



Spring Term 1 and 2 January – Spring break	Lesson Sequence		
<b>TOPIC (S)</b> <b>MACBETH</b>	1. Jacobean context 2. Significance of the opening scene 3. Presentation of Macbeth in Act 1 Scene 2 4. Macbeth’s reaction to the witches 5. Macbeth’s relationship with Duncan 6. Different aspects of Lady Macbeth’s personality 7. Is Duncan presented as a ‘tragic hero’? 8. Lady Macbeth’s power over Macbeth 9. How to construct an analysis of an extract in relation to an examination question: how does Shakespeare present Lady Macbeth as evil in Act 1 Scene 5? 10. Macbeth’s transformation in Act 2 Scene 1 11. Different attitudes of Lady Macbeth and Macbeth 12. Analysis of characters’ reactions to Duncan’s death 13. Shakespeare’s use of the ‘Everyman’ to deliver key messages to the audience	14. How to construct an analysis of extract and whole play in relation to exam question 15. Assessment: how does Shakespeare present Macbeth as a character? 16. Analysis and exploration of the theme of ambition 17. Relationship of Macbeth and Lady Macbeth 18. The significance of the murderers and how Macbeth uses them 19. Shakespeare’s presentation of Macbeth’s madness and guilt in the banquet scene 20. Analysis and exploration of the theme of the supernatural 21. How does Shakespeare use the character of Lennox to develop themes? 22. Macbeth’s evolved relationship with the witches	23. Evaluate how Act 4 scene 2 develops the themes of treachery, loyalty and bravery 24. Evaluate how Shakespeare uses the character of Malcolm to present themes of doubt, Kingship and patriotism 25. Explore Lady Macbeth’s journey through the play 26. Macbeth’s downfall 27. Macbeth’s despair 28. The significance of the play’s ending 29. Thematic review the play and development of knowledge of the morals and messages that Shakespeare is trying to communicate 30. Examination skills revision 31. Summative assessment: explore how Shakespeare presents ideas about madness and guilt

<b>Knowledge &amp; Skills development</b>	<p><b><u>Contextual Knowledge</u></b></p> <p>Pupils must be taught about:</p> <ul style="list-style-type: none"> <li>- Jacobean understanding of witches and the supernatural</li> <li>- James I and how the play pays homage to the King's Scottish lineage</li> <li>- James I was a descendent of Banquo</li> <li>- Kingship</li> <li>- Divine Right of Kings</li> <li>- The Great Chain of Being</li> <li>- Gunpowder plot – a cautionary tale to other potential regicides</li> <li>- the conventions of tragedy and how 'Macbeth' conforms to this.</li> <li>- Macbeth as a tragic hero and his fatal flaw</li> <li>- chivalric code/warrior culture/fealty</li> <li>- women in Jacobean England</li> <li>- Punishments for treason</li> </ul>		<p><b><u>Writer's craft</u></b></p> <p>Pupils must be taught</p> <ul style="list-style-type: none"> <li>- dramatic devices</li> <li>- key terminology related to language, structure and devices</li> <li>- the effect of language, structure and dramatic devices</li> <li>- metrical patterns and the effect on creating meaning</li> <li>- how Shakespeare creates and develops character through language, structure and dramatic devices</li> <li>- how Shakespeare creates and develops themes through language, structure and dramatic devices</li> <li>- about the effect of recurring symbols throughout the text</li> <li>- stylistic features and effects – oxymoron, pathetic fallacy, blank verse, iambic pentameter, soliloquy, monologue, dramatic irony</li> </ul>		<p><b><u>Analytical/Examination skills</u></b></p> <p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>- how to analyse language</li> <li>- how to analyse structural</li> <li>- how to annotate extracts to enable them to analyse language choices and effect</li> <li>- to develop the depth and detail of their analysis of the extract (write a lot about a little)</li> <li>- how many aspects to focus on in the extract analysis</li> <li>- how to plan and approach an essay on wider aspects of the play linked to the extract</li> <li>- how to write an extended analysis and exploration of theme and character</li> <li>- the essential components of a successful examination response</li> <li>- how to revise</li> <li>- key quotations for effective examination responses</li> <li>- strategies to achieve maximum SPAG marks</li> </ul>		
<b>Assessment / Feedback Opportunities</b>	Recalling knowledge during 'Do Now'	Spoken Language – discussions, presentations, group/paired work	Formative teacher assessment in students books	In-class assessment through questioning and in-class marking	Peer/Self assessment	End of unit summative assessment using examination criteria to address knowledge recall	

<b>Cultural Capital</b>	Pupils will benefit from reading the works of Shakespeare whilst inspiring them to gain knowledge about past histories and enhance their imaginations. His works are rich and they enrich a reader's life in many ways and are a good source of learning the language. The language is power and the pupils will experience the power of drama. Shakespeare is a part of British culture. Shakespeare's work influenced the world because of the universality of messages.										
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Historical exploration literary heritage</li> <li>• Listening to others during presentations</li> <li>• Working in groups</li> <li>• Exploring war and conflict</li> <li>• Exploring morality, decisions, consequences of choices, judgement</li> </ul>										
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Wider reading booklet</li> <li>• Critical/revision publications for Macbeth</li> </ul>										
<b>Key Vocabulary</b>	'The Daemonologie	adjective	adverb	alliteration	ambiguous	ambition	ambitious	analysis	annotate	annotation	
	apparitions	assertive	authoritative	banquet	betrayal	bravery	brutality	callous	chain of events	chant-like quality	
	chaos	characters	Christian symbolism	clan warfare	climatic moment	comic relief	comparisons	condemned	confident	conflict	
	confused	connotations	connotes	conscience and morality	consequences	contempt	context	contrast	conventional gender roles	convey	
	corruption	crime	damned	demonstrate	depicts	depth	detail	determined	disturbing imagery	divine intervention	
	Divine Right of Kings	dominance	doubt	downfall	dramatic function	dramatic irony	duty and honour	encouragement	eternal damnation	everyman	
	exclamation mark	exclamatory phrases	extended metaphor	falling action	familiar	fatal flaw	fate	fealty	flaws	foreshadowing	
	formal language	fractured	free will	gender stereotypes	God's judgement	God's justice	God's Wrath/Justice	Good vs Evil	Great Chain of Being	Greek mythology	
	grief	gruesome imagery	guilt	heath	Hecate	honour	hubris	humiliation	hyperbolic language	illustrates	
	imagery	immunity	imperatives	indecision	infers	inner conflict	inner emotions	interlude	internal conflict	interrogation	
	interrogative	irony	Jacobean woman	judgement	kingship	language	link	loyalty	manipulation	masculinity	
	medieval culture	mental disturbance	message	metaphor	methods of persuasion	military tactic	monarchy	monologue	mood	moral	
	motives	naïve	narrative driven	North Berwick witch trial	noun	offstage	omnipotent	oxymoron	paradox	pathetic fallacy	
	patriotism	perceptive	personification	planning	pragmatic	predetermined	pronoun	prophecy	psychological	psychologically troubled	
	punctuation	punishment	question focus	quotations	reckless	reclaiming	recurring imagery	reflective	regicide	Renaissance woman	
	repetition	repression	responsibility	revenge	reversal	rhyme	rhyming couplets	rhythm	sarcasm	secondary plot	
	security	semantic field	sentence structures	seven deadly sins	short sentences	siege	simile	sinister	social class	soliloquy	
	stagecraft	structure	subject terminology	subtle	subvert	superlative	supernatural	symbolism	sympathy	Tarquin	
	The Great Chain of Being	theme	tone	tragedy	tragic hero	traitorous	transformation	treachery	treason	tyranny	
	vengeful	venomous	verb	violence	warrior culture	Witchcraft Act					

<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zgq3dmn">https://www.bbc.co.uk/bitesize/topics/zgq3dmn</a></li> <li>• Youtube - accessed during lessons to view the text in performance. Also used for flipped learning eg Mr Bruff's Youtube channel <a href="https://www.youtube.com/watch?v=UNNOq1Tx1Ek&amp;list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL">https://www.youtube.com/watch?v=UNNOq1Tx1Ek&amp;list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL</a></li> <li>• Various film versions of the text available to support learning and understanding</li> <li>• Firefly resources</li> </ul>
<b>Cross-Curricular Links</b>	<p>History – Jacobean history</p> <p>Religious Studies – divinity, God’s judgement</p> <p>Performing Arts – texts in performance</p> <p>Numeracy – metre and rhythm</p>
<b>Careers</b>	<ul style="list-style-type: none"> <li>• English skills improve employee agility</li> <li>• English is beneficial for any job that involves communication, writing and / or literary knowledge. These include: <u>advertising and marketing</u>, <u>writing and journalism</u>, <u>law</u>, <u>consultancy</u>, <u>business</u>, <u>teaching</u>, <u>performing arts</u>, <u>academia</u>, <u>government</u>, linguistics, foreign languages, media and design.</li> <li>• Careers in the sciences, engineering, technology and maths also need English. Writing proposals, academic papers, articles and communicating with others is key to getting funding for projects and reaching people.</li> </ul>