

English Department

Year 11

Topic: Romeo and Juliet

Learning Journey

Prior learning:

-literature analysis: AIC, Anthology poetry, Jane Eyre

-Shakespeare throughout KS3

-key methods introduced in Y10: dramatic irony/catalyst/foreshadowing/iambic pentameter

Learning sequence – topic title										Endpoint
Main learning steps	Introduce: themes/plot/context /character Analyse prologue (language, form, structure)	Character focus: Romeo, Juliet. Analyse key scene: 1.5	Key Scene: Balcony scene (2.2). Analyse language / form/ structure Exploring Shakespeare's methods	Minor characters and key themes: parental relationships; fate; love	Key Scene: 3.1 Analyse methods: juxtaposition ; tension Analyse themes: conflict	Explore Shakespeare's language – Act 3 and link language to how characters change/ develop (Lord Capulet)	Tracing Character Development: Juliet Act 4 Link character to key themes & theme development: family relationships, love, fate	Explore Shakespeare's methods (Act 5): tension, foreshadowing , structure Analyse key scene: Act 5, scene 3 – Romeo and Juliet's final soliloquies	Explore overall themes/ characters across the entire play (fate, love, Romeo, Juliet)	Explore how a key theme or character is presented in the extract. Explore how a key theme or character is presented in the play as a whole.
Key Vocab	Petrarchan lover Internal conflict	prologue external conflict	soliloquy turning point	blank verse catalyst	free verse tragedy	sonnet mercurial	iambic pentameter foreshadowing	rhyming couplet dramatic irony		

Assessment	<p>What might I be assessed on?</p> <ul style="list-style-type: none"> -Annotating key extracts/scenes -Writing analytically to explore how a character or theme is presented -Writing analytically to explore how a character or theme has developed over the course of the play -Explore how Shakespeare uses methods to reveal a key character or theme -Create 5-point plans to explore key characters, themes, and how they develop in the play <p>How will I respond to marked work?</p> <ul style="list-style-type: none"> -answer teacher questions in purple pen -answer questions from self or peer assessment in purple pen -add to annotations to explore key extracts -adding to or redrafting part of my written work to make improvements
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Where will we use these ideas again:

Next half term – Y11 mock exam revision

January – GCSE exam revision