

KS3 English Curriculum

Year 8: Love and Tragedy

Romeo and Juliet



Parental Guide

### Our intent through this topic:

To introduce students to the importance of Shakespeare in the study of English literature and to celebrate his work as one of the key writers in the literary canon. Students will understand the influence Shakespeare has had on modern language. They will see that themes explored by Shakespeare are timeless connecting the past to the present.

In addition to acquiring the core knowledge specified below, as students progress through the unit, they will:

- Take part in a series of structured, teacher led discussions where the use of academic language is modelled and scaffolded.
- Learn to write powerful, analytical sentences and comparative statements through the granular a granular approach to extended writing.
- Experience regular reading fluency lessons which will focus on mastery and performance of texts.

### Key Skill Areas

- Construct analytical statement in the form of thesis statements
- Select and embed relevant textual detail
- Make use of appositives and 'excellent epithets' to signal the direction of extended analytical writing
- Use thesis statements to write a series of topic sentences
- Analyse the writer's use of language, structure and form
- Compare texts in relation to literary concepts, ideas and methods)

### English Key Concepts

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| Content | <p>Romeo and Juliet</p> <ul style="list-style-type: none"><li>• Shakespearean Tragedy</li><li>• Extracts from A Midsummer Night's Dream Pyramus and Thisbe</li><li>• Extracts presenting rebellious and defiant female characters in Shakespeare</li><li>• Poetry: Sonnets</li></ul>   |
| Context | <p>Understand Elizabethan society in terms of hierarchy, patriarchy and the restrictions placed on women.</p> <p>Patriarchy, gender roles, arranged marriage.</p> <p>Religion. Hierarchy and social class, authority.</p> <p>Shakespeare's women – female rebellion.</p> <p>Communication – messengers.</p> <p>Chivalry and courtly love.</p> <p>Conventions of Shakespeare tragedy and how this differs from comedy-linking back to A Midsummer Night's Dream</p> |

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| The Universal Human Condition and Experience | Inequality, masculinity vs tender masculinity – options Romeo has to confide in others, men and mental health, relationships, healthy vs toxic, duty, tradition, servitude, familial expectation   |
| Methods have Meaning                         | Prologue.<br>Metaphor – extended.<br>Form – sonnet in detail.<br>Oxymoron – brawling love, loving hate, Juliet’s speech.<br>Violent verbs<br>Semantic field – religious imagery.<br>Stage directions.<br>Dramatic irony.<br>Meter/ prose/ verse – related to class (nurse).<br>Monologue – Capulet’s especially. |
| Criticism and critical interpretation        | Receptions of the play at different times.<br>Feminism   |
| Mastery of SPAG                              | . Semi-colons.<br>(Refresh commas and sentence types previously taught)  |

#### Students will know:

- When Shakespeare lived
- What a patriarchal society is and how this links to Elizabethan society
- How hierarchy and social class are presented in the play
- The difficulty of communication and travel in the Elizabethan era
- How Juliet as a rebellious female character links to other defiant females created by Shakespeare such as Beatrice, Rosalind, Titania, Hermia, Cleopatra and Lady Macbeth
- Concept of marriage in the context of a Shakespeare play and in modern day in addition to the symbolism of marriage
- What is meant by courtly love and how this is shown in Romeo and Juliet
- How chivalry and courtly love are presented through Romeo
- That irony can be verbal, dramatic or situational
- How stage craft is used in Romeo and Juliet (the absence of detailed stage directions)
- How Shakespeare uses reoccurring metaphors
- The form of a sonnet
- Why Nurse speaks in prose
- How gender influenced the roles in the play
- The role of religion in Elizabethan society

### Students will be able to:

- Compare the similarities and differences between rebellious and defiant female characters from a range of Shakespeare's plays
- Explain how context influences tragedy (Friar Lawrence's letters)
- Identify and explain the impact of iambic pentameter
- Explain why Shakespeare uses sonnets in Romeo and Juliet
- Identify different word classes used for description (Lord Capulet's speech Act 3 Scene 5)
- Use excellent epithets to write thesis statements
- Use thesis statements to write three topic sentences
- Embed textual detail to support arguments
- Analyse a writer's methods
- Use a range of sentence types to create effects

### Revision questions to help support your child:

Encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain what they have learnt from studying the play. Listen carefully and don't be afraid to ask them a question if you do not fully understand what they are saying. This will help them to understand the topic themselves through the process of telling you what they know and help with the transferal of knowledge from their short term to long term memory.

- What do you think will happen next in the narrative?
- What have you learnt about the society at the time Shakespeare was writing?
- Why do you think Shakespeare wrote the play? What were his intentions?
- Who is Friar Lawrence?
- What is the Prologue?
- Where is the play set?
- How old is Juliet at the start of the play?
- What is the relationship between Juliet and Tybalt?
- Who is Mercutio and how does he affect the outcome of the play?
- What is the role of the Nurse?
- What makes the play a tragedy
- What is the form, audience and purpose of a text? (use examples of text and question your children on these).
- What does the word:  
Innocence/Friendship/Judgement/Empathy/chivalry/patriarchy/Vulnerability/  
Determination/loyalty/ deception/ hierarchy mean?
- What is structure?
- What is: Perspective/Rhyme/foreshadowing/ violent  
verbs/Symbolism/Repetition/Simile/oxymoron//Personification/Metaphor/Rhetorical  
question/Emotive language/Imagery/
- In a metaphor, what is the tenor, vehicle and ground?
- How do you structure a thesis statement?
- How do you turn a thesis statement into a topic sentence?
- What has been your favourite moment in the play and why?
- Which characters do you feel empathy and judgement for and why?

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