


Learning Plan 3		Subject/Pwnc: English		Year/Blwyddyn: 9	
<p><u>The Four Purposes in English:</u> Ambitious, capable learners, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts. Enterprising, creative contributors, who: connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit Ethical, informed citizens, who: find, evaluate and use evidence in forming views; know about their culture, community, society and the world. Healthy, confident individuals, who: are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p>					
<p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> Languages connect us. Understanding languages is key to understanding the world around us. Expressing ourselves through languages is key to communication. Literature fires imagination and inspires creativity. 					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)		Homework/Gwaith cartref to support progress	
<p>Week 1 <i>How does understanding Shakespeare's world help us to understand his work?</i></p>	<ul style="list-style-type: none"> Identify key features of Shakespeare's life and Globe Theatre. Explain how Elizabethan values shaped audience expectations. Infer why Verona's feud culture suits a tragic narrative. Use ambitious vocabulary: allegiance, harmony. 	<p>I can:</p> <ul style="list-style-type: none"> Describe the theatre experience and why engagement mattered. Compare Elizabethan and modern values. Predict narrative themes from contextual information. Use "allegiance" and "harmony" accurately to describe social relationships. Explain how loyalty or rivalry can influence a character's decisions. 		Wk 1	<p>Homework: Write down 5 facts about Shakespeare's theatre and one reason conflict fascinated audiences. Set: W/B 6th January Due: W/B 19th January</p>
<p>Week 2 <i>How does Shakespeare hook the audience using the Prologue?</i></p>	<ul style="list-style-type: none"> Summarise the plot revealed in the Prologue. Identify and explain techniques such as metaphor and foreshadowing. Write an analytical paragraph explaining audience engagement. Use ambitious vocabulary: evocative, ambivalent. 	<p>I can:</p> <ul style="list-style-type: none"> Paraphrase key lines using my own words. Link technique → meaning → audience. Use quotation and explanation in my writing. Use "evocative" and "ambivalent" to describe audience feelings. Explain why revealing future tragedy makes the story more tense, not less. 		Wk 2	
<p>Week 3 <i>How does Shakespeare use conflict to entertain and shock?</i></p>	<ul style="list-style-type: none"> Track how Act 1 Scene 1 escalates through language and action. Compare characters' approaches to violence and peace. Explain how different audiences might react to the conflict. Use impulse, reckless, vindictive, resentful to describe motives and consequences. 	<p>I can:</p> <ul style="list-style-type: none"> Annotate the scene to show rising tension. Justify who is most dangerous with textual examples. Consider Elizabethan and modern audience viewpoints. Use "evocative" and "ambivalent" to describe audience feelings. Explain why revealing future tragedy makes the story more tense, not less. 		Wk 3	

<p>Week 4 <i>How can I clearly demonstrate how Shakespeare engages his audience?</i></p>	<p>SYL:</p> <ul style="list-style-type: none"> • Use context meaningfully and selectively. • Explain how Shakespeare engages the audience through the Prologue and Act 1 Scene 1. • Analyse the writer's methods (language, structure, characterisation). • Support ideas with relevant quotation and explanation. • Use ambitious vocabulary: fragmented, impulse, reckless, vindictive, resentful, evocative. 	<p>I can:</p> <ul style="list-style-type: none"> • Introduce my idea and say how Shakespeare wants the audience to feel. • Choose short, useful quotations. • Zoom in on key words and explain why they matter. • Explain how the technique affects the audience. • Use context when it supports my point. • Organise a paragraph: point → quotation → language → audience. • Proofread my work. 	<p>Wk 4</p>	
<p>Week 5 <i>How can I express Romeo's emotional truth through writing?</i></p>	<ul style="list-style-type: none"> • Interpret Romeo's emotional change in Act 3 Scene 1. • Identify features of effective monologue writing. • Translate Shakespearean emotion into modern voice. • Plan a structured monologue using the Writing for Success document. • Use ambitious vocabulary: tormented, disillusioned. 	<p>I can:</p> <ul style="list-style-type: none"> • Map Romeo's emotional journey. • Annotate modern monologue examples. • Experiment with tone (guilt vs rage). • Plan how each emotion leads to Romeo's next thought or decision. 	<p>Wk 5</p>	<p>Homework: Find a modern song, film, TV show, or story that includes:</p> <ul style="list-style-type: none"> • a feud • forbidden love • fate or destiny • revenge
<p>Week 6 <i>How can I refine Romeo's voice for a modern audience?</i></p>	<p>SYL</p> <ul style="list-style-type: none"> • Create a realistic modern voice for Romeo. • Write a structured monologue responding to the events of Act 3 Scene 1. • Use tone, structure, and language to communicate emotion. • Redraft and refine my work to improve meaning and impact. • Use ambitious vocabulary: fragmented, ambivalent, resentful, vindictive. 	<p>I can:</p> <ul style="list-style-type: none"> • Write in the first person as Romeo and keep his voice consistent. • Show real emotions about Mercutio and Tybalt, not just retell events. • Follow a clear emotional journey: Loss → Blame → Fear → Choice. • Use a believable modern voice. • Use language techniques and varied sentences to show how Romeo feels. • Reflect on how my choices as a writer affect the reader. 	<p>Wk 6</p>	<p>Write a paragraph explaining:</p> <ul style="list-style-type: none"> • What theme they share with Shakespeare • How the modern version presents the idea differently <p>Set: W/B 2nd February Due: W/B 16th February</p>