

# English Department: Medium Term Learning Plan

## Year 11 – *Romeo and Juliet*

### Term 1 HT1/ HT2

#### **KS4 Rationale:**

To instil core skills of reading and writing, spoken language and vocabulary development in a creative, relevant and inspiring way; complimenting previous knowledge and understanding of KS3 and mirroring attributes needed to succeed in KS4. This will provide opportunities for students to engage with a number of texts as well as learning the skills needed throughout their study of English Literature as well as English Language.

#### **Unit learning objectives:**

- Examine a play in full, focusing on character, setting and stage directions.
- Identify and comment on Shakespeare's craft- techniques, structures (effect on audience) that will aid in depth of understanding of *Romeo and Juliet*
- Composition- idea collection, planning, drafting and redrafting
- Identify and utilise key literary terms when analysing writing- simile, metaphor, structure, description, dialogue.
- Demonstrate understanding of context

#### **Unit learning objectives:**

- Language and structural analysis
- Dramatic techniques
- Themes
- Literature analysis, linked to KS3
- *literal and inferential comprehension*
- *critical reading*
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*

#### **Literature AOs:**

**AO1:** Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations

**AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

**AO3:** Show understanding of the relationships between texts and the contexts in which they were written.

**AO4:** Spelling, grammar and presentation.

#### **Assessments/ Marked pieces:**

Students will be assessed throughout the term. They will produce two responses linked to GCSE Literature Paper 1 Section A *Shakespeare* They will also complete regular, low stakes knowledge quizzes throughout the term linked to theme and character once studied. Each piece will be deep marked following the departmental Marking Policy and be reflected on by students in green pen.

#### **Literature marked pieces:**

**Week 1 – Context quiz**

**Week 2 – Act 1 quiz**

**Week 4- Act 2 quiz**

**Week 5 – Act 3 quiz**

**Week 7– 'Starting with this speech, explore how Shakespeare presents attitudes towards love in *Romeo and Juliet*'**

**Week 9- Recap quiz**

**Week 10 – Act 4 quiz**

**Week 12 – Act 5 quiz**

**Week 14 – Unseen character or theme question**

### Prior learning

KS3 students will have experienced English studies and will have familiarity with reading and writing skills and some subject terminology, such as grammar terms.

Students should have been taught to recognise themes and have had opportunities to compare characters. Students should be able to discuss viewpoints within a text and across more than one text.

### Links to other KS4 modules

Preparation for viewpoint writing (Lang 2)

Linked to literature text and analysis of characters.

Extract- based work supporting Lang 1.

Creative writing (Lang 1)

### Homework

Academy policy is that a minimum of one piece of homework is set a week which could take between 40 minutes – 1 hour.

Homework suggestions have been made on the scheme of work.

You may also want to set extra homework for throughout the week, if suitable for your class/ students.

**Some homework involves taking copies of the play home. We expect students to take care and pride in their work.**

### Speaking and listening opportunities:

**Week 1-12** Students should be encouraged, as much as possible, to be presenting and speaking confidently in front of their peers. Reading extracts/personal responses aloud. This will support students in several subjects as well as developing their speaking and listening ability for later in their school life.

### Essential Knowledge

- Conventions of a play
- Understanding of context and social concepts
- Essay writing and academic writing

**Subject- specific:** Romeo, Juliet, Capulet, Montague, Shakespeare, Playwright, Scene, Religious, Elizabethan

**High- frequency:** Achieve, Argument, Appearance, Beginning, Believe, Business

### SPAG

SPAG should be taught throughout the scheme. 5 a day low stake quiz to be used as a starter in the lesson.

**Lit. AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.