

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 10 – Term 2 - 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 and will also revise the skills required for English Language Paper 1 Section B. – Due to lockdown, where in year 9 the poem is normally covered in part dramatically in class – there will be a greater emphasis on performing reading out

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7 – History of English – Shakespeare’s sonnets Term 3 Year 7 – Poetry Term 2 Year 8 – Macbeth Term 1 and 2 Year 9 – Modern Play Text Term 1 Year 9 – Romeo and Juliet Term 5 and 6	Year 10 – Term 3 and 4 An Inspector Calls Year 11 – Term 4 GCSE Revision KS5 – A level Text Othello
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 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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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p><u>Term 2</u> 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</p> <p style="text-align: center;"><u>Apply</u></p> <p>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</p> <p style="text-align: center;"><u>Extend</u></p> <p>How to include sophisticated terminology in analysis Exploring symbolism within texts Consider critical responses to Shakespeare</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Themes • Patriarchy • Narrative structure - climax • Tragedy • Romantic • Sonnet • Soliloquy • Symbolism • Dramatic Irony 	Term 5 <ul style="list-style-type: none"> • Week Three - Romeo and Juliet's Palm to Palm sonnet – Writer's methods
	Term 6 <ul style="list-style-type: none"> • Analysing an extract from the Play – Paris and Lord Capulet • 22nd June Progress point • Recall Language Paper 1 skills
	Recall Curriculum: Term 2 – descriptive writing – juxtaposing language (Language Paper 1)

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<ul style="list-style-type: none"> • Juxtaposition • Oxymoron • Imagery • Stagecraft 	Term 2 – ‘An Inspector Calls’ preparation – context research table (Literature Paper 2 Section A)
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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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	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.	
Week 2	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.	
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	R+J Themes / Analysis/ Characters	Act 1 Scene 1 Romeo is sad about Rosaline and the opening fight	
Week 3	R+J Themes / Analysis/ Characters	Act 1 Scene 2-3 Capulet plans the marriage of Juliet to Paris	
	R+J Themes / Analysis/ Characters	Act 1 Scene 4 The Queen Mab speech	
	R+J Themes / Analysis/ Characters	Act 2 Scene 3-4 Romeo plans his wedding to Juliet and tries to get the Friar to believe him	
Week 4	R+J Themes / Analysis/ Characters	Act 3 Scene 2-3 Aftermath of the deaths of Tybalt and Mercutio	
	R+J Themes / Analysis/ Characters	Act 3 Scene 5 – Juliet begs not to marry Paris / Act 4 Scene 1 –3 Juliet claims she would rather die than marry Paris and takes the potion	

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	R+J Themes / Analysis/ Characters	Act 4 Scene 4 Juliet is found 'dead' / Act 5 Scene 1 – Romeo hears from Balthazar that Juliet is dead.	
Week 5	R+J Themes / Analysis/ Characters REVISION	Revision of key themes, quotes and characters.	
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	Literature Paper 1 Section A – Shakespeare (R+J extract question only)	Literature Paper 1 Section A – Shakespeare (R+J extract question only) – students should attempt this under exam style conditions.	
Week 6	Revisit Descriptive writing/ story writing Paper 1 Language and develop a story opening based on R+J	Students should complete tasks which will help them to consider at least the following areas of writing: vocabulary choices, punctuation, expositions, planning, effective description and paragraphing.	
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Week 7	Romeo and Juliet + Language Paper 1 Fiction Section B Q5 (Descriptive)	TEACHER DEFINED Romeo and Juliet + Language Paper 1 Fiction Section B Q5 descriptive task – in silence and in exam conditions.	
	DIRT EXTRACT Question	Students use feedback and exemplars to complete DIRT of their EXTRACT question. Profile booklets need to be filled in.	
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