



Highsted Knowledge Organiser

Subject – English

Year 9 Terms 3 & 4: Romeo and Juliet

What I need to know

- The key themes, characters and plot points in Shakespeare's *Romeo and Juliet*
- Key details relating to the political/social/historical context of the play
- Key dramatic and theatrical devices, and how these can be used for effect
- How language/form and structure can be used to present ideas and achieve purpose
- How to construct a conceptual and effective analytical argument
- How to embed relevant contextual details within analysis to support an argument

Key Vocabulary

- Courtly love, Unrequited love
- Catharsis, Hamartia, Hubris, Tragic downfall
- Fate and Destiny
- Feud, Duelling, Honour
- Masculinity, Patricachal power
- War of the Roses
- Soliloquy, Aside, Prologue
- Allusion

Student reference point

- Read the text and write/ discuss my thoughts and opinions about it
- Study key characters and events in the play by having detailed mind maps or notes
- Explore the context of Elizabethan society by reading about: social hierarchy, treatment of women, courtly love, political unrest
- Closely analyse key extracts from the play, focusing on a Shakespeare's use of language/form/structure. PETER paragraphs will be evident in my book
- Study theatrical and dramatic devices and consider how these apply to *Romeo and Juliet*. Be able to list theatrical devices and communicate how they create meaning in the play
- Plan and write analytical essays. Practice writing PETER paragraphs with increasing detail from the text and analysis of devices. Green pen work on assessments will show improvements in my analysis.

Challenge question

- Research and explain how *Romeo and Juliet* may be seen as a comment on 'The War of The Roses'
- Use youtube to watch two versions of Act 1 Scene 1 of the play. Write two paragraphs explaining how the directors' choices for this scene influence the impact each version has on the audience.
- *Romeo and Juliet* is a play about true love. To what extent do you agree?

Suggested reading

Top Reads:

- *Hamlet*, Shakespeare
- *Macbeth*, Shakespeare
- *Warm Bodies*, Isac Marion
- *Romeo's Ex*, Lisa Fiedler
- *The Juliet Club*, Suzanne Harper





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Year 9 Term 4: Crime

What I need to know

- The conventions of crime fiction
- Portrayals of key characters in crime fiction and their cultural significance
- How language/form and structure can be used to present ideas and achieve purpose
- How to write a successful piece of crime
- How to plan and structure a narrative in the style of crime fiction
- How to use a range of literary devices to make your writing more engaging

Key vocabulary

- Narrative perspective
- Exposition
- Conflict
- Climax
- Rising and falling action
- Resolution
- Characterisation
- Tension
- Setting
- Tone
- Imagery
- Symbolism
- Allusion

Student reference point

- Study a range of crime stories to gain an understanding of the general conventions
- Explore the reasons as to why some fictional characters play a prominent role in popular culture
- Draw inspiration from popular writers to create and portray your own fictional characters
- Work through planning and redrafting processes to develop a successful piece of creative writing
- Read and respond critically to others' creative writing
- Understand and employ a range of different literary devices to make my writing more engaging

Challenge questions

- Read a fictional crime story you haven't yet read in class: how has the writer adhered to or deviated from the conventions of crime fiction?
- Watch television or film adaptation of a popular crime fiction story: to what extent have the producers been faithful to the original text?

Suggested reading

Fiction

Enola Holmes – Nancy Springer
The 57 Bus – Dashka Slater
The Adventures of Sherlock Holmes – Sir Arthur Conan Doyle
Murder Most Unladylike Series – Robin Stevens
Ruby Redfort Series – Lauren Child
The Curious Incident of the Dog in the Night-time – Mark Haddon
Fallen Grace – Mary Hooper

Non Fiction

Crime and Punishment Through Time – A Wilkes
Victorian Crime – Fiona MacDonald

