



Key Stage Three English - Unit Overview

Year 9 – Summer – ‘Shakespearean Tragedies’

Main – Tragedies and *Romeo and Juliet* (an introduction)

- Resources – available in J drive. Early introductory work on Shakespearean tragedies may need updating



<p>Unit rationale</p>	<p>1. The unit will allow pupils to place the play within its wider context - the tragedy genre – before reading the play. Starting the unit with an introduction to the conventions of tragedy will encourage students to deepen their understanding of the play's events and characters during the reading of the text</p> <p>2. The key focus of the unit is for pupils to consolidate their knowledge and understanding of the play's plot, characters and contextual links through a thorough reading of the text. Students will revisit the play during their GCSE course, with this second reading focusing on an analysis of language, structure and form in greater depth</p>	
<p>Assessment (this unit's outcome I NOT formally assessed)</p>	<p>Unit outcome:</p> <p>Final knowledge-based test on the play's plot, characters and key quotations</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently Students are to use their knowledge organisers to learn key quotations from the text for in class quizzes
<p>Core knowledge</p>	<p>Focus on knowledge recall through the use of knowledge organisers</p> <p>1. Key plot events in <i>Romeo and Juliet</i></p>	

	<p>2. Core character details</p> <p>3. Key contextual information and links to the play:</p> <ul style="list-style-type: none"> - Religion - Honour and masculinity - Roles of women - Elizabethan views on fate <p>4. Conventions of Shakespearean tragedies</p> <p>5. Key quotations</p>	
Core skills	<p>1. Reading strategies – using different strategies to comprehend Shakespearean.</p> <p>2. Reading development - how to read a play at a GCSE level: setting, character, plot, themes and context</p> <p>3. Develop pupils' analytical writing further, with a focus on integrating relevant context and tracking characters across the whole of texts. Focused use of the what/how/why approach</p>	
Key questions for the unit	<ul style="list-style-type: none"> • What is a tragedy play? • How is <i>Romeo and Juliet</i> a tragedy? • What are the main events in the play? Why are they important? • How is love presented in the play? • Why is the role of the family important in the play? • Who is to blame for the play's outcome? • What is the role of fate in the play? • What is the role of religion in the play? • How were men and women expected to behave in the Elizabethan period? 	
Key vocabulary	<p>1. Unit vocabulary - tier 2 vocabulary:</p> <ol style="list-style-type: none"> 1. Feud 2. Impulsive 3. Volatile 4. Maternal 5. Belligerent 6. Obedient 7. Passionate 8. Dutiful 9. Lustful 10. Exile 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Hamartia 2. Hubris 3. Catharsis 4. Peripeteia 5. Prologue 6. Shakespearean sonnet 7. Dramatic irony 8. Soliloquy 9. Foreshadowing 10. Imagery
Homework opportunities	<ul style="list-style-type: none"> • Tragedy/<i>Romeo and Juliet</i> menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	

Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none">• Pupils are introduced to Shakespearean reading strategies in Year 7: 'Introduction to Shakespearean Comedies'. Students also encouraged to implement these in the Year 8 <i>Macbeth</i> unit in order to develop reading for meaning. Pupils are encouraged to draw upon these during the tragedy unit• Previous Year 7 and Year 8 units will allow pupils to link <i>Romeo and Juliet</i> to significant contextual events and the conventions of drama• The primary focus of this unit is to allow students to consolidate their knowledge and understanding of the play's plot, characters and context. A deeper reading will take place during KS4, with a greater focus on language, structure and form <p>2. Writing</p> <ul style="list-style-type: none">• Pupils can develop their analytical writing further in preparation for the greater depth approach at KS4• The text can be approached by encouraging students to write in role as characters – this will develop students' character knowledge in preparation for the greater depth approach at KS4
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