

All resources for this Scheme of Learning are available on the student hub in the 'Year 7 English' folder on 'SharePoint' on Office 365. Link here: <https://woodgreenacademy633.sharepoint.com/sites/EnglishHub>

A pdf version of the play is in the student hub folder called 'Romeo and Juliet Full Script'

(Some lessons may take a longer or shorter time to complete than the allotted time identified in the scheme).

<u>Lesson Number</u>	<u>Learning Objectives</u>	<u>Learning Outcomes</u>	<u>Lesson resources/Lesson activities</u>
<p>Week 1</p> <p><u>Lesson 1 and 2:</u></p> <p>Understanding the context of Romeo and Juliet</p>	<p>To be able to understand and explore the context of Romeo and Juliet</p>	<p>To understand what life was like in the Elizabethan era</p> <p>To explore ideas around Courtly love, crime and punishment, religion, fate and destiny and Elizabethan theatre</p>	<p>Websites:</p> <p>https://www.sparknotes.com/shakespeare/romeojuliet/context/ https://www.rsc.org.uk/shakespeares-life-and-times</p> <p>Resources:</p> <p>https://www.youtube.com/watch?v=mr1b1-6fbXY</p> <p>Activities:</p> <p>Explore the social and historical context in the Elizabethan era including courtly love, crime and punishment, religion, fate and destiny and Elizabethan theatre.</p> <p>Create a context leaflet</p>
<p><u>Lesson 3:</u></p> <p>Deducing information about Romeo and Juliet through images.</p>	<p>To be able to deduce information from images about Romeo and Juliet</p>	<p>To be able to infer meaning about what themes are explored in Romeo and Juliet and to be able to justify decisions made about the text</p> <p>To predict the events of Romeo and Juliet from watching the trailer</p>	<p>Websites:</p> <p>https://www.youtube.com/watch?v=jTGWNHa1wIQ</p> <p>Resources:</p> <p>Lesson 3 Images – student hub.</p> <p>Activities:</p> <p>Predict what Romeo and Juliet is about based on the provided images, justifying your decision.</p> <p>Watch the trailer above on Youtube – adjust your predictions.</p> <p>Create a movie poster based on the trailer and the images to give the audience an insight into the story.</p>

<p><u>Week 2</u></p> <p><u>Lesson 4:</u></p> <p>Understanding Character</p>	<p>To explore the characters in Romeo and Juliet</p>	<p>To understand the role and importance of each character within the play</p> <p>To understand the divide between the Montague's and the Capulet's and decipher who belongs to which household</p>	<p>Websites: https://www.bbc.co.uk/bitesize/guides/zyn4jxs/revision/1</p> <p>Resources: Lesson 4 LA Top Trump Templates – Student hub Lesson 4 Character Images – student hub</p> <p>Activities: Using the website above, read the information about the different key characters in the play. After gathering information, create character profiles or character maps or top trump cards for each character, labelling them with key information and key adjectives to describe them.</p>
<p><u>Lesson 5 and 6:</u></p> <p>Understanding the purpose of the Prologue</p>	<p>To explore the prologue and to understand its function in Romeo and Juliet</p>	<p>To be able to decipher Shakespearean language to discover meaning</p> <p>To explore the form of a Shakespearean sonnet and to understand what constitutes this form</p> <p>To be able to re-write the prologue using contemporary language</p>	<p>Websites: https://www.youtube.com/watch?v=tpQbwbCAsAM (Listen to it being read here)</p> <p>Resources: Lesson 5 and 6 The Prologue Worksheet- student hub</p> <p>Activities: Read the prologue of the play – student hub. There is both the Shakespearean version and a modern version. Highlight or write down the contrasting images present in the Prologue. Annotate and infer meaning from different sections of the Prologue looking for key messages or hints. Draw images to represent key quotations from the Prologue</p> <p>Creative task: Re-write the prologue using contemporary language OR write your own sonnet.</p>
<p><u>Week 3</u></p> <p><u>Lesson 7 and 8:</u></p>	<p>To understand the events which occur in Act 1 Scene 1 and to identify</p>	<p>Students to explore how the theme of conflict is explored and to suggest why Shakespeare may have</p>	<p>Resources: Lesson 7 and 8 LA Newspaper Article Template Lesson 7 and 8 Act 1 Scene 1 Ordering Events</p>

<p>Act 1 Scene 1 Conflict</p>	<p>how the theme of conflict is explored</p> <p>To create a newspaper report on the brawl which occurs in Act 1 Scene 1</p>	<p>opened the play with acts of conflict and violence</p>	<p>Activities: Read Act 1 Scene 1 (pdf on student hub) and then order the events into the right order (see activity on student hub). Explore and write down how conflict is presented and why you think Shakespeare chose to open the play with a brawl. Create a newspaper report based on the brawl which broke out in Verona between the servants of the Montague's and the Capulet's. Research the conventions of a newspaper report and look at writing devices which could be used.</p>
<p><u>Lesson 9:</u></p> <p>Act 1 Scene 3 Women</p>	<p>To explore the events which occur in Act 1 Scene 3</p>	<p>To evaluate the relationship between Juliet and Lady Capulet</p> <p>To understand the expectations of women in the Elizabethan era</p>	<p>Resources: Lesson 9 Elizabethan Women Fact file Lesson 9 Act 1 Scene 3 Comprehension</p> <p>Activities: Write down your view to the following statement: "Do you think it is right for your parents to decide who you love or marry?". Explain why. Read Act 1 Scene 3 answer the comprehension questions based on this scene (student hub). Create a T-table exploring the differences between Juliet's relationship with the nurse compared to her relationship with her mother. Research the role of women in Elizabethan society and create an Elizabethan women fact file based on what you know about Lady Capulet and Juliet, and any other research. Read Act 1, scene 4.</p>
<p><u>Week 4</u></p> <p><u>Lesson 10 and 11:</u></p> <p>Act 1 Scene 5 Love at first sight</p>	<p>To be able to understand the events of Act 1 Scene 5</p> <p>To investigate how Shakespeare has used language to reflect Romeo and</p>	<p>To be able to infer meaning from an extract from Act 1 Scene 5</p>	<p>Websites: https://www.youtube.com/watch?v=YY85VwSHFmA</p> <p>Resources: Lesson 10 and 11 Act 1 Scene 5</p> <p>Activities: Write down whether or not you believe in 'love at first sight and why.' Watch Act 1 scene 5 on the link above. Complete activities on PowerPoint (see above)</p>

	Juliet's true feelings		Write an analytical paragraph on the question: <i>'How are Romeo's true feelings for Juliet explored in Act 1 Scene 5?'</i>
<u>Lesson 12:</u> Act 2 Scene 2 Balcony Scene	To understand the events in Act 2 Scene 2	To be able to write a descriptive writing piece inspired by the balcony scene	Websites: https://www.youtube.com/watch?v=fOz_uSNhgLc Activities: Read Act 2, scene 1. Then read act 2, scene 2 and then watch it on the link above. Create a summary of what happens in Act 2, scene 2. Draw what you imagine the balcony scene to look like: where the characters would be positioned etc and then label with key quotations that represent the big ideas in the scene.
<u>Week 5</u> <u>Lesson 13:</u> Act 2 Scene 2 Continued	To understand the key events of Act 2 Scene 2 To explore how the theme of love is presented in Act 2 Scene 2	To explore how Romeo uses images of light when describing Juliet	Resources: Lesson 13 Act 2 Scene 2 Romeo Soliloquy Lesson 13 Act 2 Scene 2 Images of Light Grid Activities: Starter: Write down how you believe the theme of love has been presented to us so far in the play. Explore and write down how the theme of love is presented in this scene, looking closely at Romeo's language. Complete the 'images of light' grid, looking for key quotations and investigating the effects of this language. Extension: Write a diary entry from either the perspective of Romeo or Juliet expressing their true thoughts and feelings on their love, the daunting feud and their plans to move forward.
<u>Lesson 14 and 15:</u> Plan a talk show	To be able to plan and prepare characters for 'The Friar Lawrence show'	To be able to explore key characters in more detail and to convey their true thoughts and feelings through drama	Activities: Plan and prepare a talk show whereby characters have agreed to take part in 'The Friar Lawrence show', <i>I have fallen in love with my enemies' daughter</i> . Use your knowledge of the play, key quotations and other information to produce a talk show on the issues with Romeo and Juliet's love.

			Take on the persona of different characters and create a modern interpretation of the feud and issues arising from Romeo and Juliet's relationship. This can be completed as a script involving the talk show host, Romeo, Juliet and Friar Lawrence.
<p><u>Week 6</u></p> <p><u>Lesson 16:</u></p> <p>Act 2 Scene 3 Friar Lawrence</p>	<p>To understand the events of Act 2 Scene 3</p> <p>To understand the character of Friar Lawrence</p>	<p>To be able to consider Friar Lawrence's contributions to the play</p> <p>To be able to comment on Friar Lawrence's views in the play</p>	<p>Resources: Lesson 16 Act 2 Scene 3 Friar Lawrence Facebook Template</p> <p>Suggested activities: Read Act 2, scene 3. Write down the religious undertone during this scene and in particular, Friar Lawrence's opinions on good and evil. Write down where foreshadowing effects are created through Friar Lawrence by highlighting or writing down key quotations that show foreshadowing and what they suggest. Write down how the relationship between Romeo and Friar Lawrence is presented and suggest why Romeo confides in him. Create a Facebook page for Friar Lawrence exploring his thoughts and opinions during this time. Read Act 2, scenes 4 and 5.</p>
<p><u>Lesson 17:</u></p> <p>End of Act 2 Marriage</p>	<p>To understand the events of Act 2 Scene 6</p>	<p>Students should identify the contrasting images between love and violence presented in this scene.</p>	<p>Activities: Read Act 2 scene 6 and highlight or write down the contrasting images in this scene. This could be presented in a Venn-diagram. Students should consider the effects of foreshadowing. Write down and explain why the marriage scene is not shown and if it should be a physical part of the play. Using your knowledge of the play so far, write the script for the marriage scene.</p>
<p><u>Lesson 18:</u></p> <p>Act 3 Scene 1 Tybalt</p>	<p>To explore the character of Tybalt as a villain in Romeo and Juliet</p>	<p>To be able to understand what a villain is and how Tybalt presents himself as the typical villain</p>	<p>Websites: https://www.youtube.com/watch?v=eF7UwsuQYzg</p> <p>Resources: Lesson 18 Act 3 Scene 1 Tybalt as a Villain</p>

			<p>Activities: Explore the meaning of the word ‘villain’ and what connotations we have of this word. Write this in your books. Recap from term 1b where we see villains in fiction, non-fiction, plays or film and what characteristics/traits they have. Read Act 3 scene 1 and watch the clip above of this scene. Analyse key language used by Tybalt which makes the audience perceive him as a villainous character. Write down where he has shown these qualities before in the play. Creative task: Create a newspaper report for <i>The Verona Times</i>, on the events which occur in this scene.</p>
<p>Week 7 <u>Lesson 19:</u> Act 3 Scene 1 Anger</p>	To explore how language is used to create anger in the play.	<p>To experiment with Shakespearean insults. To be able to create your own Shakespearean insults.</p>	<p>Resources: Lesson 19 Shakespearean Insults</p> <p>Activities: Explore Shakespearean language by creating Shakespearean insults. Look and read the Shakespearean insults (student hub) and create your own insults: draw images to represent your own insults, and also give a brief explanation of each insult. Then write your own short script between characters in Romeo and Juliet whereby you experiment with the insults you created. This could be between Romeo and Lord Capulet or Tybalt and Mercutio.</p>
<p><u>Lesson 20:</u> Act 3 Scene 2 Juliet</p>	To understand the events of Act 3 Scene 2	To explore Juliet’s negative language in this scene	<p>Activities: Read Act 3 Scene 2 and highlight or write down where Juliet uses negative language in this scene. Explore this language, analysing what this suggests about her character and the emotions she is feeling during this scene. Write a diary entry which confesses Juliet’s heartbreak and upset after hearing of Romeo’s banishment and his involvement in Tybalt’s death. Alternatively, you could write a poem from the perspective of Juliet about her heartbreak.</p>
<p><u>Lesson 21:</u> Act 3 Scene 5</p>	To analyse the character of Lord Capulet	Students be able to find evidence of Capulet’s	<p>Resources: Lesson 21 Act 3 Scene 5 Lord Capulet Analysis</p>

Lord Capulet	To what extent is Lord Capulet a good father?	changing emotions during the scene.	<p>Activities: Read Act 3, scenes 3 and 4 and write a short summary of what has happened in these scenes. Read Act 3, scene 5. Write down why you think Capulet's emotions have changed in this scene. Write down key quotations that represent Capulet's change in emotions in this scene. Analyse the language used by Lord Capulet in this scene. Write down whether we feel sympathy towards Juliet or Lord Capulet in this scene. Ideas should be justified with quotations from the play.</p>
<p>Week 8</p> <p><u>Lesson 22:</u></p> <p>Act 4 Scene 1 Friar Lawrence's plan and Juliet's development</p>	To be able to summarise Friar Lawrence's plan to reunite Romeo and Juliet	To be able to consider the risks of Friar Lawrence's plan, using knowledge of context.	<p>Resources: Lesson 22 Act 4 Scene 1 Flowchart Template</p> <p>Activities: Read Act 4 Scene 1. Summarise Friar Lawrence's plan in modern English in the form of a flow chart. Write down the potential risks to Friar Lawrence's plan and to consider whether his plan is sensible. Explain whether or not the Friar is portraying the typical image of a religious figure during the Elizabethan era. Consider Juliet's development across the play so far by creating a T-table showing how Juliet was before and how she acts now.</p>
<p><u>Lesson 23:</u></p> <p>Act 4 Scene 3 Juliet</p>	To evaluate Juliet's concerns and fears in Act 4 Scene 3	<p>To suggest what Juliet fears Act 4 Scene 3</p> <p>Consider what Juliet is saying in Act 4 Scene 3 and what she actually means</p>	<p>Websites: https://www.youtube.com/watch?v=6pScqnH2DyM</p> <p>Resources: Lesson 23 Act 4 Scene 3 Juliet's Speech</p> <p>Activities: Read Act 4, scene 2 and write a short summary explaining what is happening in this scene. Read Act 4 Scene 3.</p>

			<p>Re-read Juliet's speech as she contemplates her fears and concerns about taking the potion and then watch Juliet's lines being performed (link above).</p> <p>Write down in one colour what Juliet is saying to her mother and the nurse and in another colour what she actually means by what she is saying to them.</p> <p>Explore how we know that Juliet is scared in this scene by thought mapping her character's feelings.</p>
<p><u>Lesson 24:</u></p> <p>Act 5 Scene 2 Letting writing</p>	To understand the events of Act 5 Scene 2	To write a letter from the perspective of Friar Lawrence to Romeo	<p>Activities:</p> <p>Read Act 4, scenes 4&5 and Act 5, scene 1. Create a storyboard for events that take place in these scenes.</p> <p>Read Act 5, scene 2 and write a letter from the perspective of the Friar explaining the events of Juliet's 'death' to Romeo in order for Friar Lawrence's plan to work. Use your knowledge of the plot already to construct a realistic letter.</p>
<p><u>Week 9</u></p> <p><u>Lesson 25:</u></p> <p>Act 5 Juliet</p>	To evaluate the character of Juliet in Act 5.	<p>To understand the progressive downfall of Juliet in Act 5</p> <p>To understand how Juliet is feeling in her final lines</p>	<p>Resources:</p> <p>Lesson 25 Act 5 Scene 3 Juliet</p> <p>Activities:</p> <p>Read Act 5 Scene 3.</p> <p>Either: Plot Juliet's emotions on a mood graph or create a flow chart or story board of Juliet's progression across Act 5, exploring her downfall. Students should Then re-read her final lines, highlighting figurative language and looking for further meaning of her character. Look at the oxymoron in more detail such as "happy dagger" and find other oxymorons across the play, drawing visual representations of these comment on their effect. Do a minimum of four.</p> <p>Explore the impact of the final lines of the play and write down what the overall message of the ending of Act 5 Scene 3 is and why Shakespeare chose to end the play this way.</p>
<p><u>Lesson 26:</u></p> <p>Plan, rehearse and perform a courtroom drama</p>	To plan, rehearse and a perform a courtroom drama which explores the	Students should produce a verdict on who they believe was to blame for the death of Romeo and Juliet	<p>Websites:</p> <p>https://www.bbc.co.uk/bitesize/clips/zpchfrd</p> <p>Activities:</p> <p>Using the link above, recap the plot summary of Romeo and Juliet.</p>

	blame for Romeo and Juliet's death		Create a timeline of the key events of the play. Write a detailed explanation in your books for who you believe is the most to blame for Romeo and Juliet's death and who you believe is the least to blame for their deaths and why.
<u>Week 10</u> <u>Lesson 28 and 29:</u> Assessment preparation	To prepare for the reading assessment	To understand key ideas about the play in terms of theme, character and plot. To understand how to write an introduction and conclusion	Websites: https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/znvn92p Activities: Explore how to write an assessment, using the link above, and make notes on how to write an introduction and conclusion. Revise also PEAZL/PEAL/PETAL paragraphs you've done in lessons. Also, revise key themes, key quotations, character and plot in preparation for the assessment. This could be done through revision posters, maps of characters and theme and plot overviews.
<u>Lesson 30:</u> Assessment	To complete a reading assessment		You will complete the reading assessment on your return to school. Contact your teacher for the assessment question if you are not returning to school within a week of the assessment being completed.