

Meden School Curriculum Planning							
Subject	English	Year Group	8	Sequence No.	3	Topic	Romeo and Juliet

Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>Knowledge learned in Y7 Myths and Legends unit: protagonists/antagonists/ conflict/ morality</p> <p>Techniques learned in Y7 poetry unit- metaphor/ symbolism/ similes/ imagery</p> <p>Y8 Animal Farm- conflict</p> <p>Y7/8 skills: topic sentences/ selecting evidence/ explaining evidence/ selecting key words/ writing about language techniques</p> <p>Retrieval week 2</p> <p>Tragic terminology Shakespearian context Elizabethan context</p> <p>Retrieval week 3</p> <p>Elizabethan context</p>	<p>Week 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shakespeare- who he was and why he is famous</li> <li><input type="checkbox"/> Elizabethan England- patriarchal society and religious beliefs around love and marriage (Christian beliefs around marriage and gender roles). <a href="https://www.bl.uk/shakespeare/articles/marriage-and-courtship">https://www.bl.uk/shakespeare/articles/marriage-and-courtship</a></li> <li><input type="checkbox"/> Religious idea of predestination <a href="https://www.britannica.com/topic/predestination">https://www.britannica.com/topic/predestination</a></li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conflict in Elizabethan society, War of the roses, Queen Elizabeth vs Mary Queen of Scots <a href="https://www.bl.uk/shakespeare/articles/new-mutiny-the-violence-of-romeo-and-juliet">https://www.bl.uk/shakespeare/articles/new-mutiny-the-violence-of-romeo-and-juliet</a></li> </ul> <p><a href="https://www.bl.uk/shakespeare/articles/the-reformation-in-shakespeare">https://www.bl.uk/shakespeare/articles/the-reformation-in-shakespeare</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Italian Renaissance- article to read <a href="https://www.bl.uk/shakespeare/articles/shakespeare-and-italy#">https://www.bl.uk/shakespeare/articles/shakespeare-and-italy#</a></li> <li><input type="checkbox"/> Tragic terminology and aspects of Aristotelian tragedy (tragic heroes/ hamartia/ catharsis/ what is tragedy?)</li> </ul> <p>Week 3</p>	<p>-Theme of conflict and violence- consequences of violence/ conflict in UK/ around the world</p> <p>Patriarchal society- treatment of experience of women in Britain</p> <p>Abuse- Lord Capulet/ Juliet- exploring coercion and control</p> <p>Love and relationships- healthy relationships</p>

<p>Italian Renaissance Tragic terminology</p> <p>Retrieval week 4 Key characters and whether they are Montague/Capulet What is an oxymoron Tragic terminology Patriarchal society</p> <p>Retrieval week 5</p> <p>Who loves who and who hates who Themes: conflict/ family/ love</p> <p>Retrieval week 6</p> <p>What is imagery? Tragic terminology What is foreshadowing? <b>Topic sentences/ evidence/ selecting key words + explanation</b></p> <p>Retrieval week 7</p> <p>What is a metaphor? Love triangles Familial relationships</p>	<p>Theme of Power</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cold read: Act 1 scene 1 up to Prince’s speech</li> <li><input type="checkbox"/> Act 1 scene 2 to line 33</li> <li><input type="checkbox"/> Act 1 scene 3 1 to 15 and 60 to 100</li> </ul> <p>Theme of Love</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cold read: Act 1 scene 5 line 40 to 140</li> <li><input type="checkbox"/> Act 2 scene 2 to end</li> <li><input type="checkbox"/> Act 2 scene 3 line 31 to end</li> </ul> <p>Theme of Loyalty</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cold read: Act 3 scene 1 to end</li> <li><input type="checkbox"/> Act 3 scene 2 line 37 to end</li> <li><input type="checkbox"/> Act 3 scene 3 all</li> </ul> <p>Theme of Conflict</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cold read: Act 3 scene 5 all</li> <li><input type="checkbox"/> Act 4 scene 1 line 44 to end</li> </ul> <p>Week 4</p> <p>Theme of conflict:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cold read of Act 4 scene 2 line 16 to end</li> <li><input type="checkbox"/> Act 4 scene 3 all</li> <li><input type="checkbox"/> Act 4 scene 5 line 1 to 64</li> <li><input type="checkbox"/> Act 5 scene 1 all</li> <li><input type="checkbox"/> Act 5 scene 3 all (skip Friar Lawrence retelling)</li> </ul> <p>Week 5</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Prologue and teaching foreshadowing as a technique, plus looking at imagery and language relating to stars, lovers, fate, destiny</li> <li><input type="checkbox"/> Act 1 Scene 1- introducing the Montagues and Capulets (warring families) Sampson and Gregory’s warring, violent language and how this is an important technique in introducing the theme of violence</li> <li><input type="checkbox"/> Layers of meaning</li> </ul> <p>Week 6</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse in detail the Prince’s speech. Line 75-97</li> </ul>	
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<p>Retrieval week 8</p> <p>What is foreshadowing? What is a metaphor What is a semantic field?</p> <p>Retrieval week 9</p> <p>What is conflict? Tragic terminology What is a semantic field?</p> <p>Retrieval week 10</p> <p>Themes of love/conflict Romeo's banishment Mercutio's fate Tragic heroes and fatal flaws</p> <p>Retrieval week 11</p> <p>Patriarchal society Elizabethan gender roles Lord Capulet's characterisation</p> <p>Week 12</p> <p>Tragic terminology: catharsis/ fate of tragic heroes Foreshadowing</p>	<p><input type="checkbox"/> Formative assessment: Analytical paragraph writing: <b>How is Prince presented in this extract? (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning)</b></p> <p>Week 7</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act 1:1- Introduction to Romeo- his love for Rosaline and heartbreak in Act 1:1 focus on use of oxymorons by Romeo- "Feather of lead, bright smoke, cold fire" and how this reveals his conflicted nature</li> <li><input type="checkbox"/> Act 1:3- Juliet and her mother's discussion around marriage- Lady Capulet persuading Juliet around marriage. Analyse Act 1 scene 3 lines 1 to 15 then analyse Act 3 scene 5 line 140, line 176, line 196 to 203. Compare the scenes and Lady Capulet</li> </ul> <p>Week 8</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse Act 1.2- Capulet's response to Paris line 13 to 37. Analyse Act 3 scene 5, lines 141 to 168 plus 'hang, beg' section. Compare the scenes and the change in Capulet</li> <li><input type="checkbox"/> (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning)</li> <li><input type="checkbox"/> Act 1:5- Romeo sees Juliet 43-52 Analysis of line 92 to 109,</li> <li><input type="checkbox"/> Romeo and Juliet's first dialogue together in 1:5- how Shakespeare presents their love (at first sight)</li> <li><input type="checkbox"/> (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning)</li> </ul> <p>Week 9</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act 2:1 and 2:2- Romeo and Juliet's forbidden love. Metaphors- "Juliet is the sun" and more light imagery/ semantic field of light (Act 2.2- lines 2-62)</li> <li><input type="checkbox"/> Act 2.3- Intro to Friar Lawrence- here he is tending to his herbs/ flowers therefore explore the use of foreshadowing as he refers to 'poison' and 'death' in his opening soliloquy. Friar Lawrence's ominous language "they stumble that run fast".</li> </ul>	
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<p>Themes of love/hate</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Act 2:6- the marriage and Friar Lawrence’s foreboding vow reading “These violent delights have violent ends”- explore the use of metaphor and paradox</li> <li><input type="checkbox"/> (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning)</li> </ul> <p>Week 10</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act 3:1- the fight scene: exchange between Tybalt/Romeo (love/hate) and between Mercutio/ Tybalt/ Romeo- “a plague on both your houses!” - line 82 to 128</li> <li><input type="checkbox"/> Prince’s banishment of Romeo</li> </ul> <p>Week 11</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act 3:2- Juliet’s soliloquy on love- symbolism and imagery (birds/ night to encourage the coming on of time)</li> <li><input type="checkbox"/> Act 4.5: Juliet takes the potion- explore the family’s reaction and grief towards her death (particularly Capulet’s outpouring of grief) Line 19 to 31 and 34 to 40 and 59 to 64.</li> <li><input type="checkbox"/> (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning)</li> </ul> <p>Week 12</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act 5.1 line 57 to 85- the tragic ending</li> <li><input type="checkbox"/> Analysis of Act 5 scene 3 line 91 to 120</li> <li><input type="checkbox"/> Analysis of Act 5 scene 3 line 160 to 170</li> <li><input type="checkbox"/> Analysis of Act 5 scene 3 line 292 to 310</li> <li><input type="checkbox"/> How the play conforms to tragic conventions (is there a tragic hero? Where do we see catharsis? Who has a fatal flaw?)</li> <li><input type="checkbox"/> <b>Assessment- Lord Capulet in 3:5-</b> (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning)</li> </ul>	
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Week	Key question	Practice tasks
1	<p>Who was Shakespeare and what was life like in Elizabethan England?</p> <p>What is patriarchal society? What are Christian and Catholic beliefs around love and marriage? What is predestination?</p>	<p>Comprehension questions to evidence understanding and learning</p> <p>Comprehension questions to evidence understanding and learning</p>
2	<p>What conflict existed in Elizabethan England?</p> <p>What was the Italian Renaissance and how did it impact Shakespeare and his writing?</p> <p>What is tragedy? What did Aristotle say tragedy has to be? What is an Aristotelian tragic hero?</p>	<p>Comprehension questions to evidence understanding and learning</p> <p>Paragraph to demonstrate understanding and learning</p> <p>Comprehension questions to evidence understanding and learning</p>
3	<p>Where do we see the theme of power from Act 1:1- 1:3?</p> <p>Where do we see the theme of love from Act 1:5-2:3?</p> <p>Where do we see the theme of loyalty from Act 3:1-3:1?</p> <p>Where do we see the theme of conflict from 3:5-4:1?</p>	Cold reading
4	Where do we see the theme of conflict from 4:1-end?	Cold reading

5	<p>What is foreshadowing? How does Shakespeare use foreshadowing in the prologue? What imagery exists in the prologue?</p> <p>How does Shakespeare introduce the conflict and violence between the Montagues and Capulets in Act 1:1?</p>	<p>Analysis paragraph on foreshadowing in prologue</p> <p>Analysis paragraph on conflict and violence (1.1)</p>
6	<p>How is the Prince presented through his speech? (line 75-97)</p>	<p>Analysis paragraph on Prince's speech</p>
7	<p>How is Romeo presented in Act 1:1? What is an oxymoron?</p> <p>How are attitudes towards marriage presented in Act 1:3? What can we learn about Lady Capulet?</p> <p>How are attitudes towards marriage presented in Act 3.5? How is this different to Act 1:3?</p>	<p>Analysis paragraph on Romeo (1.1)</p> <p>Comparative paragraphs (one on 1.3 and one 3.5) exploring Lady Capulet's different attitudes towards Juliet and marriage</p>
8	<p>How does Capulet discuss Juliet and his attitudes to marriage with Paris in 1:2? How does this compare to his response in Act 3.5?</p> <p>How does Shakespeare present Romeo's first response to Juliet in Act 1.5?</p> <p>How does Shakespeare present love between Romeo and Juliet in Act 1.5?</p>	<p>Comparative paragraphs (one on 1.2 and one 3.5) exploring Lord Capulet's different attitudes towards Juliet and marriage</p>

		Analysis paragraph- How does Shakespeare present love between Romeo and Juliet in Act 1.5?
9	<p>How does Shakespeare present forbidden love in Act 2.1 and Act 2.2?</p> <p>How does Shakespeare use Friar Lawrence to create a sense of foreboding in Act 2.3?</p> <p>How does Shakespeare use foreshadowing in Friar Lawrence's wedding speech (Act 2.6)?</p>	<p>How does Shakespeare present forbidden love in Act 2?</p> <p>How does Friar Lawrence use foreshadowing in Act 2.6? (paragraph)</p>
10	<p>How does Shakespeare present conflict in Act 3.1 through Mercutio's final speech?</p> <p>How and why is Romeo banished to Mantua?</p>	Analysis paragraph on conflict- 3.1
11	<p>How does Shakespeare present ideas around love in Juliet's soliloquy (act 3.2)?</p> <p>How do the Capulets express their grief at Juliet's 'death' in Act 4.5?</p>	Analysis paragraph on Juliet and love (3.2)
12	<p>How does Shakespeare present tragedy through the play's ending in 5.1?</p> <p>How does Shakespeare present tragedy through the play's ending in 5.3?</p>	Analysis paragraph on tragedy in 5.3

	Does Romeo and Juliet meet the conventions of Aristotle's tragic model?	
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