

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 10 – Term 2 3- Romeo and Juliet

Intent – Rationale

Students will be encouraged to further build on their experiences of *Romeo and Juliet* from KS3 and to critically explore the ideas within Romeo and Juliet by exploring themes, characters, key scenes, and context. Students will develop their ability to respond critically to ideas and perspectives from within a play text. They will also develop their decoding skills and their ability to comment on a play whilst utilising an increasingly sophisticated range of terminology in their analysis. Students will revise the requirements for the Shakespeare question on English Literature Paper 1

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 3 Roots of English, Shakespeare, archaic language Term 4 poetry Year 8 – Term 1&2 Shakespeare’s ‘Macbeth’ Year 9 – Term 1 Modern Play Text ‘Educating Rita’, Term 5&6 ‘Romeo and Juliet’</p>	<p>Year 10 – Term 3 and 4 ‘An Inspector Calls’ Year 11 – Term 4 GCSE Revision KS5 – A level Text ‘Othello’</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Drama – Dramatic techniques and stagecraft • EP – Sense of debate Gender roles in society – Religious persecution • History - Elizabethan traditions 	<ul style="list-style-type: none"> • SMSC – C1 – Shakespeare’s influence on Culture C4 M1 – reaction to parental rebellion • BV – 2 reflect on the rule of law - 3 individual liberty 5 – tolerance of different Faiths • Careers - journalistic papers studied skills for journalism – Workplaces discussed through articles, Food industry.
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Extended reading • Developing the skills of decoding Elizabethan texts • FROM THE LIBRARY: <i>Elizabethan Religious & Foreign Affairs</i>; S. Warren- His 942 <i>Elizabethan England</i>; His-942 <i>The Expansion of Elizabethan England</i>; L, Rowse- His 942.5 <i>Gender Equality</i>; Cara Acred -Non.f,issues 	<ul style="list-style-type: none"> • Roman Numerals • Chronological understanding of Historical dates

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English Scheme of Learning Year 10 – Term 2 Romeo and Juliet

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Term 2

Students will know requirements of the English Literature Paper 1 examination paper
 Students will become aware of key terms and phrases in the questions
 Students will learn features of a critical style and formal essay writing
 Students will know how to use textual references, including quotations, to support and illustrate interpretations
 Students will be aware of the importance of dramatic irony and the importance of stagecraft in the text
 Students will know who the characters and what the key themes are in the play
 Students will know the context of the play

Apply

Students will develop the skill of using features of a critical style and attempting timed formal essays
 Students will develop the skill of effectively using textual references, including quotations, to support and illustrate interpretations
 Students will develop the skill of effectively revising quotations
 Students will develop the skill of using context to develop an argument

Extend

How to include sophisticated terminology in analysis
 Exploring symbolism within texts
 Consider critical responses to Shakespeare

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Themes Patriarchy Elizabethan Impetuousness Narrative structure - climax Tragedy Romantic Sonnet Soliloquy Symbolism Dramatic Irony	<p>Term 2 Week Three - Romeo and Juliet's Palm to Palm sonnet – writer's methods</p> <hr/> <p>Recall Curriculum: 1 - two weeks - 'An Inspector Calls' precall preparation – context research table (Literature Paper 2 Section A)</p>

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Juxtaposition Oxymoron Imagery Stagecraft Thesis statements	
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Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	DIRT TIME Section B response City of Beasts	Students complete DIRT of Section B using exemplars. Profile booklets need to be filled in.	
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	Context / prologue recap	Prologue – related to the context of play	Context recap including prologue
Week 2		Exam prep – Capulet extract	17. Extract Assessment preparation Assessment mark scheme Assessment Question paper
		Extract question – 1 Lesson	Complete assessment
Week 3	Romeo and Juliet Context	Revise and recap key contextual background to Romeo and Juliet. Consider the following: roles of women in society, patriarchy, marriage, theatres, disease and the plague, Queen Elizabeth, courtly love.	R+J Teaching
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		Revise and recap key plot points and themes – re=watch, recap if needed	
Week 4	Male aggression	Act 1 scene1 – Male aggression specifically Tybalt – revision of Act 1 with focus on links to 3.1	Act 1 scene 1 Male aggression
	Courtly Love	Act 1scene 1 – introduction of Romeo and contrast with the rest of the play – specifically 3.1 “Juliet, thy love has made me effeminate	ACT 3 SCENE 1 courtly love

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	Parental figures	Act 1 Scene 2-3 Capulet plans the marriage of Juliet to Paris contrast to 3.5 RECALL 1 - two weeks - 'An Inspector Calls' precall preparation – context research table (Literature Paper 2 Section A)	
Week 5		Act 1 Scene 2-3 Capulet plans the marriage of Juliet to Paris – contrast to lady Capulet Elizabethan attitudes to women - contrast Juliet to later in the play – specifically 3.2	
	Mercutio's view on love	Contrast The Queen Mab speech to 2.1 and in 3.1 'A Plague o' both...'	Mercutio whole play
	The Dance	Romeo and Juliet's meeting – creating a sonnet together – Tybalt's threat	
Week 6	The Balcony	Revise celestial imagery – courtly love – stagecraft and Juliet's empowerment/status as an object Extract question practise	
	The Balcony contd	Extract question practise	
	Friar Lawrence and his plots	The character of Friar Lawrence examined throughout the play – contrast to his abandoning of Juliet His plans 1,2,3,4 - religious context revisited	
Week 7	The Fight	The culmination of the Play's male aggression	
	The aftermath Lord Capulet	Lord Capulet healing his family through marriage and the problem it presents for Juliet	
	Focus on Juliet – Bride of death	Juliet 4.3 – contrasting to earlier and her continual referencing to death as a solution to her problems	
	Last scene	Last scene – Order restored. Was Shakespeare's play a criticism of youth? Or a homage to Love?	
		Extract – question prep – planning	
		Extract question	