

Year 10 – Play Romeo and Juliet

**Big Question: How does Shakespeare explore the theme of violence and conflict?**

**Cultural Capital: Exploring human nature and the consequences of our actions**

Key Skills (MUST be covered during this unit)		Students will study and read <i>Romeo and Juliet</i> by William Shakespeare: Literature Paper 1 As we read the whole play learning about character, plot and form, students learn how to analyse language, structure and form and also how to respond to wider themes in the play. The main focus for this unit will be the exploration of the theme of violence and conflict whilst focusing on the relationship between the play and the context in which it was written. Pupils will be encouraged to read, understand and respond to texts maintaining an analytical and critical style, developing an informed personal response using textual references, including quotations (subject terminology where appropriate), to support and illustrate interpretations. Students will also spend time revisiting and revising English Literature and Language studied across the year.
Reading	Writing	
<ul style="list-style-type: none"> <li>• Finding information and identifying quotes</li> <li>• Inferring meaning</li> <li>• Comparing texts and contexts of texts</li> <li>• Analyse how language and structure impacts the reader/audience</li> <li>• Identify and analyse features of language and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Write for task, audience and purpose</li> <li>• Develop ideas</li> <li>• Organise writing/ Paragraphing/ Connectives/ Linking ideas</li> <li>• Vocabulary choices</li> <li>• Use a range of punctuation</li> </ul>	

Deep Learning Focus	Knowledge and Skills	Resources	Differentiation	Key Words
How is conflict presented in the Prologue?	<ul style="list-style-type: none"> <li>• Renaissance drama</li> <li>• Italian setting</li> <li>• Exploring theme and context</li> <li>• Analysing methods: Language and structure</li> <li>• Commenting on effects: audience</li> <li>• Selecting evidence/ Annotating</li> <li>• Setting</li> </ul>	<p align="center"><b>Prologue</b></p> <p><b>Oak Academy:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.thenational.academy">Shakespeare's Romeo and Juliet: The Prologue (thenational.academy)</a></li> </ul> <p><b>Complete text of Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Romeo and Juliet (complete text) : : Open Source Shakespeare</a></li> </ul> <p><b>Link to Baz Luhrmann's film adaptation of Romeo and Juliet:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Romeo And Juliet (1996) 1080p (ok.ru)</a></li> </ul> <p><b>Additional resources to use throughout the unit from BBC Bitesize:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Romeo and Juliet - Plot summary - Plot summary - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</a></li> <li>• <a href="#">Romeo and Juliet - Characters overview - Characters - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</a></li> </ul>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Grids to support</li> <li>• Modern translation</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>• Write the prologue in the form of a blurb</li> </ul>	<p><b>Conflict</b></p> <p><b>Juxtaposition</b></p> <p><b>Prologue</b></p> <p><b>Sonnet</b></p> <p><b>Tragedy</b></p> <p><b>Elizabethan</b></p> <p><b>Jacobean</b></p>

		<ul style="list-style-type: none"> <li>• <a href="#">Romeo and Juliet - Themes Overview - Themes - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</a></li> <li>• <a href="#">Introduction to form, structure and language in Romeo and Juliet - Form, structure and language - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</a></li> <li>• <a href="#">Introduction and overview of Romeo and Juliet - Dramatisation - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</a></li> </ul>		
How is conflict presented through misogyny, expressing the Patriarchal society of the Elizabethan era?	<ul style="list-style-type: none"> <li>• Patriarchal society of the Elizabethan era</li> <li>• Exploring theme and context</li> <li>• Analysing methods: Language and structure</li> <li>• Exploding quotations</li> <li>• Using subject terminology accurately</li> <li>• Selecting evidence/ Annotating</li> <li>• Setting and context</li> <li>• Predictions</li> </ul>	<p>Act 1 scene 1: Sampson and Gregory</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li>• <a href="#">Feuding Families (thenational.academy)</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=A04zoulMIbs">https://www.youtube.com/watch?v=A04zoulMIbs</a></li> <li>• <a href="https://www.youtube.com/watch?v=sAJzyEA1KCs">https://www.youtube.com/watch?v=sAJzyEA1KCs</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>• Modern translation</li> <li>• Glossary</li> <li>• Video clip</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Why do you think Tybalt behaves the way he does? Why do you think he might be an important character later on?</li> </ul>	<p>Misogyny</p> <p>Sexism</p> <p>hyperbole</p>
How is family conflict and violence presented through family honour and Patriarchy?	<ul style="list-style-type: none"> <li>• Elizabethan values: family honour and Patriarchy.</li> <li>• Characterisation</li> <li>• Exploring theme and context</li> <li>• Analysing methods: Language and structure</li> <li>• Exploding quotations</li> <li>• Using subject terminology accurately</li> <li>• Selecting evidence/ Annotating Making predictions</li> </ul>	<p>Act 1 scene 1: Prince's speech</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=vv8D1O3-sdg">https://www.youtube.com/watch?v=vv8D1O3-sdg</a></li> <li>• <a href="https://www.youtube.com/watch?v=FRxwEPeWH-c">https://www.youtube.com/watch?v=FRxwEPeWH-c</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=vEZeY2j5Zjl">https://www.youtube.com/watch?v=vEZeY2j5Zjl</a></li> <li>• <a href="https://www.youtube.com/watch?v=vv8D1O3-sdg">https://www.youtube.com/watch?v=vv8D1O3-sdg</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>• Shorter extracts when analysing</li> <li>• Glossary</li> <li>• Modern translation</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• How different are the families in Romeo and Juliet's time to modern day gangs?</li> <li>• Independent annotations</li> </ul>	<p>Patriarchy</p> <p>Feuds</p>
<p>Checkpoint:</p> <p>How does Shakespeare present the Prince as an authoritative figure?</p>				
<p>How does Shakespeare present Romeo's inner conflict?</p> <p>Why does Shakespeare want to present Romeo and Tybalt so differently to each other at the start of the play?</p>	<ul style="list-style-type: none"> <li>• Understanding how Shakespeare presents characters and his purpose.</li> <li>• Making connections to the conflict of the family feud.</li> <li>• Characterisation and motivation: Romeo</li> <li>• Exploring theme and context</li> <li>• Analysing methods: Language and structure</li> </ul>	<p>Act 1 scene 1: Introduction to Romeo</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li>• <a href="#">Introducing Romeo (thenational.academy)</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=FMFcAPUZIFU">https://www.youtube.com/watch?v=FMFcAPUZIFU</a></li> <li>• <a href="https://www.youtube.com/watch?v=m1g_OP-5Je4">https://www.youtube.com/watch?v=m1g_OP-5Je4</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>• Shorter extracts when analysing</li> <li>• Glossary</li> <li>• Modern translation</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>• Why does Shakespeare introduce Romeo to us after having shown the battle</li> </ul>	<p>Oxymoron</p> <p>Unrequited Love</p> <p>Protagonist</p> <p>Antagonist</p>

	<ul style="list-style-type: none"> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ Annotating</li> </ul>		between Capulets and Montagues?	
<p>How does Shakespeare present Lord Capulet as a symbol of patriarchy in Act 1, Scene 2?</p> <p>What is the dramatic significance of Shakespeare introducing Juliet in this way?</p>	<ul style="list-style-type: none"> <li>To analyse Juliet and Lord Capulet's characterisation, making links to Patriarchy and misogyny.</li> <li>Marriage in the Elizabethan Era</li> <li>Summarising</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ Annotating</li> </ul>	<p>Act 1 scene 2: Lord Capulet and Paris</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="#">Courtly love (thenational.academy)</a></li> <li><a href="#">Introducing Juliet (thenational.academy)</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=ZxHglKm6240">https://www.youtube.com/watch?v=ZxHglKm6240</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Shorter extracts when analysing</li> <li>Glossary</li> <li>Modern translation</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>What is the significance of following this conversation with a conversation between Romeo and Benvolio?</li> </ul>	Connotations stereotypical
How does Shakespeare present Romeo and Juliet's first meeting?	<ul style="list-style-type: none"> <li>Religious beliefs in Elizabethan era</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ Annotating</li> <li>Making predictions</li> </ul>	<p>Act 1 scene 5: Shared Sonnet</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="#">The lovers meet (thenational.academy)</a></li> </ul> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=hldLIDEbhxk">https://www.youtube.com/watch?v=hldLIDEbhxk</a></li> </ul> <p>film version of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Pk0dnGXOv20">https://www.youtube.com/watch?v=Pk0dnGXOv20</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=IE8VAoIZ2xU">https://www.youtube.com/watch?v=IE8VAoIZ2xU</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Provide a 'modern' translation of the scene as well as key quotations</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>What are considered 'romantic gestures' in our society?</li> <li>Why do you think Romeo decides to compare Juliet to a 'shrine'? How is trying to show himself to Juliet?</li> </ul>	<p>Shared sonnet</p> <p>Religious imagery</p> <p>connotations</p> <p>Connotations</p> <p>Courtly love</p>
<p>Why did Shakespeare choose to present the theme of love and immediately juxtapose with conflict?</p> <p>How has Shakespeare structured the play so far to get the audience feeling as tense as possible?</p>	<ul style="list-style-type: none"> <li>To analyse Tybalt and Romeo's conflict due to family honour.</li> <li>How language, structure and form contribute to writers' presentation of ideas, themes and settings.</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> </ul>	<p>Act 1 scene 5: Tybalt and Romeo – Family Honour</p> <p>Stage version of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=YY85VwSHFmA">https://www.youtube.com/watch?v=YY85VwSHFmA</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Recap: the Prince's warning about fighting in the streets.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li><b>Differentiated success criteria</b></li> </ul> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Include at least ONE example of juxtaposition</li> </ul>	Family Honour

<p><b>Checkpoint:</b> Romeo is preparing to find Juliet and speak to her after discovering she is a Capulet. Imagine you are Romeo and are writing a short speech to give to Juliet.</p>	<ul style="list-style-type: none"> <li>Using subject terminology accurately</li> <li>Selecting evidence/ Annotating Making predictions</li> </ul>		<ul style="list-style-type: none"> <li>Include emotive language to get across Romeo's feelings</li> <li>Include hyperbole or exaggeration to emphasise Romeo's feelings</li> </ul> <p><b>Try to include imagery that contrasts images of love and hate together within your speech.</b></p>	
<p>How does the setting add a sense of danger to the scene?</p> <p>How does Shakespeare present Juliet's ability to make sense of the conflict between the families?</p>	<ul style="list-style-type: none"> <li>To analyse the symbolism apparent on the Balcony, when Romeo and Juliet declare further love for one another.</li> <li>How Shakespeare challenges stereotypical views of women.</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ Annotating</li> </ul>	<p>Act 2, Scene 2 The Balcony Scene</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="https://www.thenational.academy/the-balcony-scene-part-1">The balcony scene (Part 1) (thenational.academy)</a></li> <li><a href="https://www.thenational.academy/the-balcony-scene-part-2">The balcony scene (Part 2) (thenational.academy)</a></li> </ul> <p>Film version of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=S0qao2xINsE">https://www.youtube.com/watch?v=S0qao2xINsE</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=8WFJP4cX5dQ">https://www.youtube.com/watch?v=8WFJP4cX5dQ</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes/ Glossary</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Diana was the Roman goddess of the moon and virginity. What is Romeo asking Juliet to do?</li> <li>Find the examples of hyperbole that Romeo uses.</li> <li>What type of language techniques does Romeo use to make himself seem heroic?</li> </ul>	<p>Symbolism</p> <p>Forbidden love</p> <p>Courtship</p> <p>Allusion</p> <p>Hyperbole</p>
<p>How important is Friar Lawrence in Romeo and Juliet's journey?</p>	<ul style="list-style-type: none"> <li>To analyse the importance of Friar Lawrence in Romeo and Juliet's journey.</li> <li>Evaluate the ways in which Shakespeare presents Friar Lawrence as different to Romeo</li> </ul>	<p>Act 2 scene 3</p> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=eD0yICEClvc">https://www.youtube.com/watch?v=eD0yICEClvc</a></li> </ul> <p>Guided reading:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=S5birN-lahA">https://www.youtube.com/watch?v=S5birN-lahA</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=TfafZP6aOiw">https://www.youtube.com/watch?v=TfafZP6aOiw</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Why does Shakespeare have the Friar discuss good and bad before Romeo explains his plans for marriage?</li> </ul>	<p>Soliloquy</p> <p>Foreshadowing</p> <p>Personification</p> <p>Fate/ destiny</p> <p>Superstition</p>
<p><b>Checkpoint:</b> How does Shakespeare explore mankind's capacity for good and evil through the voice of Friar Lawrence?</p>	<ul style="list-style-type: none"> <li>Fate in the Elizabethan Era</li> <li>Evaluating Shakespeare's methods and intentions</li> <li>Characterisation and motivation</li> <li>Comparing and contrasting</li> <li>Exploring theme and context</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ Annotating</li> <li>Making predictions</li> </ul>	<p>Act 2, Scene 6</p> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=rrfRRoZshdM">https://www.youtube.com/watch?v=rrfRRoZshdM</a></li> </ul> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="https://www.thenational.academy/the-wedding-scene">The Wedding Scene (thenational.academy)</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=jMnQJCWTlSk">https://www.youtube.com/watch?v=jMnQJCWTlSk</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Why does Shakespeare have the Friar discuss good and bad before Romeo explains his plans for marriage?</li> </ul>	

<p>What is the impact of the conflict in this scene?</p> <p>How is Romeo's inner conflict presented here?</p>	<ul style="list-style-type: none"> <li>To analyse Shakespeare's intentions regarding the consequences of violence.</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> </ul>	<p style="text-align: center;"><b>Act 3 scene 1</b></p> <p>Film version of scene:</p> <ul style="list-style-type: none"> <li><a href="https://vimeo.com/215964572">https://vimeo.com/215964572</a></li> </ul> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="#">A Plague O' Both your Houses' (thenational.academy)</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=ODIPC9mYVgA">https://www.youtube.com/watch?v=ODIPC9mYVgA</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Knowledge organisers – prior scenes</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>'Effeminate' means being like a woman. How does Romeo link honour to masculinity here?</li> </ul>	<p>Effeminate Dramatic irony Masculinity Reputation</p>
<p>How does Juliet's use of antithesis convey her inner conflict?</p> <p>How is Patriarchy presented through the Nurse's views?</p>	<ul style="list-style-type: none"> <li>To analyse the Juliet's inner conflict rooting from her honour of her family and her love for Romeo.</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> </ul>	<p style="text-align: center;"><b>Act 3 scene 2 inner conflict: Juliet</b></p> <p>Performance of soliloquy:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=gOxzQUGs0E">https://www.youtube.com/watch?v=gOxzQUGs0E</a></li> </ul> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="#">Juliet's Soliloquy (thenational.academy)</a></li> <li><a href="#">Banishment (thenational.academy)</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=hT0uhiPlIXQ">https://www.youtube.com/watch?v=hT0uhiPlIXQ</a></li> <li><a href="https://www.youtube.com/watch?v=9_WkxrKoR6w">https://www.youtube.com/watch?v=9_WkxrKoR6w</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Why was Juliet told Romeo was banished at the same time she learned of Tybalt's death by Romeo's hand? How does this add to the drama and tragedy?</li> </ul>	<p>Antithesis</p>
<p>Analyse the language used by Lord Capulet. How does this show his dominance and patriarchy?</p> <p>Checkpoint: A student said, "Lord Capulet is a cruel and controlling father, who doesn't care about the wellbeing of his daughter". How far do you agree?</p> <p>Use your knowledge from the scenes you</p>	<ul style="list-style-type: none"> <li>To analyse Juliet and Lord Capulet's characterisation, making links to Patriarchy and misogyny.</li> <li>Making predictions</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> <li>Writing for purpose</li> </ul>	<p style="text-align: center;"><b>Act 3 Scene 5 Lord Capulets: Rage</b></p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="#">The morning after the wedding Night (thenational.academy)</a></li> <li><a href="#">Lord Capulet and the Patriarchy (thenational.academy)</a></li> </ul> <p>Film version of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=aaiDBARt6u4">https://www.youtube.com/watch?v=aaiDBARt6u4</a></li> </ul> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=k2OYI9pM3K4">https://www.youtube.com/watch?v=k2OYI9pM3K4</a></li> </ul> <p>Stage version of the scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=7rkAe_5I7to">https://www.youtube.com/watch?v=7rkAe_5I7to</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=D9mUUgTf98I">https://www.youtube.com/watch?v=D9mUUgTf98I</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Support questions for checkpoint:</p> <ul style="list-style-type: none"> <li>What is your opinion about Juliet's father?</li> <li>Is he right to be angry and so vicious to his daughter? Why? Why not?</li> </ul> <p>Challenge questions for checkpoint:</p> <ul style="list-style-type: none"> <li>Extension: Do you think Elizabethan society would have looked differently on her</li> </ul>	<p>Derogatory Patriarchal Stereotype</p>

<p>have explored to answer this question.</p>			<p>father's behaviour as we do now? Why might that be?</p> <ul style="list-style-type: none"> <li>Why might Juliet be unlikely to tell her parents about her marriage to Romeo?</li> </ul>	
<p>What are the strengths and weaknesses of the Friar's plan?</p>	<ul style="list-style-type: none"> <li>Explore Shakespeare's craft and intentions: How does he continue to build tension and suspense?</li> <li>Making predictions</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> </ul>	<p>Act 4 scene 1 Juliet and Friar</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="https://www.thenational.academy">The Friar's plan (thenational.academy)</a></li> </ul> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=EzW5HWshyWw">https://www.youtube.com/watch?v=EzW5HWshyWw</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=r36q45SGcIM">https://www.youtube.com/watch?v=r36q45SGcIM</a></li> <li><a href="https://www.youtube.com/watch?v=sM7DBE8nJls">https://www.youtube.com/watch?v=sM7DBE8nJls</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Make predictions regarding the various problems that may occur with the Friar's plan.</li> </ul>	
<p>Why has Capulet suddenly changed the wedding to 'tomorrow'? How could this impact the Friar's plan?</p> <p>What different thoughts and fears go through Juliet's head before taking the poison? Use quotes to support your ideas.</p>	<ul style="list-style-type: none"> <li>Explore Shakespeare's craft and intentions: how does he continue to shape the audience's reactions and perceptions?</li> <li>Making predictions</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> </ul>	<p>Act 4 scene 3 Juliet's soliloquy clutching vial</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="https://www.thenational.academy">Juliet's 'Death' (thenational.academy)</a></li> </ul> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=BB2i4z-5h74">https://www.youtube.com/watch?v=BB2i4z-5h74</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=UHK9IU9RRE">https://www.youtube.com/watch?v=UHK9IU9RRE</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Evaluate how this soliloquy builds up a sense of suspense for the audience, include reference to both quotes and language techniques within your answer.</li> </ul>	
<p>How does Shakespeare use this scene to build tension and suspense?</p>	<ul style="list-style-type: none"> <li>Exploring Shakespeare's stagecraft</li> <li>Exploring the consequences of violence and conflict</li> <li>Making predictions</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> </ul>	<p>Act 4 scene 5 reactions to her supposed death</p> <p>Summary of scene:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=KgMqGG3ENeM">https://www.youtube.com/watch?v=KgMqGG3ENeM</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=H7g4v1hVLOs">https://www.youtube.com/watch?v=H7g4v1hVLOs</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Read through this short soliloquy from Romeo. What is he intending to do when he</li> </ul>	<p>Dramatic irony Soliloquy</p>

	<ul style="list-style-type: none"> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> </ul>		<p>gets back to Verona? Try to find quotes to support your interpretation.</p>	
<p>Is this a powerful ending to Romeo and Juliet's relationship? Why? Why not?</p> <p>What is the significance of the ending (consider the didactic message of the play)?</p>	<ul style="list-style-type: none"> <li>Exploring Shakespeare's stagecraft</li> <li>Making personal judgements regarding his message to the audience</li> <li>Making predictions</li> <li>Exploring theme and context</li> <li>Characterisation and motivation</li> <li>Analysing methods: Language and structure</li> <li>Exploding quotations</li> <li>Using subject terminology accurately</li> <li>Selecting evidence/ annotating</li> <li>Making links with elsewhere</li> </ul>	<p>Act 5 scene 3 Death/ Prince's speech</p> <p>Oak Academy:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=ffHV7o4SSZ8">I Defy Thee, Stars! (thenational.academy)</a></li> <li><a href="https://www.youtube.com/watch?v=5SKbE6oSIUA">The Lovers' Tragic End (thenational.academy)</a></li> <li><a href="https://www.youtube.com/watch?v=PfnDT29ZBIQ">The Reconciliation (thenational.academy)</a></li> <li><a href="https://www.youtube.com/watch?v=5SKbE6oSIUA">Love and conflict (thenational.academy)</a></li> <li><a href="https://www.youtube.com/watch?v=ffHV7o4SSZ8">https://www.youtube.com/watch?v=ffHV7o4SSZ8</a></li> </ul> <p>Mr Bruff:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=5SKbE6oSIUA">https://www.youtube.com/watch?v=5SKbE6oSIUA</a></li> <li><a href="https://www.youtube.com/watch?v=PfnDT29ZBIQ">https://www.youtube.com/watch?v=PfnDT29ZBIQ</a></li> </ul>	<p>Support:</p> <ul style="list-style-type: none"> <li>Summary of scenes</li> <li>Video clips</li> <li>Shorter extracts when analysing</li> <li>Glossary</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>Discussion: What do you think about this? Is this a fitting tribute to Romeo and Juliet or entirely wrong? Why?</li> <li>Why does the play finish with a rhyming couplet?</li> </ul>	<p>Rhyming couplet</p> <p>Structure</p> <p>Circular structure</p> <p>Loose ends</p> <p>Tragedy</p> <p>Feud</p>