

KS3 English Curriculum

Year 8: Love and Mutiny

Romeo and Juliet
William Shakespeare



Parental Guide

Our intent through this topic:

To expose children to the culturally rich and diverse literature they are entitled to in order for them to develop a love of the subject. To encourage students to engage with viewpoints, perspectives and personal experiences of a range of writers regarding key world issues. To empower students to form their own opinions. Students will also be able to write fluently and accurately for different purposes and audiences, communicating their ideas and emotions and interpreting the use of language by others.

English Key Concepts

<p>Content</p>	<p>Romeo and Juliet by William Shakespeare Extracts presenting rebellious and defiant female characters in Shakespeare</p> <p>Secondary Material</p> <p>Poetry: Sonnets by Shakespeare Elizabeth Barrett Browning Funeral Blues by WH Auden</p>
<p>Context</p>	<p>Understand Elizabethan society in terms of hierarchy, patriarchy and the restrictions placed on women. Conventions of Shakespearean tragedy and how this differs from comedy linking back to AMSND. Patriarchy, gender roles, arranged marriage. Religion. Hierarchy and Social Class, authority. Shakespeare’s women – Female rebellion. Communication – Role of messengers in the play. Chivalry and Courtly love.</p>
<p>Universal Suffering and the Human Condition</p>	<p>Inequality, masculinity vs tender masculinity – options Romeo has to confide in others, men and mental health, relationships, healthy vs toxic, duty, tradition, servitude, familial expectations.</p>
<p>Methods have Meaning</p>	<p>Prologue. Metaphor – Extended and reoccurring. Form – Sonnet in detail. Oxymoron – Brawling love, loving hate, Juliet’s speech. Violent Verbs Semantic Field – Use of religious imagery. Stage Directions – The absence of them and the reasons for this. Dramatic Irony. Meter/ prose/ verse – related to class (Nurse). Monologue – Lord Capulet’s speech on Juliet</p>
<p>Criticism and Critical Interpretation</p>	<p>Receptions of the play at different times. Feminism.</p>

Mastery of SPAG

Continue to develop accurate use of the comma, semicolon and colon in complex sentences.
Revisit sentence types previously taught in Year 7/8 Autumn Term

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
- 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
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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 a topic from one of their subjects. 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.

- Who was William Shakespeare?
- What 3 genres of plays did he write? (Histories, Comedies and Tragedies)
- What is a sonnet? (a fourteen line poem which uses iambic pentameter)
- What does the word hamartia mean? (a character's fatal flaw that leads to their downfall)
- Who are the main characters in the play Romeo and Juliet?
- What can we learn from the prologue?
- Why were the Montagues and Capulets enemies?
- How did Juliet defy gender stereotypes and roles in her behaviour?
- How do you think an Elizabethan audience would have reacted to the character of Juliet?
- What are your first impressions of Romeo?
- Who is Tybalt? What happened to him?
- What is the form, audience and purpose of a text? (use examples of text and question your children on these).
- What does these words mean:

innocence	patriarchy	hierarchy	mutiny	grudge	fickle
oxymoron	chivalry	dramatic irony	symbolism	rebellious	determined
- Can you give me an example of each of the above linked to Romeo and Juliet?
- What is chivalry?
- What is unrequited love?
- What is courtly love?
- 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?
- How do you embed a quotation in a sentence?
- Can you tell me about the plot of the play you have been reading? (Romeo and Juliet)
- What has been your favourite moment in the play and why?
- Which characters do you feel empathy and for and why?
- What do you think will happen next in the play?
- How does this play link to A Midsummer Night's Dream that you studied in Year 7?
- How are the female characters similar? How are the male characters similar?

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