YEAR 9 - Romeo and Juliet

In this unit you will study the 16th century Shakespeare text Romeo and Juliet. You have previously studied texts, such as A MidsummerNight's Dream, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your GCSE Literature study, as it will give you core knowledge for the GCSE Shakespeare text, as well as developing high level skills which you can apply during your Key Stage 3 and GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Hierarchy Construct Tragedy Conventions Catharsis Tragic Hero Hamartia Fate Predetermined Destiny Free will Conflict Bawdy Feud	Oxymoron Construct Inference Character tracking Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations	Elizabethan England Tragic conventions The role of fate, love, male attitudes and death in the play. Attitudes to marriage. Character arc analysis Tragic structure analysis	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Elizabethan context. KLI 3b: Evaluates Shakespeare's wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Appositives • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary
Checkpoint 2: How does Shakespeare present Romeo as a tragic hero?	You will be given an extract from the text, alongside the set question. Things to consider: • What is he saying in this speech? • How does his language reflect his hamartia? • Why does this show him as flawed? • How does this lead to Romeo becoming a tragic hero? • Consider big ideas/writer's inventions.	• KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. • KLI 1b: Selects, embeds and interprets quotations effectively. • KLI 1c: Maintains a developed analytical paragraph with a clear argument. • KLI 2a: Analyses language, form and structure. • KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. • KLI 3a: Explains relevant Elizabethan context.

		• KLI 3b: Evaluates Shakespeare's wider intentions and messages.
Checkpoint 3: How does Shakespeare use the death of Romeo and Juliet to reinforce inevitability of fate?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: • write an introduction that explains your overarching argument • use topic sentences for each paragraph that explain the main focus of the paragraph • use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs • Explode the quotes (in the diamond analysis style) • write a concluding sentence for each paragraph that summarises the main focus with a focus on Shakespeare's intentions • write a conclusion that offers insight into the potential impact of the text	• KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. • KLI 1b: Selects, embeds and interprets quotations effectively. • KLI 1c: Maintains a developed analytical paragraph with a clear argument. • KLI 2a: Analyses language, form and structure. • KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. • KLI 3a: Explains relevant Elizabethan context. • KLI 3b: Evaluates Shakespeare's wider intentions and messages.
Checkpoint 4: Write and perform a modern day interpretation of a scene.	As a group, you will be expected to review, rewrite, perform and evaluate a scene in Romeo and Juliet. Things to consider: • Understanding the Original Scene: • Thinking About Audience and Purpose • Turn Shakespeare into Modern Dialogue • Shape the Scene for Performance • Draft, Revise, and Improve • Speaking Clearly and Confidently • Rehearsing and Refining for an Audience • Why a particular tone, gesture or movement was chosen; • Drama vocabulary (such as subtext, tension, status or emphasis); • Link to audience understanding.	• Modernise Shakespeare's meaning • Use dramatic expression • Vocal and physical performance • Historical and cultural understanding • Confident and clear delivery • Evaluate performance choices

Milestone assessment:

How does Shakespeare present the lovers in this extract of the play and elsewhere?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Hierarchy Construct Tragic Hero Hamartia Fate	Understanding of key theme, it's link to inside the set text and wider analysis outside the text.	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Elizabethan context. KLI 3b: Evaluates Shakespeare's wider intentions and messages.

How can I achieve in this topic?

- Complete tasks in homework booklet
- Use revision support material to prepare you for assessments
- Use excellence models, scaffolds and success criteria