



Year 9 Unit 2	Shakespeare – <i>Romeo and Juliet</i>
Learning outcomes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Key features of the language, themes and form of the play • Knowledge of the plot of the play • The context of Shakespeare’s play, life and times • The context of Elizabethan theatre <p>Skill set:</p> <ul style="list-style-type: none"> • Develop confidence and expertise when reading Shakespeare’s play (both aloud and individually) • Develop the skill set relating to how to write analytically, using the PETZAL acronym, with a specific focus on looking at different interpretations such as a Feminist reading
Key Question	How is the theme of love presented in <i>Romeo and Juliet</i> ?
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the context (Elizabethan) and plot • Understanding of key language used by Shakespeare (e.g. thou/thee, prithee, marry) • Identification and effect of writer’s methods • Understanding of how to analyse unfamiliar text • Understanding of how to write analytically • Understanding of how to look at a text in different ways e.g. through a Feminist perspective <p>Context:</p> <ul style="list-style-type: none"> • Shakespeare’s life and times • Elizabethan theatre – The Globe • Ideas surrounding love, marriage, gender and religion <p>Skills:</p> <ul style="list-style-type: none"> • Reading Shakespearean text aloud • Deciphering meaning in Shakespearean text



- Analytical essay writing
- Approaching an extract from a text and the play as a whole with an analytical focus

Key Terminology:

- pathos
- hedonistic
- dowry
- clandestine
- tragedy
- feminist
- conflict
- catharsis
- hamartia
- reconciliation
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All of these terms are pre-taught and defined on the SOW cover sheet for the students.

Areas of sensitivity and language to avoid:

- Probability that Shakespeare was bisexual – this is less likely to arise when studying this play as it deals with heterosexual relationships only, but it may need to be addressed if any students discover this as part of their homework research.
- The relationship between Romeo and Juliet would be considered inappropriate and illegal in the UK by today's standards due to their ages. This will need to be explained sensitively.
- Violent language used relating to the idea of rape in the early scene of the play between the Montagues and the Capulets; this will need to be approached sensitively.

1. Ongoing Assessment i.e. formative

- **Assessment:** 1 hour timed open book assessment based on an extract, and the text as a whole, from the play.



	<ul style="list-style-type: none"> • Write an essay analysing a theme in an extract from the play and the play as a whole; <i>Starting with this extract, explain how [theme] is presented in the play.</i> • Use of: mini white boards, hands down questioning, informal assessment of written work through teacher circulation. • Formal assessment, timed, taken in class <p>Key misconceptions:</p> <ul style="list-style-type: none"> • Elizabethan and Shakespearean are the same historical period • Theatre was just for wealthy people • Shakespeare’s stories are all original and set in the Elizabethan era <ul style="list-style-type: none"> • Homework: • Learning key terms and spellings for a test • Reading of the non-key scenes to ensure coverage of the whole text • Research ideas surrounding gender roles in the Elizabethan era
<p>2. End Product Assessment i.e. summative</p>	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • Assessment: Write an essay analysing how a theme is presented in an extract from the play and the play as a whole; <i>Starting with this extract, explain how [theme] is presented in the play.</i> <p>What formats/methods are you going to use i.e. in class written assessment?</p> <ul style="list-style-type: none"> • Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation. • Formal assessment, timed, taken in class
<p>Clear sequencing of content</p>	<p>Sequencing:</p>



	<ul style="list-style-type: none"> • This builds on the Shakespeare units studied in years 7 and 8, and prepares students for studying another tragedy, 'Macbeth', in year 10. • Prior to this year, students learn to analyse an extract in year 7 and a character/relationship in year 8, which builds up to the theme analysis in year 9. • Students will mainly focus on an extract in year 7, but the whole text in years 8 and 9. <p>Key themes/ concepts:</p> <ul style="list-style-type: none"> • Characters – character flaws, character relationships • Themes – love, marriage, gender • The concept of the Tragedy genre <p>How does this help students access future learning?</p> <ul style="list-style-type: none"> • Studying a Shakespearean tragedy and answering a question which analyses an extract and then the play as a whole will enable students to access GCSE English Literature paper 1 where they answer a similar question on 'Macbeth'.
Links to Careers	<ul style="list-style-type: none"> • Specific careers: Playwright, Critic, Actor, Historian • The presentation of character in literary form, how it has connected to the canon of literature and typical presentation of certain characters in literature links to any career involving cultural capital and the ability to read and infer the presentation of character and what this communicates about its social and historical context.
Diversity and Inclusion	<ul style="list-style-type: none"> • Gender - discussion of Shakespeare's presentation of gender and societal attitudes to women • The play is set in Italy • The Baz Luhrmann film version features actors of colour
Support	<ul style="list-style-type: none"> • Students are provided with a cover page with the key terms defined • Additional resources are available on SharePoint
Challenge	<ul style="list-style-type: none"> • All student books contain a recommended reading list • All students are encouraged to complete the 13 by 13 reading challenge



- Reading/watching more plays by Shakespeare
- Watching a version of the play on stage or screen