

At the end of this unit, I can:

Curriculum Connections!
Where have you seen women presented in similar ways in the texts you've studied this year?

Act 4

- ❑ What is the bigger sin? Bigamy or suicide?
- ❑ To what extent is the way the lovers take their lives a role reversal?
- ❑ How might a contemporary audience view Juliet's decision to take her life?

Act 5

- ❑ To what extent is Juliet a tragic hero? Is her death more 'tragic' than Romeo's?
- ❑ How does being aware of the lovers' demise in the prologue, impact our feelings towards their death?
- ❑ Is Juliet's death fitting for the character Shakespeare portrays?

Non-fiction and writing: Female agency

Spoken language opportunity

Act 3 Scenes 4,5 and 6

- ❑ Does Capulet have the right to make this decision for Juliet?
- ❑ When the Friar characterises Romeo's language as "womanish", what exactly does he mean? Why is this ironic?

Act 3 Scenes 1,2 and 3

- ❑ Why is dueling such a significant element of Elizabethan masculinity?
- ❑ To what extent does Romeo's hamartia emasculate him?
- ❑ Juliet's language is articulate but is it a sign of her maturity or adolescence?

Analytical writing

Act 2: Theme of Motherhood

- ❑ Does the Nurse have the right to facilitate Juliet's relationship with Romeo?
- ❑ What is the Nurse's motive for facilitating Juliet's relationship with Romeo?

Non-fiction and writing
Patriarchy and male dominance

Act 2 Scenes 1 and 2

- ❑ What does the tone of Lord Capulet's language suggest about his relationship with Tybalt?
- ❑ Why does religious imagery feature so strongly in the lovers' first encounter?
- ❑ What does the staging of the balcony scene suggest about the way the lovers feel about each other at this point in the play?

Non-fiction and writing: Female empowerment and rights

Act 2 Scene 3

- ❑ Is Juliet's growing independence a demonstration of maturity or immaturity?
- ❑ Do you think the Friar will have a positive or a negative impact on the lovers' relationship with each other?

Non-fiction and writing: Toxic masculinity

Act 1 Scene 1, 2 and 3

- ❑ Where do we see examples of toxic masculinity in the opening scenes of 'Romeo and Juliet'?
- ❑ What does the violent imagery in act one, scene one indicate about the role and expectations of women in Elizabethan society?
- ❑ Lord Capulet is insistent that Juliet have agency when deciding whether to give his consent for a marriage to Paris. How might a contemporary reader respond to this?

Aristotelian Tragedy

- ❑ Tragic conventions
- ❑ Peripeteia, catharsis.
- ❑ Conventions of a tragic hero: hamartia and hubris

Non-fiction and writing: Elizabethan Society

Year 9
Romeo and Juliet and Non-Fiction Writing And Non-Fiction Writing Lens: Women

Role of Motherhood

- ❑ Which character best fulfils the role of 'mother' to Juliet according to contemporary ideals? How?
- ❑ Why is the Nurse so attached to Juliet? Is their relationship healthy?
- ❑ What might Lady Capulet's emotional distance from her daughter mean for her later relationship with Romeo?

The Prologue

- ❑ In which ways might Shakespeare's prologue be considered an unconventional sonnet?
- ❑ What evidence do we see in the prologue that fate will play a key role in the play?
- ❑ Why did Shakespeare choose Verona as a backdrop for the play?

Curriculum connections: where have you seen other types of struggle?

At the end of this unit, I can:

Reading: Christ's Journey
and draw parallels to Proctor

John Proctor's Confession

- His agitation about judgement
- How the presence of Rebecca Nurse affects his behaviour.
- The presentation of God and religion.
- John's honour.

Elizabeth and John's Final Moments

- How their relationship has changed from Act 2.
- The Puritan aspects of their love.
- Elizabeth's acceptance of John.

Elizabeth Returns

- Her behaviour towards Danforth.
- The way Danforth addresses her.

Hale's Epiphany

- Danforth and Hathorne's reaction to his behaviour.
- His worries and fears of the hangings.

Act 4

- What is the problem with admitting that the court has made a mistake in judging the people of Salem unfairly?

Paris' Revelation

- How he has changed from Act 1.
- Danforth and Hathorne's reaction to his behaviour.
- His worries and fears of the hangings.
- His motivations in this scene.

Non-Fiction
Machiavellianism

Non-Fiction Writing

Analytical Writing

- During the interrogation of Elizabeth, how does Miller seek to create an atmosphere of hysteria and tension?

- Why are the judges so concerned with Hale and Parris' behaviour?

Abigail's Departure

- Can you blame Abigail for leaving? What would have happened to her if she had stayed?
- Is this behaviour characteristic of Abigail?

Non-Fiction Reading and Writing
How to spot a witch

John Proctor's Confession

- Abigail's indignity at being accused of lying.
- How the girls use hysteria to scare and bully Mary Warren.
- John's anger towards Abigail.
- The loss of his reputation.

Political Agenda

- The accusations made against the women, and how they are obviously false.
- The hypocrisy being exposed in Puritan Theocracy.
- The parallels to McCarthyism.

Non-Fiction Reading and Writing
Modern day witch hunts

Elizabeth's Interrogation

- Elizabeth's 'Oh God' before she is removed.
- Hale's revelation
- Abigail's only line.

Analytical Writing Act 3

The play as an allegory

Elizabeth's Accusations

- How is the hysteria in Salem influencing the girls' development?

Hale's interrogation.

- The hypocrisy that John Exposes to Hale.
- Puritan Theocracy.

Non-Fiction and writing
Hypocrisy and Corruption

Elizabeth's Arrest

- The use of the Poppet as a device to frame Elizabeth
- Mary Warren's fear of Abigail
- The rise of hysteria in Salem

Non-Fiction and Writing

- Slavery in Massachusetts in the 17th Century

Act 2

- John and Elizabeth's relationship.
- Abigail's 'love'

John Proctor and Reputation

- Proctor takes a stand against the oppressive society that issued the warrant.
- In what ways does Proctor have to destroy his own reputation to save the life of his wife Elizabeth?

Abigail and the Girls

- The Accusations
- Abigail's treatment of the girls
- How do the women of the play perpetuate the idea that only women can be hysterical?

Analytical Writing

- How does Miller present the people living in Salem in the opening of the play

Miller's Overture Analysis

- Allegory and links to context

Puritanism and The Crucible

Tituba as an Outsider

Non-Fiction and Writing

What caused hysteria in the Salem witch trials?

Non-Fiction Writing

Non-Fiction
Salem witch trials

Act 1 scene 1

- Parris, Abigail and The Putnam' character

Act 1

- Stage directions analysis
- Sinners in the Hands of God

Non-Fiction
Miller's connection with McCarthyism

Year 8

The Crucible and Non-Fiction Writing Lens: Struggle

Instigating hysteria:

- Abigail's change in attitude and behaviour.
- Tituba's coercion.
- The use of leading questions

- The relationship between John Proctor and Abigail Williams.

At the end of this unit, I can:

Curriculum connections: what types of voices have you explored in this unit? Did you see any ideas like this in primary school?

Act 5 Scenes 3 and 4
 How does the ending of the play conform to the comedic genre?

Non-Fiction and writing:
Sexism in modern society

Act 3 Scenes 1 and 2: Poetry Comparison
 How could Blake's message apply to the characters of Beatrice and Benedick?
 How have Elizabethan attitudes towards marriage influence the scene?
 How have the values of the time influenced Hero's representation?

Act 4 Scene 1
 How is Hero a victim of the patriarchy?
 She rarely speaks. How does this reflect her restricted freedoms?

Act 5 Scene 1
 Why can't Beatrice clear Hero's name without Benedick's help?
 How is repartee used to create humour?
 What could be the meaning behind the symbol of Hero's death?

Creative Writing:
Practising narrative writing

Non-Fiction and writing:
 Voiceless women in society.

Analytical Writing
 Poetry comparison

Act 3 Scenes 4 and 5
 How does Shakespeare use foreshadowing in these scenes?

Spoken Language
 Act 4 Scene 1 dramas

Non-Fiction Reading and Writing
 Attitudes towards marriage.

Act 4 Scene 1
 How is Hero victimised by the patriarchy?
 How has Shakespeare changed from high comedy to tragedy?

Act 3 Scene 3
 How does Dogberry's character create comic relief?

Non-Fiction and writing:
 Patriarchal society

Creative Writing:
 Practising narrative writing

Act 2 Scene 3
 How does Shakespeare create comic relief in this scene?
 Which characters do you empathise with?
 Which of the comic archetypes they fit into?

Spoken language opportunity
 Character presentations

Analytical writing
 Theme of mistaken identity

Analytical writing
 How does Shakespeare present Hero and Beatrice's characters?

Creative writing
Practising narrative writing

Act 2 Scene 1
 How does the patriarchy and expectations of gender roles limit the freedom of female characters?

Act 1 Scene 1
 Why do Beatrice and Benedick have a problematic love? How is repartee used to create humour?

**Year 7
Much Ado About Nothing and Narrative Writing And Non-Fiction Writing
Lens: Voices**

Act 2 Scene 2
 How has Shakespeare presented the theme of mistaken identity? How does this link to the comedic genre?
 How does Shakespeare characterise Don Jon as a villain?

Act 1 Scene 2
 How has the theme of love been represented in different ways? Why is Messina a significant setting for the plot of the play?
 What is fraternal love?

Non-Fiction and writing: Women's Rights

What is the difference between prose and verse?