



Learning Journey: Year 9 HT2 *Romeo and Juliet* & Poetry (comparison)

Vocab
Text as a construct
Loyalty
Division
Romanticism
Comparison
Context

Big Idea: 'Family Loyalty'

"O Romeo, Romeo, wherefore art thou Romeo?"

What does this mean?

What are we learning?

In this topic, we will study Shakespeare's *Romeo and Juliet* and poetry to practise skills needed to approach our GCSE Shakespeare play (*Macbeth*) and the Love & Relationships poetry anthology.

HT3: To develop our reading skills from last year, we will study extracts from R&J and poems; progressing from writing PETAL analytical paragraphs to PEAKTWIRL, as this allows the reader to explore the text as a construct.

We then begin to make comparison to write comparative PEAKTWIRLS.

What do I need to understand?

The 'big idea': family loyalty. How duty and honour influences relationships and consequences of these social constructs. The period of time in which the text was constructed, the influence of religion and the monarchy on the text.

How will I know how to write a successful extract/poem analysis?

Your teacher will demonstrate how to use your analytical skills from HT1 and develop this into writing a comparative PEAKTWIRL paragraph.

How will I practice writing a PEAKTWIRL?

You will practise writing in pairs, analyse model examples with a success criteria

How will I be assessed on my reading skills?

Review of Learning: questions to assess your understanding so far.

Formative: Comparison between 'Pursuit' and 'Act 4, Scene 3'

Summative: Compare 'Funeral Blues' to the Prince's final speech



Gender equality in the workplace.