**Curriculum Related Expectations**

**HT3: Year 9 The Tragedy of Richard III**

**Students can define:**

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| **Deus ex machina** | **An unexpected power or event saving a seemingly hopeless situation, especially in a play or novel. Literally ‘a god from a machine’.** |
| **Duplicity** | **Hiding one’s true intentions by deceptive words or actions; ‘two-faced’.** |
| **Hamartia** | **A fatal flaw leading to the downfall of a tragic hero or heroine.** |
| **Machiavellian** | **Cunning or scheming, especially in politics.** |
| **Primogeniture** | **The right, by law, of the firstborn child (usually a firstborn son) inheriting the parent’s entire estate. In the case of the crown, primogeniture means the role of king or queen passes to the firstborn child of the monarch.** |
| **Prophecy** | **A prediction of what will happen in the future.** |
| **Sanctuary** | **A church or other place in which a person was entitled to immunity from arrest.** |

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| **Aside** | **A dramatic device in which a character speaks to the audience, unheard by others on stage. Usually relatively brief.** |
| **Dramatic irony** | **Something which the audience understands but the characters don’t.** |
| **Foreshadowing** | **Indicating or hinting as to what is to come later in the story. Creates suspense, unease, curiosity and sometimes additional questions.** |
| **Iambic pentameter** | **A line of verse containing ten syllables in five pairs of ‘iambs’ (one unstressed syllable, one stressed syllable).** |
| **Metaphor** | **A figure of speech where one item is described as if it is something else.** |
| **Pathetic fallacy** | **The attribution of human feelings and responses to nature, weather etc., which can be used to give a sense of mood/ atmosphere.** |
| **Personification** | **Describing something which isn’t a human using human attributes.** |
| **Repetition** | **Doing, saying or writing something again.** |
| **Soliloquy** | **A speech given by a character, alone on stage, which conveys their inner thoughts and feelings.** |
| **Symbolism** | **Using something to represent ideas or qualities.** |

**Students know:**

* The conventions of Shakespeare’s history plays
* The plot of Richard III
* The characteristics of a Machiavellian villain
* How the themes of betrayal, deceit and justice are presented in the play and in many Shakespearean plays
* How histories are structured
* The historical context of Shakespeare’s *Richard III (The Great Chain of Being; The War of the Roses etc.)*

**Students can:**

* Identify and explain the effect of symbolism and motifs in the play and across Shakespearean plays
* Explain how key themes are presented in the play
* Explain the difference between meaning and intentions of specific words
* Construct personal viewpoints
* Write about characters as constructs and explore their function in the text
* Select and embed relevant textual detail
* Consider alternative interpretations
* Analyse the writer’s use of language, structure and form
* Evaluate the writer’s intent