

Year 10 - Macbeth English Literature Paper One.

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 1 Return to school 08/04/24 Terminology: Tragedy Hamartia	1-LI: Know the key elements of the plot and the sequence of events in the play.	2-LI: Understand the literary concept and key genre elements of tragedy and its features	3-LI: Understand the main themes in the play and where they occur in the plot	4-LI: To understand how to answer English Language Paper 1 Q2
Week 2 15/04/24 Terminology: Dramatic irony/irony Soliloquy	5-LI: Know Act 1 sc1 Know the interest and influence of witches/witchcraft on the play	6-LI: Know how Macbeth and Banquo are presented through the Captain's speech (irony)	7-LI: Know the dramatic devices used to present Macbeth Act 1 sc3 e.g. aside, soliloquy, entrance, exit and their effects	8-LI: To understand how to analyse language in English Language Paper 1 Q2
Week 3 22/04/24 Terminology: Soliloquy Foreshadowed	9-LI: Know how Lady Macbeth is presented in Act 1 sc5 Know how the Dramatic device of 'the letter' is used	10-LI: Know how rhetoric/Persuasive language techniques are used to present Lady Macbeth and Macbeth	11-LI: Know a key soliloquy of Macbeth's , Act 1 sc7 Know how tragedy/tragic elements are revealed or foreshadowed: tragic hero, hamartia	12-LI: To understand how to analyse structure - English Language Paper 1 Q3

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<p>Week 4 29/04/24 Terminology: Equivocation Regicide Motif</p>	<p>13-LI: ACT 2: Know of the implications of regicide - Great Chain of being and natural order Know the themes of guilt, insanity, order and disorder (motif of blood)</p>	<p>14-LI: Know what equivocation means and how it is important to the play Know the dramatic effect of the porter scene</p>	<p>15-LI: Know how Duncan's murder is presented and how the discovery of regicide is presented EG Murder never seen, only aftermath, Lady Macbeth's swoon (appearance and reality), Macbeth's blunder</p>	<p>16-LI: To understand how to analyse structure - English Language Paper 1 Q3</p>
<p>Week 5 06/05/24 Structure</p>	<p>Bank holiday 06/05/24</p>	<p>17-LI: Know the significance of presentation and development of Macbeth and Lady Macbeth's relationship through acts 1-3</p>	<p>18-LI: Know the soliloquy of Act 3 sc1 and its links back to prophecies</p>	<p>19-LI: To understand how to evaluate an argument in a text (English Language Paper 1 Q4)</p>
<p>Week 6 13/05/24 Terminology: Juxtaposition</p>	<p>20-LI Know the structural significance of Banquet scene (act3sc3) and links to (act 3 sc 4 visit to witches) CLIMAX</p>	<p>21-LI Know the apparitions and their prophecies. Know the contrasts in the two meetings with the supernatural</p>	<p>22-LI Know Key events and themes in Act 3</p>	<p>23-LI: To understand how to evaluate an argument in a text (English Language Paper 1 Q4)</p>
<p>Week 7 20/05/24 Half-term WC 27/05 Terminology:</p>	<p>24-LI Know Key events and themes in Act 4</p>	<p>25-LI Know how the theme of violence is presented: murder of Macduff family and tracking of previous violence</p>	<p>26-LI Know how to compose an essay (on violence) Thesis, arguing, conclusion</p>	<p>27-LI: To understand how to structure a piece of creative writing (English Language Paper 1 Q5)</p>

Thesis Argument				
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Curriculum Intent

Students will actively utilise and revisit their knowledge of Shakespeare's style and methods that has been built at KS3 and apply this to the chosen KS4 play, Macbeth. Students will read and watch, the play in its entirety- mapping and critically scrutinising the structural development of the narrative. Through purposeful refined revision of Shakespeare's political and social context- students will critically examine the constructed microcosm of the Scottish moors and battlefields and consider the purposeful meaning behind both linguistic and dramatic devices employed to present this to the audience. Students will also meticulously apply their critical and cultural lenses to characters such as Lady Macbeth and the Witches, considering the intended impact these characters have on both a contemporary Shakespearean or modern audience. A precise focus on analysing the message and intent of the writer and justifying this with precise reference to key quotations will be employed by all students. As previously discussed, the texts chosen in addition to Macbeth at KS4 closely complement the themes and ideas that will be explored by students at this stage- and the KS3 texts studied allow students to feel confident in their solid foundation of Shakespeare's critical response to contextual ideas and values.

Cultural Capital

In English we focus heavily on increasing our students' cultural capital through the texts that we teach and the writing we ask them to produce. This ranges from reading about other countries and cultures to writing from different perspectives for different purposes.

How should we teach this?