ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
Year 8 Summer Term: Romeo and Juliet

Overall Objectives	**Read and be familiar with play by Shakespeare** **Read challenging texts** **Know how authors use language to create meaning and influence reactions** **Make inferences** **Refer to evidence in the text** **Know how language, figurative language, vocab choice, structure presents meaning** **Understand poetic conventions of a sonnet** **Study and understand plot, characterization and theme** **Understand how the work of dramatists is communicated effectively through performance** **Write in a range of style for a range of audience (sonnet, diary, letter)** **Draw on knowledge gained from reading of conventions of text to enhance their writing** **Plan, proof read and edit writing**

PLTS	**Effective Participants** **Creative Thinkers** **Team Workers**

CORE TASKS	ASSESSMENTS
• Write own sonnet • How is conflict represented in the opening sequence of Baz Luhrmann's 'Romeo and Juliet' • Write a diary entry from Juliet or Capulet (re-creation) • Would like to meet advert	**Reading** How does Shakespeare use language to show conflict in Act4, Scene 1 of Romeo and Juliet **Writing** Writing to advise: Write a letter from Juliet outlining her problem; Write a letter to advise back to Juliet **Speaking and Listening** Group Role Play – Jeremy Kyle style TV show (eg My family don't know I'm married)

KNOWLEDGE	SKILLS and LITERACY
Know key plot points of Romeo and Juliet Know key characters in Romeo and Juliet and role that they play	• Be able to use drama techniques to introduce and explore aspects of text (still image, mime, role play, ask the director)

Know (revise) meaning of key words: prologue, sonnet, syllable, rhyme, (iambic pentameter, quatrains and couplet for higher ability) Know key features of a Shakespearian sonnet Know key terminology for analyzing moving image: - close up - mid shot - long shot - high angle - low angle - eye level - point of view shot - panning - tracking Know key terms: past/present tense Know key features of writing to advise (Revise and extend from Year 7 superheroes) - formal - occasional informal - use of conditionals/modal verbs - positive suggestions and choices - connectives - 1st or 2nd person (personal address) - Active sentences - Objective point of view - Appropriate structure	• Be able to identify patterns in language • Be able to explain effect of language patterns • Be able to identify key features of a Shakespearian sonnet • Be able to apply knowledge of sonnet features to write own sonnet • Be able to visualize costume/setting • Be able to identify shot type and camera angle • Be able to explain the effect of directors choice of camera techniques • Understand the relationships between characters • Be able to infer meaning and interpret character from details in the text • Be able to identify key evidence • Be able to select relevant information and adapt to suit audience and purpose • Be able to support ideas with precise quotation • Be able to feel and empathise with character • Be able to recognize alternative interpretations • Be able to develop PEE paragraphs (and possibly dynamite paragraphs) • Be able to evaluate effectiveness of language and quotation • Understand author's point of view • Be able to explore more fully the effect of language