



Subject: English	Year Group: 8	Unit: Macbeth
Unit objectives: (NC Statements) The students will complete a module of work, ensuring that the students understand the plot of the play and the motivations of the central characters.		

Context for study:

This may not be the first time that some students have read/studied Macbeth as it might have been covered at KS2. However, the coverage of Shakespeare varies from one primary school to the next. It cannot be assumed that Macbeth has been studied previously. The Year 8 students will primarily focus on the reading of key extracts taken from the play, 'Macbeth'. As with the previous Literature modules in Year 7 and 8, they will continue to explore and analyse the writer's choices, considering language, structure and form. The students will also consider the impact of context on Shakespeare's writing. As an extension, the students will learn to analyse an extract and respond to it as required for the Eduqas GCSE course. The final assessment, commenting on one specific extract and how it presents the character of Lady Macbeth. This is also a precursor to the A-Level Literature Paper 1, Aspects of Tragedy Section A.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Know the timeline of events that take place in 'Macbeth', including the initial meeting with the witches, the prophecies, the planning and enactment of the murder of Duncan, the murder of Banquo and the appearance of his ghost.
- Know when James I lived and about features of his reign. Know that James had a strong interest in witches and wrote a book about the topic. Know about his family links to Banquo.
- Know that during this time, there was a strong belief in the 'Great Chain of Being' and that kings were considered chosen by God. Understand that on Earth, God created a social order for everybody and chose where you belonged.
- Know that physical punishment and torture were commonplace during the era in which the play was written e.g., whipping, stretching on limbs, boiling, beheading or being hung, drawn and quartered.
- Know that there were frequent attempts at regicide during this era, including the Gunpowder Plot of 1605.
- Understand that In Shakespeare's time people believed in witches. They were people who had made a pact with the Devil in exchange for supernatural powers. Know that there were many ways of testing whether someone was a witch such as using a ducking stool or burning at the stake but the women invariably died as a result.
- Understand how witches have traditionally been portrayed in literature, such as in fairy tales.
- Know about the 'Chivalric Code' and the concept of '**chivalry**'. Understand that is the traditional code of conduct associated with the medieval institution of knighthood. Understand that, over time, its meaning has been refined to emphasise more ideals such as the knightly virtues of honour, courtly love and courtesy.
- Understand the role of women during the 1600s. Understand that there was a '**patriarchal**' system whereby women had limited rights. Before marriage, a girl was under the control of her father, after marriage her husband and after the death of her husband, her son. The only career open to all Elizabethan women

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<p>was marriage; a wife's job was to run the household and help her husband in whatever he did. Understand that Lady Macbeth's actions go against the traditional behaviour of women.</p> <ul style="list-style-type: none"> • Know that Niccolò Machiavelli was an Italian politician and philosopher. Machiavelli believed that, for a ruler, it was better to be widely feared than to be greatly loved; a loved ruler retains authority by obligation, while a feared leader rules by fear of punishment. Understand what it means to describe someone as Machiavellian. • Understand the traditional features associated with a tragedy, including some of terminology associated with Greek tragedies – hamartia and catharsis. • Know what a soliloquy or monologue are as a dramatic device. Understand that it's a device that dramatists – including Shakespeare – used to allow a character to communicate his or her thoughts directly to the audience. • Understand that there was a Christian belief in ghosts, although there were some differences between Catholics and Protestants. Some believed there were actual ghosts walking on earth, tempting souls to do evil. Others thought ghosts could haunt sinners and threaten retribution. Their existence encouraged good behaviour, charity, and church. Know about other examples of ghosts in films/ literature that return for revenge or to educate. • Know that Hecate is the goddess of the witches. Understand that the witches carry out her orders. • Understand some of the links between the story of 'Macbeth' and 'A Christmas Carol'. A Christmas Carol is also about the rise and fall of a character, the richest man in town, Ebenezer Scrooge. Scrooge's hunger for wealth and power is illustrated and the reader can see how too much ambition can plague a man until it's too late. Both central characters are also visited by supernatural guests. 	
<p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p><i>"The play isn't relevant today as it involves an era different to my own".</i> Students may need to broaden their understanding of different cultures, traditions and periods in history. This will be discussed using appropriate non-fiction, historical sources.</p> <p>The play covers difficult and challenging topics such as death and murder. These will need to be dealt with sensitively with the students.</p> <p>Modelled reading by the teacher.</p>	<p><u>Literacy and Oracy development opportunities:</u> <u>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</u></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of extracts from the play – modelled reading with various engaging strategies including drama-based activities.</p> <p>Supporting discussions based around a range of topics.</p> <p>Explicit focus on answering questions in full sentences, employing evidence from the texts.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p>
<p><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></p> <p>'How does Shakespeare present Lady Macbeth as a powerful woman in this extract?'</p>	<p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p>

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Students to write an analytical response to the extract identifying how language, structure and form have been used to present the character. Whilst not needing to explicitly mention contextual elements, the study of the Jacobean era supports understanding of Lady Macbeth’s actions as well as the potential repercussions for her and Macbeth.	
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