



Lessons Sequence													
<p><b>TOPIC (S)</b></p> <p><b>Romeo and Juliet</b></p>	<ol style="list-style-type: none"> <li>1. Context and language</li> <li>2. Prologue</li> <li>3. Act 1 Scene 1</li> <li>4. Act 1 Scene 1: Romeo and Benvolio</li> <li>5. She Walks in Beauty - Byron</li> <li>6. Act 1 Scene 2</li> <li>7. Act 1 Scene 3</li> <li>8. Act 1 Scene 4</li> <li>9. Article writing</li> <li>10. Act 1 Scene 5</li> <li>11. Assessment preparation – creative writing</li> <li>12. Creative writing assessment</li> </ol>												
	<ol style="list-style-type: none"> <li>13. Act 2 Scene 1</li> <li>14. Act 2 Scene 2</li> <li>15. Medicine in Shakespeare’s time</li> <li>16. Act 2 Scene 3: Romeo and Friar Laurence</li> <li>17. Letter writing</li> <li>18. Act 2 Scene 4: The Nurse</li> <li>19. Act 2 Scene 5</li> <li>20. Act 2 Scene 6</li> <li>21. Act 3 Scene 1</li> <li>22. Act 3 Scene 1</li> <li>23. Act 3 Scene 1: Gangs and violence</li> <li>24. Act 3 Scene 2: Juliet’s inner turmoil</li> <li>25. Act 3 Scene 3</li> <li>26. Romeo’s character analysis</li> <li>27. Act 3 Scene 4</li> <li>28. Act 3 Scene 5: The diverse perception of the role of women in society</li> </ol>												
	<ol style="list-style-type: none"> <li>29. The exploration of the diversity of women’s roles through poetry and plays</li> <li>30. Introducing Maya Angelou and explore her views on empowerment</li> <li>31. Still I Rise</li> <li>32. Empowerment assessment preparation</li> <li>33. Empowerment speech writing assessment</li> <li>34. Act 4 Scene 1</li> <li>35. Act 4 Scene 2</li> <li>36. Act 4 Scene 3</li> <li>37. Act 4 Scene 4 and 5</li> <li>38. Act 5 Scene 1</li> <li>39. Act 5 Scene 2 and 3</li> <li>40. Who is to blame?</li> <li>41. Valentine – Carol Ann Duffy</li> <li>42. Topic test</li> </ol>												
<p><b>Knowledge &amp; Skills development</b></p>	<ul style="list-style-type: none"> <li>• Identify and analyse the conventions of a Shakespearean tragedy</li> <li>• Examine the context relating to Romeo and Juliet and its influences on the play</li> <li>• Identify and analyse how key themes e.g. love, fate, feuds, relationships, power are presented in the play</li> <li>• Identify and analyse the conventions of a play using accurate terminology</li> <li>• Identify and analyse the conventions of poetry using accurate terminology and utilise them effectively in analysis</li> <li>• Identify and analyse the conventions of non-fiction writing using accurate terminology and utilise them effectively</li> </ul>												
<p><b>Assessment / Feedback Opportunities</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Lesson 4 – language analysis</td> <td style="width: 25%;">Lesson 12 – creative writing</td> <td style="width: 25%;">Lesson 26 – language analysis</td> <td style="width: 25%;">Lesson 33 – Speech writing</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Lesson 40 –</td> </tr> <tr> <td colspan="4" style="text-align: right;">In lessons 13, 23, 31, 36 and 39 there is a recap exercise to complete, which</td> </tr> </table>	Lesson 4 – language analysis	Lesson 12 – creative writing	Lesson 26 – language analysis	Lesson 33 – Speech writing				Lesson 40 –	In lessons 13, 23, 31, 36 and 39 there is a recap exercise to complete, which			
Lesson 4 – language analysis	Lesson 12 – creative writing	Lesson 26 – language analysis	Lesson 33 – Speech writing										
			Lesson 40 –										
In lessons 13, 23, 31, 36 and 39 there is a recap exercise to complete, which													

					speech analysis	can be self or peer-assessed during the lesson.
<b>Cultural Capital SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<p>Exposure to Literary Canon through exploration of key themes e.g. love.</p> <p>Exposure to modern texts through the exploration of key themes e.g. love, relationships and societal divides.</p> <p>Exposure to articles relating to gangs in modern society.</p> <p>Students to be exposed to the reading of poets work via avenues such as YouTube</p>					
<b>Reading opportunities</b>	<p>Shakespeare and Medicine Article</p> <p>Noughts and Crosses by Malorie Blackman</p> <p>Noughts and Crosses Article</p> <p>Still I Rise by Maya Angelou</p> <p>Valentine – Carol Ann Duffy</p> <p>She Walks in Beauty - Bryon</p>					
<b>Key Vocabulary</b>	Adversary	Ambiguity	Banishment	Boisterous	Dexterity	Idolatry
	Lament	Nuptial	Peruse	Reconcile	Shroud	Allusion
	Absolver	Amble	Apothecary	Arbitrate	Bawdy	Benefice
	Canker	Chambermaid	Chastity	Chide	Choler	Demesne
	Feign	Fiddlestick	Forsooth	Fray	Garish	Hence
	Hither	Impeach	Jocund	Lamentation	Liege	Livery
	Maidenhead	Orison	Pernicious	Profane	Riband	Sententious
<b>Digital Literacy</b>	<p>Ted Talks Video by Akala</p> <p>Opportunities to watch clips of the film Romeo and Juliet</p> <p>YouTube videos</p>					
<b>Cross-Curricular Links</b>	<p>History – awareness of Civil Rights movement, role of men and women during the Elizabethan Era, role of masculinity, honour and loyalty in the Elizabethan Era</p> <p>Religious Education – students will look at the relationship between Catholicism and marriage.</p> <p>Personal Development – students will articulate their views on the changing role of women and how this has changed over time.</p> <p>Personal Development – students will discuss ‘big ideas’ of the world around us and practise developing and articulating an opinion.</p> <p>Personal Development – students will discuss whether the role of women has changed and what the role of women is in society: a ‘home maker or career woman’. Can you have both?</p>					
<b>Careers</b>	<p>Author, publisher, lawyer, teacher, historian, journalist.</p>					