

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 11 – Term 3 - Romeo and Juliet

Intent – Rationale

Students will be revisiting Shakespeare’s play and ensuring that notes and assessment profiles created in years 9 and 10 enable them to succeed at GCSE. This will be interleaved with **Language Paper 2 Consolidation**. The study of Non-Fiction will mean the students revisit and apply their skills to analysing and producing writing from a point of view.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – History of English – Shakespeare’s sonnets TERM 3</p> <p>Year 7 – Poetry Term 2</p> <p>Year 8 – Shakespeare play TERM 1 and 2</p> <p>Year 9 – Term 1 Modern Play Text</p> <p>Year 9 – Term 5 and 6 Romeo and Juliet</p> <p>Year 10 – term 2 Romeo and Juliet</p>	<p>Year 11 – Term 4 GCSE Revision – An Inspector Calls</p> <p>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 liberty5 – 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 <p>Students are encouraged to borrow reading materials from the library in support of their studies.</p>	<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

Revision skills
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
Compare key characters

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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<ul style="list-style-type: none"> • Themes • Patriarchy • Narrative structure - climax • Tragedy • Romantic • Sonnet • Soliloquy • Symbolism • Dramatic Irony • Juxtaposition • Oxymoron • Imagery • Stagecraft 	Extract question preparation
	Recall Curriculum:
	Term 3 – ‘An Inspector Calls’ preparation – context research table (Literature Paper 2 Section A)

Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	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 2	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 ACT 3 SCENE 1
	Courtly Love	Act 1 scene 1 – introduction of Romeo and contrast with the rest of the play – specifically 3.1 “Juliet, thy love has made me effeminate	courtly love
	Parental figures	Act 1 Scene 2-3 Capulet plans the marriage of Juliet to Paris contrast to 3.5	
	Poetry Neutral Tones		

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Week 3		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	
We 6ek 4	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	
	Poetry Letters From Yorkshire		
Week 5	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	