

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 9 – Term 5+6 *Romeo and Juliet*

Intent – Rationale

Romeo and Juliet – preparing for GCSE study skills and knowledge. Through the study of Shakespeare’s most famous play you will sharpen the skills learned at the start of the year and apply them to a GCSE text. You will develop your analytical and interpretive skills and broaden the range of authorial techniques you can comment on and use within your own writing. This early exploration of the play will necessitate the production of neat, well ordered revision notes, modelling the skills required for GCSE study.

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 Year 8 – Term 1/2 Shakespeare’s ‘Macbeth’ Year 9 – Term 1 Modern Play Text</p>	<p>Year 10 - Term 2 Literature Paper 1 Section A ‘Romeo and Juliet’ 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 – contextual understanding of society, 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?
<p>Extended reading Private reading regularly in class – Historical Fiction – cross over with Noughts and Crosses – Romeo and Juliet as a Meta text – Twilight etc FROM THE LIBRARY <i>Pelican Guide to English Lit: Age of Shakespeare</i> (Non. F, Eng. Lit- 823) <i>Romeo and Juliet</i> by John Mahoney (Non.F, Eng. Lit 822.3) <i>Shakespeare and the Theatre</i> by Jane Shuter (Non.F, Eng. Lit- 792) <i>Best-loved Plays of Shakespeare</i> by Abigail Frost (Non F, Eng.Lit-822.3) <i>Eliza Rose, lady Mary</i> by Lucy Worsley (Fic. W)</p>	<ul style="list-style-type: none"> • Roman Numerals • Chronological understanding of historical dates

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 9 – Term 5+6 Romeo and Juliet

Intent – Concepts

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

Know

Term 5 – 5 weeks

Romeo and Juliet – plot events covered with pivotal scenes studied in detail

The opening fight and decree – How the themes of male aggression and patriarchy are established

The Party – How the lovers first meet and Shakespeare’s language depicting their love

The Balcony Scene – How their love intensifies and the impetuosity of youth

The Fight – How the pivotal scene of the play is constructed – what the outcome is for the theme of tragedy

The End – The love story for the ages – or Shakespeare’s condemnation of patriarchal society?

How to organise theme, act and character notes efficiently

How to identify iambic pentameter, sonnets and other poetic conventions and forms used by Shakespeare

How context influenced Shakespeare’s choices of character, setting and plot

How to approach an extract to wider text question

How to use PEEZAE to respond to an essay question

Apply

The skills of decoding Shakespearean text

The skills of constructing an extract to whole text essay

Creating an effective thesis statement to establish an argument

Extend

Appreciation for an important text in the literary canon

Deeper acknowledgement for the complex themes within the play and their relevance to today’s society

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

Dramatic irony
Foreshadowing
Impetuosity of youth
Narrative structures - climax
Patriarchy
Protagonist/antagonist
Proxemics
Romantic

What opportunities are available for assessing the progress of students?

Term 5 Week 2 Assessment Week Full Language Paper 2 Fiction

Term 5 Week 6 - AO1, AO2, AO3 assessed in analysis of writer’s methods – palm to palm sonnet

Term 6 – Assessment AO1, AO2, AO3 - analysing an extract – Paris and Lord Capulet

Recall Curriculum:

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Soliloquy and monologue Sonnet Stagecraft Tension Themes e.g. love, violence, masculinity, gender, family, religion, death, age, power Tragedy Natural imagery (birds)	Language Paper 1 Skills Transition reading – AQA poetry anthology
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Intent – Concepts

	Lesson title	Non Negotiable content	Suggested activities and resources
Week 1	Recap of Paper 2 Skills		
Week 2	Assessment Week		
Week 3	The opening fight and decree – How the themes of Male aggression and Patriarchy are established	PEEZAE/other method – analytical paragraph skills Foreshadowing Impetuousness of youth Patriarchy Tension Natural imagery	1 2 3
		Romeo as a Romantic lover (Petrarchan) Impetuousness of youth	
		Lord Capulet/patriarch/family – Lady Capulet/nurse/maternal figures	
Week 4	The Party – How the lovers first meet and Shakespeare’s language depicting their love	Sonnets Foreshadowing Proxemics	The party

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	Palm to Palm task assessment	PEEZAE/other method – analytical paragraphs	
Week 5	The Balcony Scene – How their love intensifies and the impetuosity of youth	Stagecraft Proxemics Natural imagery (birds) Foreshadowing	The Balcony scene
Week 6	The Fight – How the pivotal scene of the Play is constructed – what the outcome is for the tragedy	Dramatic irony Impetuosity of youth Foreshadowing Narrative structures Antagonist Tension	The Fight
		Focus on structure and tension	
Week 1	Act 4	Track Friar's plans - structure	
		Romeo's banishment - the fallout from the fight	
		Romeo with the Friar/Paris	
Week 2		Plan extract essay question 4.2	Act 4 Scene 2 PowerPoint Lord Capulet character tracking
		Patriarchy and power	Past paper to plan
Week 3		Character/relationship tracking Maternal figures and the patriarchy	Act 4 scene 5 - women and relationships
		Consolidate plot knowledge	End of Act 4 consolidation PowerPoint Consolidation activity

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	Act 5	The missed letter Dramatic irony Foreshadowing	
Week 4		Romeo' death Tragedy	
		Juliet's death Soliloquy Tragedy	
	The End – the love story for the ages – or Shakespeare's condemnation of Patriarchal society?	The families' reconciliation	Act 5 summary Act 5 summary resource
Week 5		Approaching an extract to wider text question	
		Addressing misconceptions/gaps	
		Character Profiles	
Week 6			
		Theme Profiles	
		Mercutio PEEZAE task	
Week 7			
		End of play consolidation activity	