

# 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 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?
<b>Year 7 – History of English – Shakespeare’s sonnets TERM</b> <b>Year 8 – Shakespeare play TERM</b> <b>Year 9 – Term 1 Modern Play Text</b>	<b>Year 10 - Term 2 Romeo and Juliet</b> <b>Year 11 – Term 4 GCSE Revision</b> <b>KS5 – A level Text Othello</b>
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"> <li><b>Drama – Dramatic techniques and stagecraft</b></li> <li><b>EP – Sense of debate Gender roles in society – Religious persecution</b></li> <li><b>History Elizabethan traditions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>SMSC – C1 – Shakespeare’s influence on Culture C4 M1 – reaction to parental rebellion</b></li> <li><b>BV – 2 reflect on the rule of law - 3 individual liberty 5 – tolerance of different Faiths</b></li> <li><b>Careers - journalistic papers studied skills for journalism – Workplaces discussed through articles, Food industry.</b></li> </ul>
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"> <li><b>Extended reading</b></li> <li><b>Private reading regularly in class – Historical Fiction – cross over with Noughts and Crosses – Romeo and Juliet as a Meta text – Twilight etc</b></li> </ul> <p>FROM THE LIBRARY</p> <p><i>Pelican Guide to English Lit: Age of Shakespeare</i> (Non. F, Eng. Lit- 823)</p> <p><i>Romeo and Juliet</i> by John Mahoney (Non.F, Eng. Lit 822.3)</p> <p><i>Shakespeare and the Theatre</i> by Jane Shuter (Non.F, Eng. Lit- 792)</p> <p><i>Best-loved Plays of Shakespeare</i> by Abigail Frost (Non F, Eng.Lit-822.3)</p> <p><i>Eliza Rose, lady Mary</i> by Lucy Worsley (Fic. W)</p>	<ul style="list-style-type: none"> <li>Roman Numerals</li> <li>Chronological understanding of Historical dates</li> </ul>

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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: right;"><u>Know</u></p> <p><b><u>Term 5 – 5 weeks</u></b>            DIRT from Assessment week            Romeo and Juliet Play 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 tragedy            The End – the love story for the ages – or Shakespeare’s condemnation of Patriarchal society?            How to organise Theme, Act and Character notes</p> <p><b><u>Term 6 – 7 weeks</u></b>            How To analyse Character and language through Shakespeare’s choices            How to approach an extract to wider text question</p> <p style="text-align: right;"><u>Apply</u></p> <p>The skills of decoding Shakespearean text            The skills of constructing an extract to whole text essay            Creating a thesis statement</p> <p style="text-align: right;"><u>Extend</u></p> <p>How to include figurative techniques within Non-Fiction texts            Linking the issues within the non fiction texts to contemporary and local issues            Aristotelian logic</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"> <li>Themes</li> <li>Patriarchy</li> <li>Narrative structure - climax</li> <li>Tragedy</li> </ul>	Term 5 <ul style="list-style-type: none"> <li>Week Three - Romeo and Juliet’s Palm to Palm sonnet – Writer’s methods</li> <li></li> </ul> Term 6 <ul style="list-style-type: none"> <li>Analysing an extract from the Play – Paris and Lord Capulet</li> </ul>

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<ul style="list-style-type: none"> <li>Romantic</li> <li>Sonnet</li> <li>Soliloquy</li> </ul>	<ul style="list-style-type: none"> <li>22<sup>nd</sup> June Progress point</li> </ul>
	<b>Recall Curriculum:</b>
	Language Paper 1 Skills

## Intent – Concepts

	Lesson title	Non Negotiable content		Suggested activities and resources
Week 1	DIRT TIME ASSESSMENT WEEK			
Week 2	The opening fight and decree – How the themes of Male aggression and Patriarchy are established			
Week 3	The Party – How the lovers first meet and Shakespeare’s language depicting their love			
	Palm to Palm task assessment			
Week 4	The Balcony Scene – How their love intensifies and the impetuosity of youth			

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Week 5	The Fight – How the pivotal scene of the Play is constructed – what the outcome is for the tragedy			
	Themes			
Week 1	The End – the love story for the ages – or Shakespeare’s condemnation of Patriarchal society?			
Week 2	Approaching an extract to wider text question			
Week 3	Assessment			
Week 4	Progress Point in			
Week 5	Character Profile			

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Week 6	Theme Profile			
Week 7				
Week				
Week				