



Subject: English Year 8

Spring Half Term 1 : *Romeo and Juliet*

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

In our study of William Shakespeare's most tragic and beautiful play, we ask 'what's in a name'? Does love really conquer all – even an age old family feud? Is there such thing as fate? And what social and cultural understanding can we gain from discussing issues such as arranged marriage and patriarchy in Shakespeare's time and ours? Through exploration the full text, we will learn about what Shakespeare's language looks and sounds like- from innuendo, to oxymoron and hyperbole and how poetic structure is used to manipulate and shape its performance. We will start to understand and appreciate why Shakespeare is so highly regarded and so ingrained in our culture and the themes and ideas will inspire a piece of creative writing.

Issues of gender and equality are important discussion points and these will be echoed in RE and in the students' citizenship sessions. Our study of *Romeo and Juliet* is also supported with Drama's study of *Westside Story*, allowing an appreciation of how texts can be transformed and translated to different contexts and genres.

Essential

Core

Ambitious

The Big Questions
(What questions will students be able to answer upon mastery of the topic?)

Who was Shakespeare and why is he so famous?

What did he write in terms of plays, sonnets and other poems?

How do we know what a play looks like? How is it divided?

How is a script different from prose?

Why should we consider plays in terms of performance?
–What was the theatre like in

What was Elizabethan England like in terms of societal norms, hierarchy, role of men and women, Elizabethan theatre and how is this reflected within the play?

What are the key plot points of *Romeo and Juliet* and what ideas and themes does it explore?

How do we read and appreciate Shakespeare?

What are some of the most important and effective language choices and how does this shape the text and influence the audience's response?

How was vocabulary different? Which words are

What do you understand to be the role of men and women in today's society?

How do Shakespeare's themes and genres link and connect across the plays and sonnets?

Can Shakespeare be translated into a different time and place? Is it still fundamentally Shakespeare?

How have time and cultures shaped the reading of Shakespeare's plays? How is this shaped by social and cultural beliefs?

	Elizabethan times?	completely unfamiliar and what do they mean? How is the play structured and what effect does this have?	
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge		
	Skill/Technique	How will this skill be developed?	
	Application of contextual and textual knowledge to write a creative response (letter) in the voice of characters	Teaching of the story, close textual analysis, use of Elizabethan language, revise conventions of letter writing and formal and informal style.	
Recognition of plot and structure Analysis of variations in rhyme and rhythm	– Timeline to help understanding of plot and to emphasise the build up to tragedy - Practising the rhythms of iambic pentameter – analysis of shifts from rhyming verse to non-rhyming verse		