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| **Unit Overview: Romeo and Juliet**  |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | **No of Lessons:** |  |
| **Key Focus for Unit:***What is the key knowledge being delivered?* *What is the intent of this unit?* |
| This unit is an introduction to the GCSE Shakespearean text that students will study in years 10 and 11.By the end of the unit students will: * Revise plot, key themes, language and context in Shakespeare’s ‘Romeo and Juliet’ in preparation for external exams.
* Practice and improve academic writing through close analysis of an extract as well as demonstrating a secure understanding of the whole text.
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| **Key Knowledge and Big Ideas:** *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?* *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* |
| **Big Ideas:** Power, Conflict, Responsibility, Love, Honour* Students consider how power can be a corruptive force in society that can lead to some people exploiting imbalances in power to subjugate others.

**Literary Convention Knowledge:** * Students will be able to understand key features of Shakespearean plays and will be able to identify and explain the importance of soliloquys, asides, monologues, stage directions etc.
* Students will describe typical features of a tragedy.
* Students will explore how characters in the play function in a patriarchal society and therefore are a product of or victim to different abuses of power. Relationships between characters in the play are defined by gender and patriarchy.
* Students will explore how conflict between characters is a result of, or escalated by male bravado, misogyny and a desire for increased status. Students also reflect on the devastating impact of conflict as characters face death and tragic ends.
* Students will revise conventions of tragedy, dramatic devices, the structure of the play, Shakespearean language (blank verse and iambic pentameter), metaphorical and figurative language. Shakespearean theatre.
* Students will revise the romantic conventions established and subverted in the play.

**Contextual Knowledge:** * Students revise the Renaissance Italian setting of ‘Romeo and Juliet’ used to present a freer society than Elizabethan England, but how the play is a social commentary on imbalances of power that result in conflict. The civil brawl in the play a reflection of the tension between Catholics and Protestants in Elizabethan society.
* Students gain an understanding of the differences in types of love; infatuation verses romance, and how Shakespearean concepts of tragedy and fate impact relationships.
* Students revise the Elizabethan concept of courtly love and to what extent Shakespeare is meeting or subverting conventions.
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| **Unit Assessment:***How will this unit be assessed?* *What is the frequency of assessments – baselines etc?* |
| This unit aims to prepare students for the final GCSE exams that they will complete at the end of year 11.Students will be assessed on the following: * Selecting and retrieving quotations
* Analysing quotations
* Zooming in on key words in quotations
* The writer’s message
* Contextual knowledge
* The effect on the reader

**Baseline Assessment:** Explore how Shakespeare presents aggressive male behaviour in Romeo and Juliet.**Midline Assessment:** Starting with this conversation, explain how Shakespeare presents Capulet as a controlling father in Romeo and Juliet.* How Shakespeare presents Capulet as a controlling father in this extract?
* How Shakespeare presents Capulet as a controlling father in the play as a whole?

**Final Assessment:*** Students to plan an essay together in class and then are assessed on the writing completed in timed conditions in class.
* Students are then tested on this unit in their February mock exams (Section A of Literature Paper 1)
* Feedback given from mocks with a chance to improve their essays before further timed writing in class in assessment conditions- building to external exam in May.

Recall strategies such as starter quizzes, HW quizzes and story mapping will also be used to assess students on their key knowledge throughout the play.  |
| **Key Skills Explored** | **Vocabulary Selected for DVI** | **Links to Previous Unit** |
| * Close analysis of an extract
* Written language analysis
* Planning and writing a sequenced essay
* Demonstrating a secure understanding of the whole text.
* Note taking
 | **Tier 2**  Patriarchy, Subjugation Misogyny, Corruption Power imbalance Hierarchy, Bravado, Tragedy Honour, Courtly Love, Eros, Philia, Agape, Sonnet, Renaissance**Tier 3**Oxymoron, Juxtaposition Figurative Language Light and dark imagery Derogatory language Prologue, Iambic Pentameter Punning, Soliloquy Aside, Foreshadowing Blank Verse, Microcosm, Fate, Destiny | * Revision of ‘Romeo and Juliet’ SOW from Y10-11
* Knowledge of gender inequality and power imbalances studied in Y9 non-fiction SOW on gender.
* Knowledge of Elizabethan society and Shakespearean language built-on from KS3 units on ‘The Tempest’, ‘Macbeth’ and ‘Othello’ where conflicts in the play a reflection of the tension between Catholics and Protestants in Elizabethan or Jacobean society.
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| **Links to Careers/Employability** | **How does this unit prepare students for the next unit?** |
| * Written communication
* Developing a viewpoint and argument on a text
* Empathising with characters (people) and other perspectives
 | * This unit builds students towards external exams.
* The exam strategies revised link to the exam strategy for ‘A Christmas Carol’ and Language Paper 1 as both look at an extract from a fiction text.
* Development of language analysis skills relates to all units across English Literature.
* This unit also builds students’ knowledge of Shakespearean language, the tragic structure and political backdrop which is studied at A Level when students look at another Shakespearean tragedy.
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