methods used between texts</li> </ul>	<p>Contextual learning around modern theatre to explore theatrical methods – building on study of Ancient Greek theatre in Y7 Term 6 and Elizabethan theatre in Y8 Term 4</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Knowledge of Shakespeare's use of soliloquy and personification</li> <li>Knowledge of Ancient Greek conventions and dramatic techniques such as Stichomythia</li> </ul>					
<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To consolidate Prior Knowledge of the above features</li> <li>To understand Shakespeare's use of archetypal plot and characters</li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To integrate CHRIS RICE into analyses, beginning to differentiate between the terms' different uses               <ul style="list-style-type: none"> <li>To become more confident</li> </ul> </li> </ul>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understanding how Miller used above methods for effect (references to Greek Tragedy etc) and what he developed (Alfieri as Chorus etc)</li> </ul>									

					comparing methods used between texts		
• Developing Explanations	Consolidating Star Analysis learning; modelling essay structure including introductions	Prior Knowledge:	Consolidating Star Analysis learning; modelling sophisticated development of ideas	Prior Knowledge:	Consolidating Star Analysis learning; modelling essay structure including introductions	Prior Knowledge:	Prior Knowledge:
		<ul style="list-style-type: none"> <li>Beginning to use Star Analysis in a more dynamic way</li> <li>Integrating comments about the effects of language and imagery</li> </ul>		<ul style="list-style-type: none"> <li>Beginning to use Star Analysis in a more dynamic way</li> <li>Start to include comments about the effects of rhetorical devices</li> </ul>		<ul style="list-style-type: none"> <li>Beginning to use Star Analysis in a more dynamic way</li> <li>Start to include comments about the effects of rhetorical devices</li> </ul>	
		Takeaway Learning:		Takeaway Learning:		Takeaway Learning:	
		<ul style="list-style-type: none"> <li>To become more confident using Star Analysis to support own ideas</li> <li>Beginning to use links to extend explanations</li> </ul>		<ul style="list-style-type: none"> <li>To become more confident using Star Analysis to support own ideas</li> <li>Beginning to use links to extend explanations</li> </ul>		<ul style="list-style-type: none"> <li>To become more confident using Star Analysis to support own ideas</li> <li>Beginning to use links to extend explanations</li> </ul>	
• Linking Ideas Together	Exploration of links within play, informed by comedic tropes and conventions taught in 'Reading Friday' terms 1 and 2	Prior Knowledge:	Making use of notes and annotations to draw intertextual links; consolidation of planning techniques from Year 7 Summer Term and Year 8 Term 3	Prior Knowledge:	Making use of notes and annotations to draw intertextual links; consolidation of planning techniques from Year 7 Summer Term	Prior Knowledge:	Prior Knowledge:
		<ul style="list-style-type: none"> <li>To begin to use links to reinforce or qualify points</li> <li>To begin to identify themes across a selection of texts</li> </ul>		<ul style="list-style-type: none"> <li>To begin to use links to develop a comparison</li> </ul>		<ul style="list-style-type: none"> <li>To begin to use links to develop a comparison</li> </ul>	
		Takeaway Learning:		Takeaway Learning:		Takeaway Learning:	
		<ul style="list-style-type: none"> <li>To gain confidence in using links to reinforce or qualify points <ul style="list-style-type: none"> <li>To understand how to make links between different parts of the same text, to illustrate development of plot/theme/character</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>To become more confident using connective words and phrases to illustrate links between texts</li> </ul>		<ul style="list-style-type: none"> <li>To become more confident using connective words and phrases to illustrate links within texts</li> </ul>	
• Understanding of Context	Exploring text's Elizabethan contexts, including the Shakespearean Comedy model; attitudes to love	Prior Knowledge:	Exploring the Victorian context; possible extension of Year 7 Term 4 learning about celebrity in the 19 <sup>th</sup> Century	Prior Knowledge:	Contextual learning around 20 <sup>th</sup> Century post-war society, American values including HUAC, Tragic structures learned in 'Reading Friday' and Y7 Term 6	Prior Knowledge:	Prior Knowledge:
		<ul style="list-style-type: none"> <li>Possible understanding of contexts of Elizabethan courtly love from KS2 and Reading Friday</li> <li>Understanding of Comedy from Reading Friday</li> <li>Understanding of character archetypes from Year 8 Term 3</li> </ul>		<ul style="list-style-type: none"> <li>To understand how key Victorian contexts above informed engagement with celebrity and entertainment</li> </ul>		<ul style="list-style-type: none"> <li>Understanding of Tragedy structure from Reading Friday</li> <li>Understanding of character archetypes from Year 8 Term 3</li> <li>Understanding of some theatrical conventions from Year 8 term 4</li> <li>Understanding of concepts around immigration from Year 8 Term 1</li> </ul>	
		Takeaway Learning:		Takeaway Learning:		Takeaway Learning:	
		<ul style="list-style-type: none"> <li>Understanding of the importance of Comedy and its role in Elizabethan times</li> <li>Understanding of Elizabethan attitudes to courtly love</li> </ul>		<ul style="list-style-type: none"> <li>To understand ideas about 19<sup>th</sup> Century cultural exploitation <ul style="list-style-type: none"> <li>To begin to be able to view C19th texts through a modern lens</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Understanding of modern staging conventions</li> <li>Understanding of how theatre evolved from Ancient Greek conventions</li> </ul>	
• Comparing Texts		Prior Knowledge:	Consolidating Year 7 learning of comparison techniques; connections made between different extracts	Prior Knowledge:		Prior Knowledge:	Prior Knowledge:
		<ul style="list-style-type: none"> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li>To begin to understand differing contexts of production in 19<sup>th</sup> and 21<sup>st</sup> Century texts</li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
		Takeaway Learning:		Takeaway Learning:		Takeaway Learning:	
		<ul style="list-style-type: none"> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li>To understand the cultural contexts that resulted in differing representations of entertainment in 19<sup>th</sup> and 21<sup>st</sup> Centuries</li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
• Fic Written Content		Prior Knowledge:		Prior Knowledge:		Prior Knowledge:	Prior Knowledge:
		<ul style="list-style-type: none"> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>	
		Takeaway Learning:		Takeaway Learning:		Takeaway Learning:	
		<ul style="list-style-type: none"> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> </ul>	

	• Fic Written Organisation		Prior Knowledge: • • •		Prior Knowledge: • • •		Prior Knowledge: • • •
			Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • • •
	• Fic Written SPAG		Prior Knowledge: • • •		Prior Knowledge: • • •		Prior Knowledge: • • •
			Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • • •
	• Non-fic Written Content		Prior Knowledge: • • •	Consolidation of rhetorical devices to persuade from Year 7 and Term 3 Year 8	Prior Knowledge: • Understand how to apply rhetorical devices for effect in a range of contexts		Prior Knowledge: • • •
			Takeaway Learning: • • •		Takeaway Learning: • To be able to craft writing using some rhetorical devices independently		Takeaway Learning: • • •
	• Non-fic Written Organisation		Prior Knowledge: • • •	Consolidating Term 3, exploring ways to structure writing with a focus on persuasion	Prior Knowledge: • Understand TiP ToP (Time, place, Topic, person) Have practised using paragraphs to structure non-fiction		Prior Knowledge: • • •
			Takeaway Learning: • • •		Takeaway Learning: • To use TiP ToP effectively to support meaning • To use paragraph structures to support meaning		Takeaway Learning: • • •
	Non-fic Written SPAG		Prior Knowledge: • • •	Continuation of weekly spelling focus; word and sentence-level activities to reinforce KS2 knowledge and Year 7 learning	Prior Knowledge: • Use a range of sentence types for effect • Maintain consistent tense and point of view		Prior Knowledge: • • •
			Takeaway Learning: • • •		Takeaway Learning: • To begin to manipulate sentences to achieve rhetorical effects like parallelism • To independently maintain consistency in tense and perspective		Takeaway Learning: • • •

**Disciplinary Knowledge**


- How can we make use of our Prior Knowledge about Comedy?
- How can we use our existing knowledge of character archetypes when thinking about Shakespeare?
- What records do we need to keep to remember a complicated narrative?
- How do we link our analysis of the text to wider ideas about Elizabethan society?
- How do we link our analysis of the text to wider ideas about character archetypes?
- How do we plan, monitor and evaluate our learning?

- How can we track a developing argument in a non-fiction text?
- How can we compare 21<sup>st</sup> Century and 19<sup>th</sup> Century contexts?
- How can we select useful quotations for analysis?
- How can we articulate how a text is supposed to affect its audience?
- How do we structure an analysis?
- How can we use rhetorical devices in our own non-fiction writing?
- How can we use our strong opinions to benefit our writing?
- How do we plan, monitor and evaluate our learning?

- How can we use Arthur Miller's ideas about tragedy to frame our analysis of *A View from the Bridge*?
- How can we bring maturity and sophistication to our analysis of Eddie's motivations?
- How can we use our prior knowledge of Ancient Greek Tragedy structure?
- How can we use our prior knowledge of the Ancient Greek dramatic chorus?
- How can we use our understanding of mid-20<sup>th</sup> Century American contexts in our analysis?
- How can we track Eddie's narrative arc as that of a Tragic hero?
- How do we use terminology of Tragedy in our analyses?
- How can we select useful quotations for analysis?

				<ul style="list-style-type: none"> <li>How do we structure an analysis?</li> </ul>	
Implementation	<b>Common Misconceptions</b>		<ul style="list-style-type: none"> <li>In their analyses, students should prioritise the use of dramatic disciplinary vocabulary (i.e. shadow stage/archetype) above word classification vocabulary i.e. noun, adjective</li> <li>In their analyses, students should be able to demonstrate an understanding of the text beyond the extract by including links to plot points in the wider play</li> </ul>	<ul style="list-style-type: none"> <li>In the writing assessment, students should be encouraged to consider the emotions they want to evince in their audience, and use this to guide planning</li> <li>In their analyses, students should take care to select quotations from each source that illuminate each other, rather than selecting discrete, or even arbitrary, quotations and attempting comparison.</li> </ul>	<ul style="list-style-type: none"> <li>In their analyses, students should prioritise the use of Tragic disciplinary vocabulary and 20<sup>th</sup> Century American contexts (i.e. hubris/omerta) above word classification vocabulary i.e. noun, adjective</li> <li>In their analyses, students should be able to demonstrate an understanding of the text beyond the extract by including links to plot points in the wider play</li> </ul>
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>Teachers to read aloud to and with students</li> <li>Knowledge organisers for tracking concepts in longer text</li> <li>Simplified Star Analysis laminates available</li> <li>Visuals from popular culture to help students to associate with abstract concepts</li> <li>Reference to resources and learning from Term 3 to contextualise new learning</li> <li>Clear, written instructions on display</li> <li>Use of Frayer model / PiXL Unlock to help students to organise ideas</li> <li>Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate)</li> </ul>	<ul style="list-style-type: none"> <li>PLC Strand laminates for creative writing</li> <li>Visuals from popular culture to help students to associate with abstract concepts</li> <li>Clear, written instructions on display</li> <li>Use of Frayer model / PiXL Unlock to help students to organise ideas</li> <li>Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate)</li> <li>Writing frames and templates available, targeted to MLD students</li> <li>Emotions Grid laminate to identify intended reader responses and authorial attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to read aloud to and with students –vocal dynamics used to engage students</li> <li>Knowledge organisers for tracking concepts in longer text</li> <li>Simplified Star Analysis laminates available</li> <li>Visuals from popular culture to help students to associate with abstract concepts</li> <li>Clear, written instructions on display</li> <li>Use of Frayer model / PiXL Unlock to help students to organise ideas</li> <li>Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate)</li> </ul>
		<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>Audiovisual resources to make learning accessible for those with lower cultural literacy, including film version of text</li> <li>References to prior knowledge in terms of archetypal plot types and characters – cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual resources to make learning accessible for those with lower cultural literacy</li> <li>References to prior knowledge in terms of entertainment and animal cruelty - cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>Audiovisual resources to make learning accessible for those with lower cultural literacy</li> <li>References to prior knowledge in terms of archetypal plot types – cultural capital</li> </ul>
		<b>More Able Students</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Literacy/Numeracy Skills</b>	<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Comedy</li> <li>Structure</li> <li>Shadow stage</li> <li>Worsening Confusion</li> <li>Unification</li> <li>Conventions</li> <li>Dramatic irony</li> <li>Analysis</li> <li>Metaphor</li> </ul>	<ul style="list-style-type: none"> <li>Entertainment</li> <li>Rights</li> <li>Exploitation</li> <li>Attitude</li> <li>Audience</li> <li>Comparison</li> <li>Analysis</li> <li>Rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>Tragedy</li> <li>Status</li> <li>Omerta</li> <li>McCarthyism</li> <li>Immigration</li> <li>The individual</li> <li>Society</li> <li>Chorus</li> <li>Dignity</li> <li>Analysis</li> </ul>
		<b>Reading:</b>	<ul style="list-style-type: none"> <li>Reading of extracts from <i>Much Ado About Nothing</i></li> <li>Subtitles to be used when watching film version</li> </ul>	<ul style="list-style-type: none"> <li>Reading of extracts including the PETA letter, the animal cruelty article, <i>Jumbo's Capture</i> etc</li> </ul>	<ul style="list-style-type: none"> <li>Possible reading of extracts from a variety of 20<sup>th</sup> Century Tragedy</li> <li>Reading of <i>A View from the Bridge</i></li> <li>Possible reading of extracts from <i>Tragedy and the Common Man</i></li> </ul>
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>Extensive note-taking on plot of <i>Much ado about Nothing</i></li> <li>Star Analysis – see assessments</li> </ul>	<ul style="list-style-type: none"> <li>Note-taking on videos on animal cruelty and circuses</li> </ul>	<ul style="list-style-type: none"> <li>Possible note-taking on American contexts including HUAC and McCarthyism</li> <li>Star Analysis – see assessments</li> </ul>



				<ul style="list-style-type: none"> <li>Rhetorical writing about animal cruelty – see checkpoint assessment</li> <li>Star Analysis – see main assessment</li> </ul>																									
	<b>Oracy:</b>	<ul style="list-style-type: none"> <li>Discussion of Comedy and how the classical definition has broadened over time</li> <li>Discussion of plot points during watching of film</li> <li>Predictions about film narrative</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of exploitative practices involving animals in entertainment</li> <li>Discussion of the change in circuses over time</li> <li>Discussion around the importance of live entertainment</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about prior knowledge of Ancient Greek Tragedy</li> <li>Debate around the audience's sympathy for the character of Eddie</li> <li>Predictions about the plot of <i>A View from the Bridge</i></li> <li>Conversations about omerta and its influence on modern society</li> </ul>																									
	<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>Examination of metre, in particular iambic pentameter</li> <li>Understanding of the importance of classical Comedy's three-part structure</li> </ul>	<ul style="list-style-type: none"> <li>Thinking about timelines and the change in society over 150 years</li> <li>Naming Centuries</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of time, framing the development of Tragedy to the 20<sup>th</sup> Century</li> </ul>																									
	<b>Digital Strategy</b> 	<ul style="list-style-type: none"> <li>Teacher iPads to screen mirror, modelling work and annotating scripts</li> <li>Use of DVD/streaming services for <i>Much Ado about Nothing</i> film</li> </ul>	<ul style="list-style-type: none"> <li>Teacher iPads to screen mirror, modelling work and annotating scripts</li> <li>Use of Youtube for Animal Cruelty video</li> </ul>	<ul style="list-style-type: none"> <li>Teacher iPads to screen mirror, modelling work and annotating scripts</li> <li>Use of Youtube for content on mid-Century Brooklyn, immigration, the Red Scare etc</li> </ul>																									
<b>Home Learning</b>																													
<b>Impact</b>	<b>Composite Assessment</b>		<table border="1"> <tr> <td>Date:</td> <td>Week 2</td> <td>Content:</td> <td>Checkpoint assessment: Benedick and Beatrice</td> </tr> <tr> <td></td> <td>Week 5</td> <td></td> <td>Main assessment: Romantic relationships</td> </tr> </table>	Date:	Week 2	Content:	Checkpoint assessment: Benedick and Beatrice		Week 5		Main assessment: Romantic relationships	<table border="1"> <tr> <td>Date:</td> <td>Week 3</td> <td>Content:</td> <td>Assessment 1: PETA poster copy</td> </tr> <tr> <td></td> <td>Week 5</td> <td></td> <td>Assessment 2: Comparison of sources</td> </tr> </table>	Date:	Week 3	Content:	Assessment 1: PETA poster copy		Week 5		Assessment 2: Comparison of sources	<table border="1"> <tr> <td>Date:</td> <td>Week 1</td> <td>Content:</td> <td>Checkpoint assessment: Eddie and family</td> </tr> <tr> <td></td> <td>Week 4</td> <td></td> <td>Main Assessment: The character of Eddie</td> </tr> </table>	Date:	Week 1	Content:	Checkpoint assessment: Eddie and family		Week 4		Main Assessment: The character of Eddie
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