



### MAGHULL HIGH SCHOOL – CURRICULUM MAP

Year 7: Term 3.2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>TOPIC (S)</b>  <b>Romeo and Juliet</b>	<b>Freeze Frames and Narration</b> Can you use Freeze Frames and Narration to perform the prologue of Romeo and Juliet?	<b>Language/Script</b> Can you use Shakespearian language with confidence to create a performance for a modern audience?	<b>Fight Scene</b> Can you adapt the scene for a modern audience to perform the fight scene between Montagues and Capulets?  Students will be peer assessed in this lesson.	<b>Forbidden Fruit</b> Can you create and improvise of the day after Romeo and Juliet meet?	<b>"A plague on both your houses".</b> Can you recreate Mercutio's, Tybalt, and Romeo's fight scene using slow motion, freeze frames and dialogue?	<b>Talk show.</b>  Can you use improvisation showing the opinions of both Capulets and Montagues in talk show format?
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>Students will know and understand:               <ul style="list-style-type: none"> <li>The function of a prologue.</li> <li>How to read and interpret a script.</li> <li>How to develop characterisation from a scripted character.</li> <li>How to read and interpret stage directions.</li> <li>The significance of using voice, movement and gesture with confidence and conviction in performance.</li> <li>How narrative and character is communicated to an audience through engaging drama.</li> <li>How to take elements of an existing story and repurpose them in a new setting.</li> <li>How to rehearse in preparation for a performance to a live audience.</li> </ul> </li> <li>Students will be able to:               <ul style="list-style-type: none"> <li>Shape and adapt material with a clear intention and understanding of audience.</li> <li>Make use of facial expression, gesture, space and levels in the creation of a character.</li> <li>Use key performance skills to engage an audience (Focus, energy, conviction, commitment)</li> <li>Use subject specific terminology and Standard English to evaluate their own work and the work of others</li> </ul> </li> </ul>					
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>Perform each lesson to at least one other group.</li> <li>Peer feedback</li> <li>Spotlight good practise</li> </ul>			<b>Summative assessment</b>		



	<ul style="list-style-type: none"> <li>• Success criteria for students to self/peer assess</li> <li>• Sentence structures developed linking to key terminology</li> <li>• Teacher one to one feedback whilst groups are creating</li> </ul>	End of each topic, students will perform their assessed piece linking to the success criteria in lessons and established school assessment policy.
<b>Key Vocabulary</b>	Creating Mime, Chorus, Synchronised Collaboration Decision Ideas Stimulus Freeze Frames Transitions Discussions Opinions Voice Pitch Pace	
<b>Personal Development</b> <b>(Including British Values, RSE, Citizenship)</b>	<p>Studying Romeo and Juliet in Drama promotes:</p> <ul style="list-style-type: none"> <li>• <b>Exploring emotions</b> – The play deals with love, anger, grief, and loyalty, giving students insight into handling strong emotions.</li> <li>• <b>Empathy &amp; relationships</b> – Acting as Romeo, Juliet, or their families helps learners understand conflict, friendship, and love.</li> <li>• <b>Moral reflection</b> – Themes like family rivalry, impulsive choices, and consequences encourage students to think about decision-making and responsibility.</li> <li>• <b>Cultural awareness</b> – Shakespeare’s language and themes broaden knowledge of literature and history.</li> <li>• <b>Critical thinking</b> – Analysing characters’ motivations and outcomes strengthens problem-solving and reflection.</li> <li>• <b>Confidence &amp; risk-taking</b> – Speaking Shakespeare’s language aloud builds self-belief and performance skills.</li> </ul>	
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Romeo &amp; Juliet by William Shakespeare</li> <li>• Noughts and crosses by Malory Blackman</li> <li>• Reading and performing from a script</li> <li>• Oracy through the delivery of lines in group settings, reading from a text/script, editing scripts, discussing ideas within group, model oracy and active listening, structured discussions and a safe and creating an inclusive space to speak, narrating stores, discussing ideas verbally, answering questions.</li> <li>• Discussing ideas in group settings, pair work and cold call answering questions.</li> <li>• Reading aloud from a script using voice to interpret a character.</li> <li>• Playing the role of a narrator to develop skills in delivery to entertain an audience with skills projection, tone, pace and clarity of diction.</li> </ul>	
<b>Cross Curricular Themes</b>	<ul style="list-style-type: none"> <li>• <b>Historical events in history</b> – 15<sup>th</sup> Century Tudor traditions and cultures of that era.</li> <li>• <b>English literature</b> – Shakespeare</li> </ul>	



	<ul style="list-style-type: none"><li>• <b>Geography</b> – set in Verona, Italy.</li></ul>
<b>Careers</b>	Author, Screenwriter, Costume Designer, Set Designer, Director, Lighting Director, Stagehand, Producer. Actor, Director, Stage Manager, Costume Designer, Sound Designer, Musician, Comedian, Teacher, Poet, Dancer.