



The Sutton Academy

Knowledge Rich Curriculum Plan

Romeo and Juliet – control and constraint

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
1. Who is William Shakespeare?	Students will know the importance of studying William Shakespeare's work such as his characters are people with who we can identify with, they challenge society by exploring differences between right and wrong. Students will know that Shakespeare's plays explore issues such as gender, family, race, class, power and politics. Students will know that the play Romeo and Juliet is a tragedy, meaning it ends in death and destruction. Students will know the three rules of a tragedy. - There will be a main character who is known as the tragic hero – usually wealthy and well-respects - The tragic hero will have characteristics which the audience respects and admires but will have one bad characteristic known as the tragic flaw. - The tragic flaw will lead to their death and destruction Students will know that religious practice dictated the actions and behaviour of society. Students will know that sin is a central theme in Romeo and Juliet and people lived in fear of mortal damnation from sin. Students will know the importance of religion in Romeo and Juliet. Students will know that bigamy and suicide were considered mortal sins.	Tragedy – a serious drama with an unhappy ending Conflict – A serious disagreement or argument. Tragic Flaw – A flaw that leads to a character's downfall or death. Elizabethan Era – The Elizabethan Era took place from 1558-1603 and is considered by many to be the golden age in English History. During this era England experienced peace and prosperity and the arts flourished.	Students will need to know who William Shakespeare was. Students will need to know that Shakespeare was writing during the Elizabethan Era. Students will need to know Frankenstein's tragic flaw.	<The Tempest <Long Way Down <Clockwork >Macbeth	Prior knowledge: Mind map everything you can remember about Shakespeare Born in Stratford-upon-Avon 1564-1616 Married Anne Hathaway Actor, playwright, poet Big question: Why is it important to still study William Shakespeare's work? His works contain string themes that are still relevant today. Cold calling question: What was Frankenstein's tragic flaw? His selfishness which ultimately isolated him from society and led him to his downfall Desire for glory – led to the destruction of himself and others Big question: Why was religion important in the Elizabethan era? Responses could include: Linked to politics Important part f life – it was something which one was Religious practice dictated the actions and behaviours of society People lived in fear of moral damnation from sin
2. Why does Shakespeare choose to start his play with a prologue?	Students will know that the prologue, performed by the chorus, introduces the themes of the play and helps the audience to understand what they are about to watch. Students will know that the prologue is used to reveal the tragic ending of the story creating a sense of tension and increasing the emotional response of the audience. Students will know why Shakespeare chose to start his play with a prologue.	Prologue – a speech at the beginning of a play, book or film that introduces it.	Students will need to know that Frankenstein includes a prologue which exposes the reader to the world of the characters.	Frankenstein	Knowledge retrieval Complete the sentences and list three things about Religion during the Elizabethan era. Big question: What is the purpose of the prologue? -To introduce the tragic themes of the play and reveal the tragic ending. -To create a sense of tension amongst the audience as we anticipate the tragic end. -To create a feeling of sympathy in the audience as we get to know the characters.

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3. How is the theme of fate presented in Romeo and Juliet?	Students will know that an Elizabethan audience believed that the stars and planets held power over people and could control their futures. Students will know that Shakespeare refers to Romeo and Juliet as 'star-crossed lovers' and refers to their love as 'death-marked' suggesting they were doomed to die before they even met. Students will know that Shakespeare was challenging the idea of fate by directing the audience to ask whether it was the actions of the characters which contributed to their deaths and not fate.	Fate – A power that some people believe controls everything that happens in a way which cannot be prevented or changed.	Students need to know the plot of Romeo and Juliet. Students will need to know how Romeo and Juliet are described in the prologue.		MCQ knowledge retrieval C, C, A, D, D B, B, C Big question: How is the theme of fate presented in Romeo and Juliet? -Reference to 'star crossed lovers' and their 'death marked love' in the prologue and the suggestion that there is a higher power deciding their bad luck. -Shakespeare presents Romeo and Juliet as doomed. -Romeo and Juliet's future was out of their hands -Shakespeare challenges his audience to think about whether the character's tragic ending is fate or down to their own decisions. Exit ticket – MCQ A, B, B, D and D
4. How does Shakespeare present conflict in the opening scene?	Students will know that conflict is important for a story as it creates action and drama. Students will know that conflict can be internal or external. Students will know that tension can be subtle and continuous or peak at a key point in a story. Students will know that feelings of tension help to build the emotional connection between the audience and the characters. Students will know that the feud between the two households in the story is the source of conflict and it continually creates tension through the story. Students will know that the play starts with a fight between the servants of the two households until the prince arrives and says that if there is anymore fighting those people will be punished. Students will know that the character of Benvolio does not want to fight and is a peacekeeper. Students will know that biting your thumb was an insult.	Conflict – a disagreement, clash or struggle between two opposing forces. Tension – the interaction between conflicting elements in a piece of literature which evokes emotions such as anxiety and fear from a reader or audience. Feud – a long disagreement or argument between two groups. Stage directions - A note in the text of the play telling actors when to come on to or leave the stage, what actions to perform	Students will need to know what conflict is and how a writer can create this in a piece of literature. Students will need to have experience of reading texts which use linguistic and structural features to create tension	Conflict in Frankenstein. Conflict in Long Way Down.	Knowledge retrieval List five things which we learn from the prologue: -There is star crossed lovers -The star-crossed lovers take their own life -The play is set in Verona -The play is two hours long -There is an ancient grudge CC – Where have we seen a feud between groups of people? What type of conflict was it and who was it between? Long Way Down- The Dark Suns and the conflict within the community. Knowledge check: True, False, False, False, True Big question: How does Tybalt act aggressively in this scene? -Tybalt is immediately drawn into the conflict -Tybalt's talk of 'hate' suggests he's a catalyst in the feud between the two families. -The aggressive nature of Tybalt encapsulates the pure hatred he feels towards the Montagues.

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					-Tybalt refuses to talk of peace and encourages violence
5. How does Shakespeare present honour in Act 1 Scene 1?	Students will know that in Elizabethan England male honour was linked to masculinity. Students will know that men were expected to show courage and fight to defend their family name. Students will know that Shakespeare challenges traditional ideas about male honour by suggesting that it only leads to more fighting and more conflict. Students will know that Lord Capulet and Lord Montague, despite their age, are still willing to fight. Students will know what toxic masculinity is and how it links to Romeo and Juliet.	T2: Honour – the reputation you have among people you know. If you are a honourable person people think you are a good person. Aggressive- Behaving in an angry or violent way Stereotypical – The qualities that peopleTra usually expect of a person or thing, although this idea may be wrong Toxic masculinity – A set of attitudes and ways of behaving stereotypically associated with or expected of men, regarded as having a negative impact on men and on society	Students will need to know the stereotypical views of men and women.	PSHE	Knowledge retrieval: Complete the sentences in book. -Tragedies usually end in death and destruction. -The purpose of the prologue in Romeo and Juliet is to reveal the tragic ending in order to au to the audience -Fate is a power that some people believe controls everything that happens, in a way that cannot be prevented or changed. -A feud is a long-term disagreement. -The idea of suicide may shock the Elizabethan audience because it was seen as a sin. Big question: How do Lord Montague and Lord Capulet support the stereotypical expectations of men at the time? -The role of honour and defending their family name -The role of protecting the reputation of their family -Capulet and Montague are first to join in the fight and get involved in the conflict between the men.
6. How is conflict presented in Prince Escalus' monologue?	Students will know that the prince says that the fighting has gone on too long and that anyone who disturbs the peace again will be sentences to death. Students will know that 'enemies to peace' refers to the people fighting being opposed to peace which the price has called for. Students will know that the prince refers to the citizens of Verona as not respecting God's word. Students will know that the term 'purple fountains' refers to the bloodshed because of the fighting. Students will know that it is important to select the most judicious quote and zoom in on the language choices made by the writer.	Foreboding – The feeling that something bad will happen Monologue – A long speech spoken by one character	Students will need to know what a monologue is Students will need to know how to explode quotations making detailed comment on the meaning and effect of the language used. Students will need to know how to write a detailed analytical paragraph.	Frankenstein's monster's monologue. Monologues in the Frankenstein scheme of work.	Knowledge retrieval: Use the following words in a sentence. Big question: How is conflict presented in Prince Escalus's monologue? -Prince Escalus is outraged by the chaos the conflict between the two families is causing in Verona. -Prince Escalus describes the men as 'beasts' because of their constant fighting. -Prince Escalus informs the men that this conflict will end in punishment.

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					In Act 1, Scene 1 of Romeo and Juliet, Prince Escalus delivers a speech in which he presents the conflict between the Montague and Capulet families. He speaks of the constant feuding and brawling between the two families, and how it has led to public disorder and disturbance. He declares that any further acts of violence will be punished severely, and that the families must put aside their hatred and make peace. This speech sets the stage for the play's central conflict between the Montague and Capulet families, and establishes the Prince as an authority figure who is trying to intervene and resolve the conflict
7. How does Shakespeare present attitudes towards violence in the monologue and the play as a whole?	Students will know that the Montagues and Capulets are involved in an ancient feud. Students will know that despite their family's feud Romeo and Juliet fall in love and must hide their relationship from everyone. Students will know that Shakespeare presents violence as something that will have disastrous consequences.	Feud – a long disagreement or argument between two groups.	Students will need to know what Prince Escalus's monologue is about and the message behind it to the two families. Students will need to know the Montagues and Capulets are in an ancient feud.		Knowledge retrieval: Finish sentences Big question: How does Shakespeare present attitudes towards violence in Prince Escalus's monologue and the play as a whole? Shakespeare presents very different attitudes towards violence in Romeo and Juliet. Firstly, Shakespeare uses the servants and two families to present violence as something that is encouraged to prove their honour to their families. Secondly, Shakespeare uses Prince Escalus's monologue to show that conflict and violence should be punished because of its effect on society.
8. How is Romeo presented when we first meet him?	Students will know that Romeo is an eponymous protagonist (his name appears in the title). Students will know that Romeo has been acting strangely as he is in love with a girl called Rosaline but that love is unrequited. Students will know that Lord Capulet is hosting a party to introduce Juliet to Paris (who he wishes his daughter to marry) Students will know that Romeo is experiencing emotional conflict as he is in love with someone who does not love him back.	T2: infatuated – showing an intense but short-lived passion T2: melodramatic-exaggerated or very emotional T2: unrequited – not returned by the person you love T2: anomalous – not demonstrating what is standard, normal or expected T2 – pessimist : A person who tends to see the worst aspect of things or believe the worst will happen.	Students will need to know how other characters, such as Tybalt, have been introduced in the play. Students will need to know how we typically view a hero of a story.		Knowledge retrieval: Finish the sentences This is the first time we meet our protagonist expecting a dashing, brave, valiant young man. Big question in response to statement: What type of hero do we find instead? - Romeo is pessimistic and lovesick because of his unrequited love for Rosaline. - Romeo contradicts the usual characteristics of a typical hero as he is seen to be very upset about Rosaline. This would not have been seen as very masculine to an Elizabethan audience.

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		T2- contradictory: Something that is the opposite of what we expect. T2- Masculine: Qualities or characteristics that are typically associated with a man. T2 – Impulsive: Acting on something without thinking first.			- Romeo outlines the contradictory nature of love 'choking gall and a preserving sweet'
9. How does Shakespeare use language to present Romeo as a courtly lover?	Students will know that during this period (12-14th Century) marriages were normally arranged (to secure wealth and reputation) and had little to do with love. Students will know that a successful marriage was one that brought material advantages (money and property) Students will know that courtly love often involved a knight (lower class) falling in love and wooing a wealthier lady. Students will know that there were many rules that were followed in a courtly love relationship. For example, a true lover can not stop thinking about their beloved. Students will know that parents had considerable control over their children's marriages. Students will know that courtship typically involved 'love gifts', poetry and melodramatic compliments which idolised the lover.	T2: idolise – strongly admire, passionately worship T2: courtship – a period during which a couple develop a romantic relationship before getting married. T2: nobility – the highest social class below royalty, a group with power privilege and high status	Students will need to know that life was very different in the Elizabethan period. Students will need to know that this view of Romeo is very different to the typical view of men portrayed earlier in the play.	Will's relationship with Shawn in Long Way Down – Idolise Clockwork – Prince Otto and Prince Florian- Nobility	Knowledge retrieval – Finish the sentences. Big question: How does Shakespeare present Romeo as a courtly lover? -Romeo locks himself away from everyone else because he is in love and Rosaline is unavailable. -Romeo has taken control of the situation and tried to court Rosaline but his love is unrequited. -Romeo clearly idolises Rosaline and that is why he has locked himself away.
10. How is a patriarchal society presented in Act 2 Scene 1?/How is Lord Capulet presented when we first meet him?	Students will know that Elizabethan society was patriarchal (men had much more power than women) Students will know that women belonged to their fathers (or their brothers if their father had died) and then their husbands. Students will know that women could marry from the age of 12 in Shakespeare's time. Students will know that Paris is related to Prince Escalus and is a highly eligible bachelor. Students will know that Shakespeare is challenging ideas about fathers choosing husbands for their daughters. Students will know that Lord Capulet is presented as patriarchal but protective over Juliet. Students will know what happens in Act 1 Scene 2	T2: patriarchal – men have more power and influence than women	Students will need to know the plot of Romeo and Juliet Students will need to know who Prince Escalus is and how he is viewed by other characters Students will need to know that Shakespeare's writing challenged deeply rooted views and opinions of the time he was writing		Knowledge retrieval: List 5 adjectives to describe Romeo. Big question: How is Lord Capulet presented as patriarchal? -Lord Capulet is desperate for his daughter to marry a man of a similar status. -Lord Capulet meets with Paris, a wealthy and handsome man and he believes he is a suitable match for Juliet.

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11. How is Lord Capulet presented when we first meet him?	Students will know that Lord Capulet is presented as patriarchal. Students will know that Lord Capulet wants his daughter Juliet to marry Paris despite her reservations. Students will know that father daughter relationships were often complicated in a patriarchal society.				Knowledge retrieval – Complete the sentence stems Big question: How does Shakespeare present Lord Capulet in this scene? -Lord Capulet is presented as patriarchal throughout this scene when he is talking to Paris about allowing his daughter to marry him. -Lord Capulet is presented as cautious by informing Paris of Juliet's age and that he would rather 'let two more summers wither' before allowing them to marry. -Lord Capulet is presented as protective when he talks to Paris about his daughter and how she is a 'stranger' to the world.
12. How is Juliet presented when we first meet her?	Students will know that women in Elizabethan England had no or little power making them dependant on male relatives who controlled their lives. Students will know that a women's physical appearance was considered important as she was not encouraged to be outspoken, passionate or academically intelligent. Students will know that the obedience of women was linked to religious views (women obeyed male authority figures as they were expected to obey God) Students will know that Juliet is presented as submissive when we first meet her. Students will know that conflict is being presented through gender expectations.	T2: demure – seeing or acting in a way which is shy or modest T2: submissive – follows rules and orders without questioning them T2: chaste – showing no sexual action or desire	Students will need to know how the character of Romeo has just been introduced to the audience Students will need to know views in marriage during the Elizabethan period		Knowledge retrieval: Mind map everything they know about Romeo and Juliet. Big question: How is Juliet presented when we first meet her? - Juliet is presented as submissive when speaking with her mother and nurse as she simply listens to what they have to say about Paris. -Juliet is presented as demure as she doesn't protest the decision for her to be paired with Paris. Exit ticket – Answer a series of questions
13. What is a sonnet?	Students will know that a sonnet is a type of poem typically about love and is 14 lines in length. Students will know that rhyme scheme is a pattern based on end rhymes and is described using letters. Students will know that metre is the basic rhythm and structure of a verse. Students will know that mete refers to the number of syllables in a line and the flow or beat that those syllables make when read. Students will know that most sonnets are written in the poetic metre known as iambic pentameter (five pairs of syllables in one line)	T3: Stanza – a verse of poetry T3: Quatrain – a stanza of four lines, especially ones having alternate rhymes T3: Couplet – a pair of successive lines of verse, typically rhyming and of the same length T3: Volta – a turn or change in thought or argument T3: anaphora – repeating a sequence of words at the beginning of neighbouring clauses, thereby lending them emphasis	Students will need to know what poetry is Students will need to know what a syllable is Students will need to know that the root word pent means five		Knowledge retrieval: True or false statements Big question: What is a sonnet? -Traditionally about love. -Originated in the 13 th century -Shakespeare's sonnets focussed on love, jealousy, lust and admiration. -Sonnets consist of 14 lines and use an iambic pentameter

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14. Sonnet 18	Students will know that sonnet 18 will praise his beloved's beauty and describe all the ways in which beauty is preferable to summer day. Students will know how the relationship is presented between the speaker in his lover in Sonnet 18.		Students will know the key features of a sonnet		Knowledge retrieval: List 5 things a sonnet must include. Big question: How Shakespeare present the relationship between the speaker and his lover in Sonnet 18? -The comparison between the subject of the poem and a summer's day. -Iambic pentameter/rhythm -The alternating rhymes at the end of each line give the impression of two lovers have not quite become a pair yet. -'gold complexion' - connotations of gold.
15. The lovers meet	Students will know that, before their first kiss, Romeo and Juliet speak 14 lines to each other (a sonnet) Students will know that this structural technique serves two purposes: the first to encapsulate the love between Romeo and Juliet and secondly to foreshadow later events. Students will need to know that Romeo and Juliet are now presented as very different to how they were introduced.	T3: imagery – language which produces pictures in the minds of the people reading or listening T3: soliloquy – a speech in a play in which a character, who is alone on stage, speaks his or her thoughts	Students will need to know that Lord is hosting a party to introduce Juliet to Paris Students will need to know that the Capulets and the Montagues are sworn enemies Students will need to know about the characters of Romeo and Juliet and how they have been introduced		Knowledge retrieval: Complete the sentence stems. Big question: How does Romeo's sonnet foreshadow later events relating to these characters? Big question: How is Juliet presented as secretive in this extract?
16. The balcony scene	Students will know that Romeo faces great danger being in the Capulet's orchard. Students will know that Romeo and Juliet agree to marry the next day. Students will know that it is the character's names which cause the conflict in this scene. Students will know that directors make decisions about how they will present scenes to their audiences. Students will know that staging and props are very important and send important messages to the audience.	T2: rebellion – a refusal of obedience or order T2: peril – dangerous, risking life and harm T2: metamorphosis – transformation and great change	Students will need to know that the Capulets and the Montagues are sworn enemies Students will need to know about the characters of Romeo and Juliet and how they have been introduced Students will need to know about courtly love		Big question: Why does Shakespeare want to build tension in this scene?
17. Staging the balcony scene	Students will know that features of staging include adapting the physical space to draw attention to key moments or ideas. Students will know that features of staging include using props and items on stage to create meaning or to allow the audience to understand the characters more quickly. Students will know that features of staging include shifting items on stage to demonstrate changes in the narrative.	T2: obstacle – a thing that blocks someone's way or previous progress T2: doom – certain to lead to death, destruction or a negative outcome T3: staging – the method of presenting props and objects on the stage to create meaning	Students will need to know the conventions of a play Students will need to know about the rivalry between the Capulets and Montagues Students will need to know about theatres: how set design and set changes happen and affect the story being presented		Big question: How does Shakespeare present Romeo and Juliet's relationship in Act two?

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18. How does Shakespeare present the character of Friar Laurence in Romeo and Juliet?	Students will know that Juliet is asking why Romeo must be a Montague. Students will know that Juliet is breaking the expectations of Women in Elizabethan England by demanding that Romeo must 'deny thy father and refuse thy name' Students will know the events that take place in Act 2, Scene 3. Students will know that Friar Laurence's position as a holy man makes him trustworthy and enables him to become part of Romeo and Juliet's plan. Extract: Act 2, Scene 3: Students will know that Friar Laurence reacts with disbelief that Romeo has moved on from Rosaline to Juliet. He states that men are ruled not by their hearts but by their eyes as nobody should be able to move on so quickly from one love to the other. Shakespeare's language suggests that Friar Laurence sees Romeo's infatuation as fickle, based solely on looks and nothing else. The Friar agrees to support Romeo with his love for Juliet as he believes that their relationship may prove to end the 'ancient grudge' between the Capulet's and the Montague's. Key Line: "wisely and slow; they stumble that run fast" Students will understand that Friar Laurence is important because his position allows him to gain the trust of the other characters. His neutral perspective on the feud puts him in a position of power as his ideas are not clouded by honour or reputation.	Glossary for extract in booklet.	Students will know how to find the meaning within certain lines of Romeo and Juliet. Students will need to know why Romeo and Juliet may have trusted Friar Laurence. Students will need to know that the audience would have viewed characters in certain ways dependent on the societal views at the time.	Foreshadowing used in the prologue of Frankenstein	Knowledge Retrieval: 1. Juliet is speaking these lines. 2. The speaker is asking Romeo to reject his family name and go against the wishes of his father in order to allow the love between Romeo and Juliet to flourish. 3. The speaker wants Romeo to 'deny his father and refuse his name' because the feud between the Capulets and the Montagues would not allow Romeo and Juliet to be in a relationship. 4. The speaker says the line "Wherefore art thou Romeo?" which highlights Juliet's awareness of the consequences that may arise if she were to fall in love with a Montague; she cannot go against the wishes of Lord Capulet and Lord Montague. 5. During the time that Shakespeare was writing, young people were expected to obey their parents, particularly their fathers, because Elizabethan England was a patriarchal society. CCQ: Romeo and Juliet may trust Friar Laurence because he is a 'man of God'; during the Elizabethan Era, religious figures in society were seen as trustworthy and reliable. BQ: How does Shakespeare present the character of Friar Laurence? 1. Shakespeare presents Friar Laurence's reaction Romeo's newfound love as one of shock and caution. The initial line of "Holy Saint Francis, what change is here!" demonstrates Friar Laurence's surprise, the exclamatory line, emphasised using 'Holy Saint Francis', a clear misuse of religious language, reinforces this initial disbelief. 2. Shakespeare portrays Friar Laurence as caring, demonstrated in the line "young

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					waverer, come, go with me, in one respect I'll thy assistant be'. Shakespeare's use of the noun 'assistant' clearly presents Friar Laurence as supportive; he is willing to help Romeo try to marry Juliet. 3. Shakespeare highlights Friar Laurence's concern about Romeo and Juliet's wedding by drawing the audience's attention to Romeo's 'sudden haste', to which the audience is told that "they stumble that run fast." This line serves as a reminder that whilst love may be present, there are an abundance of obstacles and challenges that Romeo must consider for his secret relationship to be successful. 4. Challenge: Shakespeare positions Friar Laurence as a character that the audience could blame for Romeo and Juliet's death because he is a holy man, in a position of power that has more experience with life than both Romeo and Juliet. He views their relationship as a tool that could end the 'ancient grudge' between the Montague's and the Capulet's. His involvement makes him complicit in the tragic events that unravel. This is further supported by the fact that Friar Laurence is Roman Catholic, his beliefs would have been seen as wrong by the Elizabethan audience.
19. How does Shakespeare foreshadow the tragedy that awaits Romeo and Juliet?	Students will know that Friar Laurence is a trustworthy character. Students will know the definition and potential usage of the key vocabulary. Students will know the features of Dramatic Irony and Foreshadowing, as well as the ability to write about the effect of these techniques. Students will know the events that take place in Act 2, Scene 4-6 through the summary.	T2: Complicit: Involved with others in an activity that is questionable or morally wrong. T2: Intimate: Closely acquainted; personal and private. T3: Dramatic irony:	Students need to know that Friar Laurence is different to most of the male characters in Romeo and Juliet. Students will need to know that Friar Laurence has agreed to help Romeo. Students will need to know that the prologue foreshadows the tragic events at the end of the play.	>Macbeth	Knowledge Retrieval: 1. Friar Laurence's peaceful and religious presence contrasts with the expectation of men in Elizabethan England; Tybalt is an example of the stereotypical man; he strives to defend his honour and reputation through conflict. 2. Friar Laurence agrees to help Romeo marry Juliet. 3. Romeo trusts Friar Laurence because he is a holy man, holding a position of power in society.

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	Students will be able to see the events unfold in a short clip, identifying the dramatic irony that takes place as the joy of the scene is damaged by the dramatic irony that the audience have in knowing that Romeo and Juliet are going to die at the end of the play and there is nothing that can occur to change this outcome. Students will know the way in which Shakespeare uses foreshadowing and dramatic irony to remind the audience of the tragic events that await the protagonists. Students will know the perspective that Shakespeare provides on love; that it is a complex and confusing emotion, capable of being the best and worst aspect of someone's life. Students will be able to combine the key vocabulary together with their analysis of the quotations to write a response on the foreshadowing of tragedy in	When a writer allows the audience to know or understand something that the characters do not. T3: Foreshadowing: Providing deliberate hints, clues and warnings of something to come later in the story.	Students will need to know that for the Elizabethan audience, finding out, in the prologue, that Romeo and Juliet die at the end of the play would have created an air of tension in the theatre.		4. Friar Laurence hopes that Romeo and Juliet's marriage will end the 'ancient grudge' between the Capulets and the Montagues. Page 9 - Questions: 1. In the prologue, Shakespeare foreshadows the death of Romeo and Juliet. 2. The events that Shakespeare foreshadows create dramatic tension because the audience is aware that the play is a tragedy and begin to look for clues and hints that lead to the tragic events. 3. After finding out the tragic events that end the play, the Elizabethan audience would have felt horror as suicide was considered a sin. They would also be outraged that society put the two 'star crossed lovers' in the position in which death was the outcome. CCQ: Through Friar Laurence's speech, Shakespeare presents love as a complex and confusing emotion. Shakespeare cleverly uses juxtaposition to show the unpredictable nature of love, evident in the line "and in their triumph die". The use of the noun triumph, a sign of victory and glory, in close proximity to the verb 'die' which has connotations loss, Shakespeare demonstrates that love is both the best and worst thing that can happen to someone. BQ: Sentence stems provided. Answers should include: 1. The presentation of Friar Laurence as a trustworthy man of God that agrees to support Romeo and Juliet in their

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					marriage and help them to beat the 'feud' of their parents. - The death of Romeo and Juliet, and the exact cause of their death; love. Shakespeare's use of violent language allows the audience to see the potentially devastating effects of love and conflict throughout the play. - Friar Laurence's character consistently provides insight and clarity on the situation at hand. The Friar is an honest man not only to the characters but to the audience too. - Romeo and Juliet's wedding, the joy that Romeo and Juliet feel, as well as the tension that is created by placing such a positive scene in a play that ends in tragedy. - Fear and sympathy for the characters as the audience is aware that the positivity is short-lived.
20. How does Shakespeare present the consequences of violence in Act 3, Scene 1?	Students will reinforce their knowledge of masculinity and the way in which it appears in Romeo and Juliet Students will know the definition and usage of four key vocabulary terms Students will know that violence was common in Elizabethan England and would have been a common ground between Verona and Elizabethan England that the audience would have understood and related to. Shakespeare may have intended to point out the damaging effects of societal conflict on the other citizens. Students will know a summary of Act 3, Scene 1; Tybalt kills Mercutio. Students will know how to read an extract with a focus, being able to highlight, annotate and discuss the presentation of mental and physical conflict within an extract. Extract focus: - Tybalt's refusal to back down - The verbal conflict between Mercutio and Tybalt	Key Vocabulary T3: Rhetorical question: a question which is asked but doesn't necessarily require an answer. Example: What time do you call this? Non-example: Where can I find a spare exercise book? T2: plague: a terrible disease that affects humans and other animals T2: malediction: A spoken curse that is intended to bring evil or doom to someone.	Students will need to know what stereotypical masculinity looked like in the Elizabethan era. Students will need to know the way in which Tybalt embodies toxic masculinity. Students will need to know what honour is. Students will need to know that men would fight to uphold their honour, the honour of their household and their own reputation. Students will need to know that Tybalt is a fighter, Benvolio wants to keep the peace, Romeo is suffering mental turmoil, Mercutio is the kinsman of Prince Escalus and whilst neutral in the 'feud', is friends with Romeo.	<Long Way Down	KR: - Elizabethan men believed they had to prove their masculinity by defending their own honour, the honour of their household, and the reputation of both. This defence would usually take the form of conflict and fighting. - Tybalt displays many traits of toxic masculinity, particularly the refusal to look beyond potential conflict, a fierce, unwavering determination to fight for his honour and the dismissal of the feelings of those around him. - Honour is the reputation you have among people you know. If you are a honourable person people think you are a good person. - Men were expected to show courage and fight to maintain or elevate their standing in society; men believe that if they won

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	3. Romeo's mental conflict at attempting to keep his marriage to Juliet secret; he is feuding with Juliet's cousin and doesn't want to hurt him. 4. Romeo has abandoned all 'masculine' expectations and is refusing to fight to defend his honour. This frustrates both Tybalt and Mercutio. 5. The physical conflict between Romeo and Tybalt. 6. The death of Mercutio. 7. The death of Tybalt. Key Vocab from extract: Minstrels: Wandering musicians – Minstrels were looked down upon in Elizabethan Society. Grievances: a real or imagined cause for complaint, especially unfair treatment. Livery: a special uniform worn by a servant, an official, or a member of a household. Appertaining: to relate to Alla stoccata: a fencing move; a 'thrust' Braggart: a person who boasts about their achievements or possessions. Zounds: A good Shakespearean-sounding curse. Lenity: The quality of being kind or gentle. Amerce: punish with a fine. Students will know the implications of Mercutio and Tybalt's death, relating it to Prince Escalus' monologue in Act 1.	T2: banishment: the punishment of being sent away from a country or other place.			fights, they looked better to other citizens. CCQ: Quotation Analysis: "I am hurt. A plague o' both your houses! I am sped. Is he gone, and hath nothing?" - The use of the phrase "I am hurt." - downplays the wound and attempts to save face in what is likely Mercutio's last moments. "A plague o' both your houses" - the use of plague foreshadows the eventual tragedy that falls upon both houses – links to the supernatural and creates dramatic irony as the audience is aware that a plague does indeed come to both houses. "Is he gone, and hath nothing?" - the question of whether Tybalt has vanished, what has happened to him? He has walked away from the death of Mercutio with no punishment and no consequence. Mercutio is questioning the justice in the world. BQ: Shakespeare uses Mercutio's final words to highlight the consequences of the conflict between the Capulets and the Montagues. The combination of physical and mental consequence demonstrates just how damaging the violence can be. Mercutio's willingness to call a 'plague' on both houses reminds the audience that he is neither a Capulet nor a Montague, he believes that both houses are equally to blame for the damage to the city. Mercutio's death serves as a reminder that 'civil blood makes civil hands unclean', a reference to Prince Escalus' monologue in which Shakespeare specifically mentions the impact that the conflict is having on those in the city that are neither Capulet nor Montague. Mercutio utters a malediction against

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					both houses, the 'plague', whilst seemingly an outburst from Mercutio, would have a significant effect on the audience as they realise that the death of Romeo and Juliet could be considered a 'plague' over both houses. Could also include: 1. Reference to Romeo's banishment – his punishment is not only impacting him but Juliet, both families are being punished accordingly. 2. Reference to Romeo's loss of friendship – Mercutio was his friend, and he is now not only alone outside of Verona but must live with the knowledge that his actions caused his friend to die.
21. How does Shakespeare present Juliet in her soliloquy?	Students will know the definition and examples of commanding, submissive and obedient. Students will know what a soliloquy is and the reasons they are used. Students will know the difference between a monologue and a soliloquy Students will know the events that take place in Act 3, Scene 2. Students will understand how Women were expected to behave in Elizabethan Society. Students will know whether Juliet conforms to expectations or if she begins to break those expectations. Students will know why Shakespeare may have presented Juliet in this way. Students will know how Shakespeare is able to use language to present a character; Shakespeare would have relied on language to present a character as lighting/sound/scenery was not something often found in Shakespearean plays. Students will know how 'change' can be seen in the speech of a character in a play, particularly the move from obedient > controlling that Juliet undergoes.	T2: commanding: having a position of authority; authoritative. T2: submissive: To be submissive is to obey or yield to someone else. T2: obedient: submissive to the restraint or command of authority. T3: soliloquy: an extended speech in a play which the character speaks to himself or herself. The character's inner thoughts, feelings, motivations and intentions are revealed to the audience, but not to other characters on stage.	Students will need to know what a monologue is. Students will need to know the features of a monologue Students will need to know what the Elizabethan societal expectations of women were. Students will know that Juliet is presented as demure, submissive and chaste when she is first introduced. Pupils will know the effectiveness of a triple thesis statement.	>Macbeth	KR: A monologue is a long speech spoken by one character in order to give the audience more details about a character or about the plot. Women in Elizabethan England were expected to listen to the patriarchal figure in their life, whether that be their husband, father or brother. They were not expected to be educated nor were they expected to have an esteemed job. Juliet is expected to obey Lord Capulet. Juliet challenges the expectations of women in Elizabethan England by defying her father, going against the wishes of her parents and commanding those around her. When Shakespeare first introduces Juliet, she is presented as submissive, demure and chaste. CCQ: A soliloquy is different to a monologue because, where a monologue is intended to be heard by other characters, a soliloquy allows the audience to see the innermost thoughts and feelings of a character, in as honest an environment as they can, without the intrusion or influence of other characters.

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	Extract: Phoebus – The ancient Greek god of Sun, Juliet wishes he would drag the sun home so that night can come in. Phaethon – Phoebus' son – Phoebus granted him one wish and Phaethon's wish was to drive the chariot across the sky for one day. Phaethon was believed to be reckless with his driving (he once crashed the chariot into the earth and started a fire) Learn me how to lose a winning match – Juliet wants to consummate her marriage to Romeo. When he shall die, take him and cut him out in stars: reference to sexual activity – link to the prologue (stars).				BQ: Big Write: Model + 2 paragraphs Shakespeare presents Juliet as commanding, wishful and ultimately, naïve... Shakespeare presents Juliet as undeniably wishful; in the beginning of her soliloquy, she commands the day to end, “gallop apace, you fiery-footed steeds ... and bring in cloudy night immediately”. Shakespeare's use of the verb ‘gallop’ suggests that Juliet wants the sun to rush across the sky as quickly as possible, to bring in the ‘cloudy night’. The use of the adjective ‘cloudy’ serves as a reminder of the secrecy that Romeo and Juliet must adhere to; ‘cloudy’ implies that something cannot be seen through, creating the privacy that Romeo and Juliet need for their marriage to flourish. The Elizabethan audience may have felt sympathy for Juliet; her desire for love to prosper and win is undeniably ruined by the knowledge that the only possible ending is her death alongside Romeo.
22. How does Shakespeare present Juliet in Act 3, Scene 2?	Students will know that Juliet would be conflicted after hearing the news of Tybalt's death at the hands of Romeo. Students will know how to take information and draw out various meanings, using the because/but/so format to support this process. Students will know how juxtaposition works and its effect within a text. Students will be able to identify and discuss the use of juxtaposition within Romeo and Juliet, notably through Juliet's speech in Act 3, Scene 2. Students will be able to apply their knowledge to various potential meanings within one piece of text, focusing on the source of the grief that Juliet feels. Students will be able to identify and compare the same character at specific points within the play.	T2: grief: intense sorrow, especially caused by someone's death. T2: tyrant: cruel and oppressive ruler. T3: juxtaposition: Two contrasting objects or ideas that are placed together so that the differences between them are emphasised.	Students will need to know the way in which Juliet is presented throughout the play. Students will need to know the reason that Juliet is acting impatient the day after her wedding. Students will need to know why Juliet may face mental conflict. Students will need to know how to uncover the deeper meaning within Shakespearean language. Students will need to know that Tybalt hated Romeo and everything Romeo stood for (love, lack of masculinity, Montague)	>Macbeth	KR: 1) Juliet is acting impatient because she wants to see Romeo so that they can consummate their marriage; Juliet is aware that they Romeo cannot be seen near the Capulet household so wishes for the secrecy of ‘cloudy night’. 2) Juliet is acting impatient, but she appears wise as she does not act rashly. Juliet, whilst rash in her thoughts, is far more thoughtful about the practical requirements of her marriage to Romeo. 3) Juliet is acting impatient, so the audience may worry about the consequences of Juliet's impatience. 4) Since Juliet is acting impatient, perhaps the audience may remember that she is a child of thirteen years old and does not have enough experience of the world to understand the true implications of her actions. CCQ: 1. Juliet faces mental conflict because her cousin has been slain by her husband.

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	Extract analysis: O serpent heart, hid with a flowering face! Did ever dragon keep so fair a cave? Beautiful tyrant! fiend angelical! Dove-feather'd raven! volkish-ravens lamb! Despised substance of divinest show! Just opposite to what thou justly seem'st, A damned saint, an honourable villain! O nature, what hadst thou to do in hell, When thou didst bower the spirit of a fiend In moral paradise of such sweet flesh? Was ever book containing such vile matter So fairly bound? O that deceit should dwell In such a gorgeous palace! Identifying juxtaposition, focusing on the use of language to create vivid yet contrasting imagery.				2. Following Juliet's soliloquy, the grief may be greater because she was expecting Romeo to arrive once night-time came. Instead, Romeo has been banished and her cousin has been slain. This would undeniably amplify the grief that Juliet feels, two of her loved ones have been lost as a consequence of the conflict. BQ: Big Write + Visualiser (Model triple thesis statement – green pen from previous lesson – sentence starter for paragraph.) Shakespeare presents Juliet as a character that is wise beyond her years, commanding and ultimately, conflicted. Throughout her soliloquy, Juliet is clearly presented as wise beyond her years, evident in the line “...”
23. How does Shakespeare foreshadow the tragedy that awaits Romeo and Juliet?	Students will know that Romeo's reaction is both a cry for help and a plea for safety, as well as a foreshadowing of the tragic events of the lovers' death. Students will know how to examine and critique a model answer, looking for clear structure combined with a repetition of the same point which does not strengthen the response. Students will know that, following Mercutio's death, Shakespeare increases the pace of the play quite significantly, with the death of the 'star cross'd lovers' drawing ever closer. This would increase tension quite drastically as the audience would become more and more engaged with the events of the play, hoping to see the crucial point at which Romeo and Juliet's doom becomes apparent. Students will know the events of Act 3, Scene 3 Students will be able to suggest changes and alternatives that could elevate a response, identifying the correct way to present these ideas. What/How/Why	T2: woeful — showing or causing sorrow or misery. T2: pessimistic — generally believing the worst or believing that the worst will happen. T2: ominous - giving the worrying impression that something bad is going to happen	Students will need to know that Romeo trusts Friar Laurence because he is a man of god. Students will need to know that Friar Laurence had an ulterior motive (that, despite being explicit) detracted from the love that Romeo and Juliet shared. Students will need to know that the use of morbid/deathly language is a feature of Shakespearean tragedies and often foreshadows the events at the end of the play.	>Macbeth	KR: - Romeo trusts Friar Laurence because he is a man of God, in Elizabethan society religion was a powerful aspect of life; civilians trust those that 'speak' to God. - Romeo trusts Friar Laurence, but the Friar is looking at the wider society and the potential benefit of a Montague and Capulet marriage. Romeo must trust the Friar but he may not always have their best interests at heart. - Romeo trusts Friar Laurence, so Friar Laurence must decide whether to become complicit in the marriage of Romeo and Juliet. - Since Romeo trusts Friar Laurence, perhaps Romeo believes that Friar Laurence may be able to find a way to escape the 'ancient grudge' CCQ: Annotation of extract with two questions in mind: - How does Romeo feel about his punishment?

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					Identifying the 'death' comparison and language that Shakespeare uses to present Romeo's reaction – looking for identification of specific quotes as well as clear expectations. A link to Elizabethan society and their view of death would elevate the response. Key Terms: "Banished" is banish'd from the world, And world's exile is death;" Thou cut'st my head off with a golden axe, and smilest upon the stroke that murders me There is no world without Verona walls" 2. How does Romeo's reaction foreshadow the tragic events of the play? Identifying Romeo's foreshadowing by comparing banishment to death – eventually these words ring true. Romeo is a mirror of Juliet, devastated at the events. This again foreshadows the final scene as Romeo mirrors Juliet's state; death. Key Terms: "There is no world without Verona walls, but purgatory, torture, hell itself" "then "banished" is death misterm'd. BQ: How does Shakespeare foreshadow the tragedy that awaits Romeo and Juliet? Model answer: Clear structure, however repetitive at points, can be adapted to include more evidence to support the point.
24. How is Lord Capulet presented in Act 3, Scene 5?	Students will know that since the death of Tybalt, Lord Capulet has become more and more concerned with the marriage of Juliet, since he needs to source material gain from the unity of households. Students will know that Lord Capulet's presentation changes as Juliet becomes more and more defiant. As Lord Capulet loses control of his family, he becomes callous and oppressive. Students will know that Lord Capulet's relationship with Juliet has deteriorated because of his lack of control.	T2: oppressive: showing power by giving harsh and tyrannical treatment T2: callous: Being insensitive to others and showing cruel treatment	Students will need to know that Elizabethan England was a patriarchal society in which the parents would choose a suitable husband for their daughter. Students will need to know that marriage was usually arranged for the material gain of the family/household.	<Long Way Down – Father figure	KR: 1. Capulet's sense of urgency to marry off Juliet intensifies after the death of Tybalt, the only other possible heir to the Capulet household. The need for a dependable husband that can bring material benefit to the family is a pressing issue for Lord Capulet. 2. Elizabethan England was a patriarchal society. This means that in society, men carried significantly more power than women; the expectation was that

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	Students will know that Lord Capulet's relationship with Juliet has deteriorated because of the 'ancient grudge' and the impact that it has had on the relationship between Romeo and Juliet, driving them to consider dangerous options in order to be together. Students will know that Lord Capulet's loss of control leads to anger and rage directed at Juliet and other members of the Capulet household. Students will know that the impact of the conflict is far more than the audience may have thought, the conflict is damaging the very structure of each household.		Students will know that earlier in the play, Lord Capulet is clearly a protective yet patriarchal character. Students will need to know that a patriarchal society did not allow for the mistreatment of women, they were to obey the patriarchal figure but, they were not subject to abuse.		women would listen to and obey the patriarchal figure in the family. This would often be the father, but could also be the husband, brother, or uncle. 3. In Act 1, Scene 2, Lord Capulet believes he has complete control over Juliet. The dramatic irony is that the audience know this to be untrue considering her secret relationship with Romeo which has culminated in her marriage. CCQ: Initially, Lord Capulet is presented as patriarchal and protective however, as the play continues, the audience see the controlling, patriarchal nature of the character. BQ: How is Lord Capulet presented in Act 3, Scene 5? 1. Lord Capulet and Juliet's relationship in this scene is presented as violent, controlling and spiteful. 2. Throughout the scene, Lord Capulet displays numerous oppressive actions, including verbally insulting his daughter, physically harming his daughter and using threats to get his daughter to obey him. 3. Lord Capulet is clearly presented as a callous individual. His callousness is evident when he calls Juliet a "...", indicating that if she does not obey him, then she... 4. Shakespeare presents Lord Capulet as shocked that Juliet doesn't want to marry Paris. This goes against Elizabethan expectation because it was understood that children would obey their parents, particularly their father. 5. Juliet's relationship with her father has deteriorated because the ancient grudge between the Capulets and Montagues has led to a secret relationship that between Romeo and Juliet. The violent nature of the play interferes with their

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					love, and Juliet is forced to refuse her father's wishes as a result.
25. How does Shakespeare present control in Romeo and Juliet?	Students will know that 'control' is ever-present within Romeo and Juliet. - The Capulets and Montagues are fighting for political control within the city - Prince Escalus is fighting for control of Verona - Romeo and Juliet are fighting for control in their own lives - Juliet and Lord Capulet are fighting for control over Juliet's future - Lord Capulet is fighting for control of his own household - Tybalt is fighting for control over his own honour and reputation - Romeo and Juliet are fighting for control of their own fate - Friar Laurence is fighting for control of the ancient grudge. Students will know how Prince Escalus' control is presented, as fair yet firm, with a clear boundary that cannot be broken, regardless of political presence. Students will know that the fairness of Prince Escalus' control can be seen as the punishment for Romeo is banishment as opposed to execution because he was avenging the death of Mercutio. Students will know the definition and application of three critical terms: comparing, emphasising, contrasting. Students will know how to view a scene from the perspective of the characters; the audience are aware that Juliet is grieving for the death of Tybalt AND the banishment of Romeo, yet Lord Capulet assumes her grief is solely for Tybalt.	T2 – Control: the power to influence or direct people's behaviour or the course of events. T3 – Comparing: to directly link two texts, characters, themes or ideas through their similarities and differences. T3 – Emphasising: to state or show that something is especially important or deserves special attention T3 – Contrasting: to present two or more drastically different people or objects with the intention of highlighting the differences between them.	Students will need to know that a child was not expected to defy their father. Students will need to know that the prologue foreshadows the tragic events at the end of the play. Students will need to know that Romeo is not a typical hero, he is quite the opposite. Students will need to know that Friar Laurence believes that Romeo and Juliet's marriage could end the ancient grudge. Students will need to know that a soliloquy is spoken to the audience, it is not meant to be heard by any other characters. Students will need to know that Juliet's character changes significantly throughout the play. Students will need to know that Lord Capulet and Prince Escalus are both patriarchal figures in the city of Verona. Lord Capulet is responsible for the Capulet household, whilst Lord Escalus is responsible for the entirety of Verona.		KR: - True - True - False - True - False - False CCQ: Quotation Explosions – exploring the way in which Prince Escalus is presented as 'controlling and patriarchal' BQ: How does Shakespeare present control in Romeo and Juliet? Model answer given – discuss the effectiveness of the response, focussing on the difference between the actions of two 'patriarchal' figures in the play. Students to complete model answer (paragraph stems in booklet) + another paragraph.

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	Students will know that Lord Capulet and Prince Escalus' control is presented in contrasting ways that emphasise the nature of the characters. Students will know how to read a comparative paragraph, identifying key areas of discussion and emulating this in their own work using sentence stems and models.		Students will need to know that Prince Escalus is willing to bring violence to Verona in order to deter violence. Students will need to know how to explode quotations to support their learning, considering the specific use and effect of language.		
26. How does Shakespeare present Juliet's reaction to the Friar's plan?	Students will know that Romeo and Juliet have acted recklessly despite being in love Students will know that Friar Laurence is a confidant of Romeo and Juliet's Students will know that Friar Laurence is complicit in the tragic events that unfold Students will know the events that take place in Act 4, Scene 2/3 Students will know that Juliet undergoes a host of emotions once she knows the Friar's plan. Extract: "Farewell! God knows when we shall meet again," - Fairly impersonal goodbye, Juliet has shed her familial obligations and is solely devoted to Romeo. - Reference to God/Fate 'God knows' - reinforces the idea that the events are controlled by a higher power. "What if this mixture does not work at all?" - Concern and doubt creeps into Juliet's mind "Shall I be married then tomorrow morning?" No, no, this shall forbid it. Lie thou there. <i>Laying down her dagger</i> - Juliet has taken full control of her future - If the potion does not work, she would rather die than be married to Paris - If the potion does not work, she shall take her own life using the dagger "What if it be a poison which the friar Subtly hath minist'ed to have me dead, Lest in this marriage he should be dishonor'd	T2: Confidant: a person with whom one shares a secret or private matter, trusting them not to repeat it to others. T2: Conflicted: having or showing confused and mutually inconsistent feelings. T2: Audacious: willing to take surprisingly bold risks.	Students will need to know what an exclamation mark is, how it is used and what the effect of it is. Students will need to know how Romeo and Juliet have been behaving (secretive, reckless, dangerously) Students will need to know the format of because/but/so sentences Students will need to know the role that Friar Laurence has in the play, including his position and his ability to understand the wider society. Students will need to know why Friar Laurence is trustworthy. Students will need to know why Friar Laurence's plan is risky and dangerous. Students will need to know how to identify linguistic devices within an extract. Students will need to know that Juliet's attitude and personality has changed over the course of the play.		KR: 1. The effect of an exclamation mark is that it expresses and reinforces the strong emotion presented in the phrase or sentence. 2. After an exclamation mark, the next word must be capitalised. 3. Shakespeare's use of exclamation marks in Lord Capulet's speech in Act 3, Scene 5 emphasises his anger and rage. CCQ: Because/but/so Romeo and Juliet's behaviour could be described as audacious because they have directly rebelled against their parents' wishes, something that would have been considered rude and defiant during the Elizabethan era. Romeo and Juliet's behaviour could be described as audacious, but they are in love and therefore their behaviour can be easily justified given the ridiculous nature of the 'ancient grudge' Romeo and Juliet's behaviour could be described as audacious so the audience would have a clear understanding of why their behaviour may lead to the tragic end of the play; the secrecy and disobedience would have been frowned upon in Elizabethan England. Cloze: 1. Mirrors 2. Trusted

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	Because he married me before to Romeo” - Juliet begins to doubt the Friar’s true intentions - She wonders if he has given her a poison so that he can avoid the sinful event of marrying Juliet to Paris when she is already married to Romeo. Juliet begins to worry about waking up in the crypt, surrounded by the dead, running out of air while she waits for Romeo. She fears the ghost of Tybalt will come out and kill her for the disrepute she would draw on her household. Ultimately, Juliet is so in love with Romeo that the love gives her courage to overcome her fears.		Students will need to know the difference between a monologue and a soliloquy		3. Respected 4. Confidant 5. Religious 6. Conflict 7. Complicit Friar Laurence – Because/But/So 1. Because Juliet is trusting Friar Laurence with her life, he has her future in his hands and if the plan goes awry, it will carry Juliet to her untimely death. 2. But there is no other option, the two lovers are already wed, they must be able to be together as quickly as possible. The prospect of marrying Paris whilst already married to Romeo would be eternally damning for Juliet. 3. So the audience understands the level of risk that the characters are undertaking; the audience would also blame the Capulets and the Montagues for putting Romeo and Juliet in harm’s way. Big question: How does Shakespeare present Juliet’s reaction the Friar’s plan? 1. In her soliloquy, Shakespeare presents Juliet as strong yet fearful. 2. Shakespeare portrays Juliet’s conflicted state of mind through the use of “deathly” imagery, as her fear of death becomes increasingly apparent. 3. In her soliloquy, Shakespeare demonstrates Juliet’s fear of Friar Laurence’s plan. She wonders if the vial is full of poison that will kill her, removing the problems that Friar Laurence may face. Juliet would be dead, Romeo would remain banished. 4. Juliet shows no fear when taking the potion because her love for Romeo overpowers the fear she feels about the plan and the death that may await her.

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					5. Juliet places the dagger next to her because if the potion does not work, she will take her own life to avoid being married to Paris. 6. In his presentation of Juliet, Shakespeare may be attempting to highlight the desperate measures that Romeo and Juliet must go to in order to be together, defying their parents, defying death and, eventually, failing to defy fate.
27. How does Shakespeare present tragedy in Romeo and Juliet?	Students will know the effect that banishment has had on Romeo – he begins to have premonitions of Juliet Students will know that the premonition would increase sympathy for Romeo as he is so drawn towards the positive in Juliet that the doomed ending is a stark contrast and would elicit feelings of strong grief from the audience. Students will know that the Friar's plan would impact the remaining characters significantly, particularly Nurse, Lord Capulet and Lady Montague. Students will know that the reactions of the characters are genuine, however there is no way to undo the events because fate is in control of the 'star cross'd lovers' Students will know that we must consider the reasons for Lord Capulet's grief – he is grieving not only for his daughter but for the future of his household. Students will know the events that take place in Act 4, Scene 4-5 and Act 5, Scene 1. Students will know how to read an extract with a question guiding the reading. Extract: Romeo's premonition: "If I may trust the flattering truth of sleep, My dreams presage some joyful news at hand. My bosom's lord sits lightly in his throne, And all this day an unaccustomed spirit Lifts me above the ground with cheerful thoughts.	T2 – Defiance: open rebellion, bold disobedience. T2 – Premonition: a strong feeling (or vision) of something that is about to happen.	Students will need to know the effect of a question mark Students will need to know the usage of question marks in literary texts. Students will need to know the creation, usage and effect of dramatic irony. Students will need to know that love, conflict and fate are central themes to Romeo and Juliet. Students will need to know that despite Romeo and Juliet being the characters most central to the play, Shakespeare expands on the feelings and personalities of other characters through their reaction to the lovers' death.		KR: The effect of a question mark is that it lets the reader know that question is being asked; it can be used to express uncertainty, doubt, or anything unknown. After a question mark, the next word must be capitalised Shakespeare's use of question marks in Juliet's soliloquy in Act 4, Scene 3, emphasises her uncertainty and fear as to whether the plan will work, as well as her questioning of Friar Laurence's motives. CCQ: Shakespeare cleverly creates a sense of dramatic irony in Friar Laurence's plan, this is evident in the reactions of the Nurse, Lord Capulet and Lady Capulet. The visual reaction of Juliet as 'dead' would have shocked the audience as they realise that the 'deceptive death' will be reality soon. We are offered a glimpse into the genuine reactions of the characters as they mourn for Juliet. BQ: Before Balthazar arrives, Romeo has a premonition, foreshadowing the tragedy that awaits. Shakespeare's clever creation of dramatic irony by providing a positive outcome to the dream leaves the audience with a sense of sympathy for Romeo as no matter how much he wishes and dreams for a safe reunion with Juliet, none shall be had. Romeo hears of Juliet's death from Balthazar. The message from Friar Laurence did not arrive, leading

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	I dreamt my lady came and found me dead— Strange dream, that gives a dead man leave to think— And breathed such life with kisses in my lips That I revived and was an emperor. Ah me! How sweet is love itself possessed When but love's shadows are so rich in joy!” Romeo’s premonition is a twisted version of Friar Laurence’s plan – one of the lovers will die, the other will raise them from the dead with a kiss. This mirrors the ending of the play clearly however in reality (outside of Romeo’s idealistic perspective of love) the strength of love cannot hope to beat the combined force of conflict and fate. Romeo’s overwhelmed response: “BALTHASAR Then she is well, and nothing can be ill: Her body sleeps in Capel's monument, And her immortal part with angels lives. I saw her laid low in her kindred's vault, And presently took post to tell it you: O, pardon me for bringing these ill news, Since you did leave it for my office, sir. ROMEO Is it even so? then I defy you, stars! Thou know'st my lodging: get me ink and paper, And hire post-horses; I will hence to-night. BALTHASAR I do beseech you, sir, have patience: Your looks are pale and wild, and do import Some misadventure. ROMEO Tush, thou art deceived: Leave me, and do the thing I bid thee do. Hast thou no letters to me from the friar? “ Romeo, upon hearing that Juliet has died, curses the stars and fate in multiple ways. He will return to Verona despite his ‘banished’ fate, he will then travel to Juliet’s tomb and seemingly				Romeo to believe that Juliet has truly died. Shakespeare’s considered use of dramatic irony again becomes apparent, the audience are aware that Juliet is not dead. The audience are aware that Romeo does not consider the possibilities and that his decision making is often rash, leading him to believe Balthazar and plan his own tragedy. Romeo reacts to the new of Juliet’s death by deciding to travel back to Verona and take his own life next to the grave of Juliet. Romeo is evidently overwhelmed by the news, as the premonition he had combined with the knowledge that Friar Laurence had a plan has lulled him into a false sense of security. The audience would expect a reckless response from Romeo, particularly in circumstances regarding love. The dramatic irony created in this scene would undoubtedly add to the sympathy the audience would feel for the tragedy that is soon to take place. Challenge: Shakespeare directly refers to the prologue to remind the audience that no matter what happened, Romeo and Juliet were destined to die because their lives are controlled by fate. The Elizabethan audience believed that a person’s fate could be controlled by the stars and planets, therefore the idea that Romee could defy fate itself in pursuit of love would be considered the epitome of courtly love, Juliet has been placed out of his reach by fate, but he is determined enough to keep trying.

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	take control of his own future by taking his own life. Despite this being the plan of 'fate' from the start, Romeo believes he is denying his own future. Romeo does check once more that no letters have been received from Friar Laurence, indicating to the audience that despite his grief, he is willing any form of communication that would suggest that Juliet is still alive.				
28. How does Shakespeare present tragedy in Act 5, Scene 3?	Students will know the correct usage of specific homophones. Students will know that <i>Romeo and Juliet</i> is undeniably poignant because of: 1. The tragic end of two lovers 2. The tragic end of two lovers that are also children 3. The tragic end of two lovers that is the only way in which a conflict ends 4. The tragic end of two lovers who struggle for control against opposing forces throughout the entire play 5. The failure of love when faced with conflict and fate. Students will know the events that take place in Act 5, Scene 2 and Act 5, Scene 3. Extract: Focuses on Romeo's soliloquy as he mourns over Juliet's seemingly lifeless body. The language used in this extract is highly emotive and vivid, as Romeo expresses his grief and love for Juliet. The first two lines of the extract describe Juliet's beauty and how it illuminates the vault where she lies. This suggests that even in death, Juliet's beauty is still remarkable and captivating. Romeo then addresses Juliet, calling her his love and wife, which highlights the depth of their relationship and the tragedy of her death. The following lines reflect Romeo's despair at the loss of his beloved, and his disbelief that death could have claimed such a beautiful creature. He speaks of death "sucking the honey" of Juliet's breath, which is a metaphor for the harshness and finality of death. However, Romeo still sees Juliet's beauty, as	T2 – poignant: evoking a keen sense of sadness or regret T2 – lament: An expression of grief, suffering, sadness or regret	Students will need to know the difference between specific homophones. Students will need to know how to form their own opinion about an extract that they have read, considering the impact on the wider play and the audience. Students will need to know the factors that contribute towards a piece of literature being poignant. Students will need to know how Shakespeare uses language for effect. Students will need to know what a metaphor is.		KR: 1. Effect 2. Accept 3. Your 4. To 5. Our CCQ: I believe that the ending of the play will be poignant because... 1. Mention of tragedy, particularly tragedy related to love 2. Mention of tragedy, particularly tragedy related to children 3. Mention of love, and its inability to survive when faced with meaningless conflict. BQ: Emphasis on planning and structure of a paragraph What: Shakespeare effectively creates a sense of tragedy in Act 5, Scene 3, through the use of emotive language, metaphor and stage direction. Where: "He kisses Juliet" "Romeo Drinks the poison and dies" "She kisses Romeo" "Juliet stabs herself and dies" Why:

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	represented by the crimson colour of her lips and cheeks, which he contrasts with the pale flag of death. Romeo then turns his attention to Tybalt, Juliet's cousin who he killed in a fight. He expresses remorse for his actions and vows to make amends by using the same hand that killed Tybalt to "sunder his that was thine enemy." This suggests that Romeo sees himself as being united with Tybalt in death, and that the enmity between them is now over. In the final section of the extract, Romeo wonders if death is amorous and has taken Juliet as his lover. This reflects the fear that death is not simply an end to life, but a continuation of existence in a different form. Romeo vows to stay with Juliet in the vault, even if it means being surrounded by worms, which suggests that his love for her transcends even death. The line "here will I set up my everlasting rest" suggests that Romeo sees himself as being united with Juliet in an eternal afterlife. Romeo speaks of shaking off the influence of the stars, which in this context represent the forces of fate that have worked against their love. He bids farewell to his eyes, arms, and lips, which are all parts of the body that have played a role in his relationship with Juliet. He then kisses Juliet, sealing their fate with a "dateless bargain to engrossing death." The phrase "righteous kiss" suggests that the kiss is a symbol of their pure and true love, while the idea of a "dateless bargain" implies that their love will last forever. After Romeo dies, Juliet wakes up to find him dead and drinks from the cup he had in his hand, hoping to find some poison left to help her join him in death. She then kisses Romeo's lips, hoping to find some remaining poison that might help her die. The line "Thy lips are warm!" suggests that Juliet can still feel some warmth in Romeo's body, which heightens the tragedy of their deaths. The final lines of the extract show Juliet using a dagger to take her own life, which highlights the intensity of her love for Romeo and the desperation she feels at being separated from him. The phrase "O happy dagger" suggests that the only way for Juliet to be reunited with Romeo is in death. The line "There rust, and let				The use of stage direction provides a visual representation of the love and loss that Romeo and Juliet endure. Their decision to take their own lives is undeniably tragic as the audience is witness to the role of fate; despite their best attempts, there was no way to undo the work of fate. This reinforces the tragic feeling created through language as the audience realises that a love that could have burned bright was defeated by the actions of other characters, all orchestrated by fate.

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	me die" implies that Juliet sees death as a release from her pain and suffering. The entrance of the page and watchman at the end of the extract suggests that the tragic events have been witnessed and will be reported to others, adding to the sense of tragedy and loss.				
29. How does Shakespeare present the final scene of Romeo and Juliet? What is Shakespeare's message?	Students will know how to add additional information into a sentence using an appositive. Students will know the definition and usage of pathos and didactic, exploring how these effects are created. Students will know the events that take place in Act 5, Scene 3 – the final scene of the play. Students will explore the didactic nature of Romeo and Juliet, discussing how Romeo and Juliet is didactic as well as the techniques that Shakespeare used to create and teach the moral lesson. Students will know that Romeo and Juliet is a warning from Shakespeare on the dangers of conflict on loved ones, the impossibility of fate and the issues with revenge. Extract: The language of the scene is highly emotive and conveys the grief and tragedy of the events that have unfolded. The use of exclamations and rhetorical questions, such as "What fear is this which startles in our ears?" and "What could it be that they so shrieked abroad?", adds to the sense of shock and disbelief. The repetition of words and phrases, such as "dead", "slain", and "newly dead", emphasizes the finality of death and the devastating consequences of the feud between the Montagues and the Capulets. The reconciliation between the families at the end of the scene is a message of hope and redemption after the tragic events. The Prince's lines "For never was a story of more woe / Than this	T2: reconciliation—the restoration of friendly relations bringing people together again. T3: pathos—a technique used by speakers/writers to create an emotional response. T3: didactic—intended to teach people something especially a moral lesson.	Students will need to know what an appositive is and how to create an appositive. Students will need to know that Romeo and Juliet are both dead. Students will need		KR: Tybalt, nicknamed 'Prince of Cats', dies at the hands of Romeo The letter, sent by Friar Laurence, does not reach Romeo. Lord Capulet, patriarchal head of the Capulet Household, wants Juliet to marry Paris. The poison, given to Romeo at an apothecary, eventually leads to his death. CCQ: Shakespeare built and developed pathos in the final scene by focussing on the emotions and passions that Romeo and Juliet felt as they died. The 'shield' of love could not stop the damning effects of conflict, underlined by the effect of fate on the characters. BQ: Romeo and Juliet is undoubtedly a didactic piece of literature. Shakespeare's message to the audience is one of warning, warning against the damaging effects of conflict in society, demonstrated through Prince Escalus' line "See what a scourge is laid upon your hate that heaven finds means to kill your joys with love!" Shakespeare's message is extended, "nothing good will ever come revenge" - only pain and suffering can be found at the end of an act of revenge. The Elizabethan audience would have been affected by the play because they were familiar with the concept of societal conflict and the damning effects of toxic masculinity. Conflict was common and often seen as the only way to build and maintain honour

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	of Juliet and her Romeo" serve as a reminder that the senseless feud between the families has caused immense pain and suffering. Overall, the scene is a powerful conclusion to the play, exploring themes of love, death, and the consequences of hate and conflict.				within society. Shakespeare makes the issues with conflict apparent as the play is undeniably tragic. Shakespeare uses the death of two children to highlight the problems in society, this would be particularly impactful to an Elizabethan audience because children were seen as precious and innocent, free from the sins of adults. The expectation of parents to care for and look after their children was commonly held. Shakespeare presents his message through the character of Prince Escalus, this emphasises the message because Prince Escalus holds a position of power in Verona; there would be an expectation that his character would be listened to and obeyed. Shakespeare uses language to portray the effect of Romeo and Juliet's death on the surviving characters. Shakespeare uses language to emphasise certain reactions, such as... 1. Capulet's outcry to the 'heavens' 2. Lady Montague's death at the news of Romeo's death 3. Capulet's willingness to make peace with Montague 4. Montague's willingness to make peace with Capulet. 5. Prince's final speech 'never was a story of more woe'