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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What are the contextual factors relating to Romeo and Juliet? | Self assessment | prologue  tragedy  patriarchal  pernicious  emasculation  infatuated  sonnet  soliloquy  justice  banishment  hamartia |
| **2** | What is the plot of Romeo and Juliet? | Self assessment |
| **3&4** | How can we analyse and interpret the prologue? | Extended Write |
| **5** | How does Shakespeare present gender roles in the play? | Exploring PEEEC |
| **6&7** | What can we learn from the film version of the play? | Note taking and summaries |
| **8** | How does Shakespeare present the theme of pride in the play? | Extended Write |
| **9** | How does Shakespeare present the character of the Prince in the play? Who has the power in Verona? | Peer assessment |
| **10** | How does Shakespeare present the roles of the Nurse and Lady Capulet? | Self Assessment |
| **11&12** | How does Shakespeare present the character of Romeo in the play? | Extended Write |
| **13** | What is Shakespeare telling us when Romeo and Juliet’s first meet? | Quotation exploration |
| **14** | How can we construct PEEEC chains? | PEEEC |
| **15** | What do we learn from Juliet’s soliloquy? | Language analysis |
| **16&17** | What emphasis does Shakespeare put on violence in the play? How significant is the death of Mercutio? How is Tybalt significant to the plot? | Extended Write |
| **18&19** | How does Benvolio present the events leading up to Tybalt’s death? Romeo’s banishment. | Self assessment |
| **20&21** | Explore the tension created in the play. | Peer assessment |
| **22** | Assessment Preparation | Assessment Pre |
| **23** | Explore the relationship between Capulet and Juliet in the extract and the play as a whole. | Assessment |
| **24** | Assessment feedback | Green pen improvements |

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**Communications Faculty- Reading Curriculum Intent - Year 9 Unit: Summer 1**

**Shakespeare – Romeo and Juliet**

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show a clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to  develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |