

Autumn Term 1 - Year 10: Macbeth (Language Paper 2 elements taught every 4th lesson)

What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week One	<ul style="list-style-type: none"> Know the key elements of the plot and the sequence of events in the play. 	<ul style="list-style-type: none"> Understand the literary concept and key genre elements of tragedy and its features 	<ul style="list-style-type: none"> Understand the main themes in the play and where they occur in the plot 	<ul style="list-style-type: none">
Week Two	<ul style="list-style-type: none"> Act 1 sc1 Contextual background and language used by the witches - linked in with James and political context 	<ul style="list-style-type: none"> Know how the tone is set through the Captain's speech and how the vocabulary is used. Presentation of Macbeth and Banquo's character in this speech 	<ul style="list-style-type: none"> Know the dramatic devices used to present Macbeth eg aside, soliloquy, entrance, exit and their effects 	<ul style="list-style-type: none">
Week Three	<ul style="list-style-type: none"> ACT 1: Use of the soliloquy and language in the presentation of Lady Macbeth – Know the Dramatic device of 'the letter' 	<ul style="list-style-type: none"> Know how rhetoric/Persuasive language techniques are used to present Lady Macbeth and Macbeth 	<ul style="list-style-type: none"> Know a key soliloquy of Macbeth's – use of euphemism Know how tragedy/tragic elements are 	<ul style="list-style-type: none">

			revealed or foreshadowed	
Week Four	<ul style="list-style-type: none"> • ACT 2: Know of the implications of regicide – Great Chain of being and natural order • Know the themes of guilt, insanity, motif of blood. 	<ul style="list-style-type: none"> • Know the dramatic effect of the porter scene as well as the subtle references to equivocation • 	<ul style="list-style-type: none"> • Know the Dramatic presentation and features of the discovery of Duncan’s body • Presentation of Lady Macbeth’s reaction. (appearance and reality) 	<ul style="list-style-type: none"> •
Week Five	<ul style="list-style-type: none"> • Understanding the significance of presentation of Macbeth and Lady Macbeth’s relationship • Macbeth’s soliloquy and links back to prophecies 	<ul style="list-style-type: none"> • Know the structural significance of Banquet scene (act3sc3) and links to (act 3 sc 4 visit to witches) • Know dramatic methods and thematic links 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Week Six	<ul style="list-style-type: none"> • Know the apparitions and their prophecies. • Know the contrasts in the two meetings with the supernatural 	<ul style="list-style-type: none"> • Know how the theme of violence is presented: murder of Macduff family and tracking of previous violence 	<ul style="list-style-type: none"> • Presentation of Macduff and his reaction to both Malcolm’s testing and the reaction to the news of his family. • Exploration of the theme of masculinity 	<ul style="list-style-type: none"> •

Week Seven	<ul style="list-style-type: none"> Know the presentation of change and guilt through methods, in Lady Macbeth sleep walking scene 	<ul style="list-style-type: none"> Know Macbeth's reaction to wife's death-soliloquy 	<ul style="list-style-type: none"> Know the importance of themes of order, kingship, violence, and elements of Tragedy. (tragic hero's downfall, hamartia, anagnorisis, hope) 	
Autumn Term 2 Year 10: <i>Macbeth</i>, Power & Conflict (Language Paper 2 elements taught every 4th lesson)				
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week One	<i>Whole class feedback/formative assessment</i> <i>Reteach-to fill and correct gaps/misconceptions/upgrade responses</i>	<i>Whole class feedback/formative assessment</i> <i>Reteach-to fill and correct gaps/misconceptions/upgrade responses</i>	<i>Whole class feedback/formative assessment</i> <i>Reteach-to fill and correct gaps/misconceptions/upgrade responses</i>	<ul style="list-style-type: none"> Know how to answer question 2 Know how to select appropriate differences and details
Week Two	Know the classical tragedy structure Know the plot elements which fit the structure	Know the plot elements which fit the aspects of tragedy Know why they are significant Know how the tragedy 'links' <i>Eg theme of order/disorder from Act1sc1 is resolved in Act 5 final scene when Malcom becomes King and order restored.</i>	Know the importance of a tragic hero Know who/what the antagonist/s are	<ul style="list-style-type: none"> Know how to answer question 2 Know how to respond for the highest marks

<p>Week Three</p> <p>PAZ WEEK 15th Nov A Macbeth assessment will be completed</p>	<p>Know how the gunpowder plot is contextually relevant to the play Macbeth</p> <p>Know Shakespeare's motivations when writing the play</p>	<p>Know the significance of Act 5</p>	<p>Know how to plan an essay</p> <p>Know how to compose an essay (modelling&exemplars)</p>	<ul style="list-style-type: none"> • Know how to answer question 3 • Know how to read with focus on the task, selecting appropriate evidence
<p>Week Four</p> <p>22nd Nov PAZ WEEK 1 lesson will be needed</p>	<p>Know how to plan an essay</p> <p>Know how to compose an essay(modelling&exemplars)</p>	<p>Know the significance of Act 3</p>	<p>Know how to plan an essay</p> <p>Know how to compose an essay(modelling&exemplars)</p>	<ul style="list-style-type: none"> • Know how to answer question 3 • Know how to discuss methods used by writers
<p>Week Five</p>	<ul style="list-style-type: none"> • Know the literally interpreted meaning of Storm on the Island • Know the hidden political (allegorical) meaning of Storm on the Island (contextual meaning) 	<ul style="list-style-type: none"> • Know the form and structure of Storm on the Island (blank verse iambic) • Know how the methods are used in Storm on the Island 	<ul style="list-style-type: none"> • Know the key themes in Storm on the Island-Power of Nature (allegorically, power of humans) • Know how Storm on the Island compares to Remains, Charge of Lght Brig., War Photographer, Bayonet Charge 	<ul style="list-style-type: none"> • Know how to answer question 4 • Know how to compare thoughts/feelings/ perspectives
<p>Week Six</p>	<ul style="list-style-type: none"> • Know the context of Extract from the prelude • Know the interpreted meaning/s of Extract from the Prelude 	<ul style="list-style-type: none"> • Know the key themes in Extract from the Prelude Power of Nature (and weakness of humans) 	<ul style="list-style-type: none"> • Know the context of Exposure • Know the interpreted meanings of Exposure • 	<ul style="list-style-type: none"> • Know how to answer question 4 • Know how to compare methods

	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Know which poem/s this can be compared with 		
Week Seven	<ul style="list-style-type: none"> • Know the form and structure of Exposure (stanzas, lines) • Know how the methods are used 	<ul style="list-style-type: none"> • Know the key themes in Exposure (Power of Nature and weakness of humans) • Know which poem/s this can be compared with 	<ul style="list-style-type: none"> • Know how to answer questions 2-4 Responding for high marks 	<ul style="list-style-type: none"> • Know how to answer questions 2-4 • Responding for high marks