



Big Question - Romeo and Juliet

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How does Shakespeare present the theme of hatred in the play?	<p>This scheme of work explores Romeo and Juliet in performance by focusing on characterisation and the realisation of particular scenes. The outcome is for students to gain both a literary and a performance perspective of the play. Students will gain the following knowledge/skills:</p> <ul style="list-style-type: none"> • Understanding of the themes and motifs within the text • Exploration of the main characters • Language and poetic devices • Gender roles within the play • Knowledge about the Elizabethan era, including the social norms, customs, and traditions prevalent at the time. They will explore how these factors influence the characters' actions and decisions. • Dramatic techniques and stagecraft: Students will learn about the use of dramatic techniques in "Romeo and Juliet," including soliloquies, asides, dramatic irony, and foreshadowing. They will examine how these techniques enhance the dramatic impact of the play. • Interpretation and analysis: Students will develop their skills in interpreting and analysing the play, looking beyond the surface level to explore deeper meanings and subtext. They will engage in discussions, group activities, and written assignments to express their interpretations and support them with evidence from the text. • Contextual connections: Students will make connections between "Romeo and Juliet" and their own lives, contemporary society, and other literary works. They will explore how the play's themes and messages are relevant and applicable to different contexts. 	<p>Students would have studied a Shakespeare play in Year 7 and therefore will understand some of the language, terminology and structure of a play. It would benefit students to have an overview of the storyline to enable them to interpret the language within the play. Students would also benefit from knowing the historical context of the play.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can critically evaluate key concepts and the impact of language choices and techniques on the reader/viewer using an assured selection of relevant textual detail.</p> <p>I can appreciate literature, showing empathy when evaluating different interpretations of literature, including my own.</p> <p>I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.</p> <p>I can employ a range of strategies to recognise and predict the meaning across a wide range of texts and from this enhance my own expression and communication.</p> <p>I can use inference and deduction to gain in-depth understanding of complex texts, and can evaluate the reliability, validity and impact of what I read.</p>	<p>Assess the effectiveness of Shakespeare's portrayal of hatred in eliciting emotional responses from the audience.</p> <p>Evaluate the impact of hatred on the overall message and themes of the play.</p> <p>Debate the extent to which hatred is a central driving force in the tragedy of Romeo and Juliet.</p> <p>Compose a new scene or monologue that explores the origins and escalation of hatred between the Montagues and Capulets.</p> <p>Evaluate the effectiveness of the play in conveying its intended message or theme.</p> <p>Assess the use of literary devices and their impact on the reader's understanding and engagement.</p> <p>Develop and deliver a critical analysis of the play, sharing insights and interpretations.</p>
Advancing	<p>I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.</p>	<p>Analyse a specific scene and identify the different forms of hatred present, such as familial hatred, societal hatred, or self-hatred.</p>



	<p>I can appreciate literature, showing empathy and understanding that literature can be interpreted differently.</p> <p>I can listen empathetically to different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p> <p>I can employ a range of strategies to summarise, synthesise and analyse information to gain in-depth understanding of texts.</p> <p>I can use inference and deduction to understand more complex texts and can consider the reliability and impact of what I read.</p>	<p>Propose alternative actions or decisions for characters in the play to mitigate the consequences of their hatred.</p> <p>Create a dramatic adaptation or script that explores the consequences of unresolved hatred.</p> <p>Compare and contrast how different characters in the play express their hatred.</p> <p>Analyse the role of language and imagery in conveying the theme of hatred.</p> <p>Examine the consequences of hatred and how they contribute to the tragic outcome of the play.</p> <p>Analyse the use of poetic devices and their effectiveness in conveying emotions or ideas.</p>
Securing	<p>I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.</p> <p>I can show empathy when responding to literature and understand that others may have different views from mine.</p> <p>I can listen emphatically to different people's viewpoints on various subjects.</p> <p>I can read texts, choosing strategies which best help me understand them.</p> <p>I can use inference and deduction to understand texts and can consider the reliability of what I read.</p>	<p>Explain the reasons behind the feuding between the Montagues and Capulets.</p> <p>Describe the impact of hatred on the characters' actions and decisions.</p> <p>Retell the events of the play from the perspective of a character driven by hatred.</p> <p>Explain the meaning of figurative language and poetic devices used in the play.</p> <p>Summarise the main ideas or events described in the play.</p> <p>Infer meaning in the play by analysing specific aspects of language.</p> <p>Compare scenes related to the theme of hatred.</p>
Beginning	<p>I can recognise the features of different types of literature and use appropriate language to talk about them.</p> <p>I am beginning to show empathy with characters in Literature.</p> <p>I can listen to others and understand that they might have a different perspective from my own.</p> <p>I can infer meaning from images and texts.</p> <p>I can read different texts using a range of strategies to make meaning.</p>	<p>Describe what happens in the play and how the writer explores the theme of hatred in the play.</p> <p>Identify key language devices in the play.</p> <p>Locate and retrieve relevant information from the text.</p> <p>Recall key facts/events.</p> <p>Infer meaning by highlighting key words/phrases.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Performing scenes: students participate in a class performance of selected scenes from the play. This experience can deepen their understanding of the characters, themes, and emotions conveyed in the play.</p> <p>Conducting interviews or debates: Students given the roles of various characters from the play and they engage in interviews or debates. They can research the characters' perspectives, motivations, and experiences, and then participate in interviews or debates, either in person or through written formats. This activity develops research skills, critical thinking, and empathy for different points of view.</p>	<p>Numerous literacy strands are covered. See SoW.</p>



Writing letters or diary entries: Students can write letters or diary entries from the perspective of a character in the play. They can explore the characters' thoughts, feelings, and motivations at various points in the story. This activity encourages students to empathise with the characters, analyse their inner conflicts, and develop their writing skills.
If theatre productions are available then a school trip can be organised.

Assessment (How will we know that students have learnt what we taught them?)

Formative assessment:

- Teacher circulating
- Q&A discussions on various language/themes
- Comprehension activities
- Hot seating/Role play
- Debates
- Using inference skills for a range of scenes.
- Match key terms to definitions/examples
- Peer/self-assessment tasks
- Empathy demonstrated via diary entry tasks
- PQA writing tasks
- Creative writing tasks
- Consolidation writing activities
- Expository writing.

Summative assessment: Students will respond to the following essay question: How does Shakespeare present the theme of hatred in Romeo and Juliet?

Evaluation (To be completed 2024)

Strengths	Areas for Development	Pupil Voice