

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 10	Unit: Macbeth
Unit objectives: (NC Statements) This unit will ensure students understand the plot and the characters in Macbeth in preparation for their Eduqas exam and in preparation for the second unit in Year 11 which analyses Macbeth on a macro level and advances student understanding.		

Context for study.

Students already studied part of Macbeth in Year 8 and may have some familiarity with it from primary school curriculum. Students need to understand this for their Shakespeare component of the Eduqas paper, and so an understanding of key events, characters, and themes is essential. This unit builds on the last time they studied it and focuses specifically on plot, comprehension of plot, and understanding of characters. Themes and wider significance of the play is explored later, in Year 11, where students are encouraged to build on their previous knowledge. Students will build on the previous Literature units in Year 10 and the literature units throughout Years 7, 8, and 9, and are encouraged to discuss Shakespeare's intentions in their writing, so that they can achieve the best results. This unit also looks forward to A-Level, where students will study King Lear and consider the significance of themes such as power, masculinity, and violence, all of which are also interrogated in the Year 10 unit LOTF.

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 to **recall** what they know about Macbeth already and what they know of Shakespeare.

Students to **recall** the **Assessment objectives** and understand what they are being tested on.

Students to go over **context** and relate it back to their 19th century topic.

Students to read and understand several parts of the **context** on Macbeth, using summarising, inference, and justification: they will look at context like witches, the **Great Chain of Being**, and the turbulence of politics at the time.

Students to recall what they learned in the lesson through low-stakes quiz and do the same quiz the following lesson.

Students to understand the outline of Macbeth as a character and the whole plot through an animated film.

Students to list major plot points.

Consider the context of Macbeth and how the **social**, **historical** and **cultural** ideas may link to the writing of it.

Understand the **atmosphere** of Act 1 Scene 1 and consider why we are introduced to the witches first.

Students to analyse the first scene and consider **paradoxes**, the **mood**, and the **atmosphere**.

Students to learn what **trochaic tetrameter** and **iambic pentameter** are.

Students to write on the mood Shakespeare wants to create and use the building blocks of a successful answer.

Read Act 1 Scene 2.

Understand how the Captain introduces Macbeth and how violence links to his character.

Use **tentative language** and explore why Macbeth is presented as a noble and brave warrior.

Discuss how characters perceive Macbeth and how this links to audience **preconceptions**.

Review and peer-assess knowledge on the big questions students have been considering.

Understand what a **protagonist** is and how Macbeth may not be a typical one; consider how the play is a **tragedy**.

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Read Act 1 Scene 3 and answer comprehension questions on the key details.

Consider how **dramatic irony** is used in the scene and understand the prophecies that are offered to Banquo and Macbeth.

Explain what **ambition** is and discuss how it could link to Macbeth as a play and as a character.

Understand how Macbeth's character development is impacted by the witches in Act 1 Scene 4.

Closely analyse Macbeth's **aside**, and use **tentative language** to discuss why Shakespeare includes this.

Link the word **Hamartia** to what they already know about **ambition** and write about how it applies to Macbeth so far.

Understand that Lady Macbeth was not in the original source for Macbeth and discuss why that might be.

Read Act 1 Scene 5.

Answer comprehension question on Act 1 Scene 5 and discuss how Lady Macbeth is initially introduced to the audience.

Closely analyse Lady Macbeth's **soliloquy** and consider Shakespeare's intentions in not presenting her as a **stereotypical Jacobean wife**.

Consider who is more powerful at this moment, Lady Macbeth or Macbeth, and justify why.

Complete a cloze plot activity to recall broad elements of the plot.

Read Act 1 Scene 6 and 7.

Answer comprehension questions on Act 1 Scene 6 and 7.

Closely consider Lady Macbeth's reaction to Macbeth and use brief and **pertinent** quotations in order to formulate a written answer.

Discuss the **metaphor** of the 'ornament of life' and explore its significance; discuss the importance of the violent imagery with the baby.

Explain the reasons Macbeth gives for not going through with the murder and why he gives them.

Assess students on extract writing on Act 1 Scene 7, and feedback on key misconceptions, positives, and improvement.

Understand and explore the Tier 2 Vocabulary "**Hallucinate**".

Read Act 2, Scene 1.

Answer comprehension questions on Act 2, Scene 1.

Summarise Macbeth's 'Is this a dagger' **soliloquy** and watch performances of it to secure understanding.

Review Act 1 and significant events.

Read Act 2 Scene 2 and understand how Lady Macbeth and Macbeth's reactions are different: use **pertinent** quotations.

Use the analysis booklet provided to closely analyse the mood, emotion, and different **characterisation** of Lady Macbeth and Macbeth.

Consider whether there has been a power shift and explain why.

Explain how a **contemporary audience** may react to Macbeth and the precise reasons for him killing Duncan.

Read Act 2 Scene 3 and understand the Porter as a character of comic-relief.

Understand the Tier-2 **equivocator** and explain how it links to the play's themes as a whole.

Reduce the scene into fewer words; transform the scene into images; explore the significance of the Porter's imagery; consider Shakespeare's structure.

Analyse the character of Macduff using **pertinent quotations**; teacher to intervene on misconceptions of Macduff's role in the play; students to then review Act 2 Scene 3 knowledge.

Students to take low-stakes quiz on social historical context and review Act 2.

Students to consider how Duncan's murder impacts **the Great Chain of Being** and read Act 2 Scene 4.

Consider how Macbeth can be interpreted differently and justify their opinion from a variety of statements.

Read Act 3 Scene 1 and consider Macbeth's changing attitude to Banquo and Banquo's changing attitude to him.

Students to consider Macbeth's **soliloquy** on **kingship** and **paranoia** and use guided questions to closely analyse the speech.

Students to match correct statements to show understanding of how Macbeth is influencing the murderers.

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Consider the **motif** of animals in the play and understand why Macbeth compares his mind to scorpions.

Students to consider how Act 3 Scene 2 shows Macbeth's developing mental state and discuss the events that have impacted him most.

Students to track precisely how Macbeth's mood has changed.

Understand the Tier 2 Vocabulary **supernatural** and transform it.

Read Act 3, Scene 3 and 4.

Discuss and write on why Banquo's ghost appears to Macbeth, using film interpretations.

Recall key events from the play and the atmosphere from the beginning of the play.

Students to closely analyse some quotations from the scene and consider why Banquo's ghost is there, how Shakespeare presents him, how it effects Macbeth, and how it links to the wider theme of **guilt** and **violence**.

Students to answer low-stakes test on Act 3 Scene 4.

Students to read Act 3 Scene 5 and 6.

Understand the character of Hecate and consider why Shakespeare includes this scene.

Consider how a Shakespearean audience might react to the brewing of the witches' potion.

Understand what the three witches tell Macbeth and its importance.

Understand how the witches link to the context of King James I.

Students to analyse how Macbeth reacts to each apparition and consider why.

Complete a cloze activity on the story of Macbeth thus far.

Read Act 4 Scene 2 and explain the significance of Lady Macduff and her son's murder, exploring why this is a turning point for Macduff and Macbeth.

Review Acts 4 Scene 1 and 2 with low-stakes testing.

Understand the relationship between Macduff and Malcolm and how it is shown in Act 4 Scene 3.

Discuss and mind-map what makes a good leader and what Shakespeare's play is telling us.

Condense the scene into its most important points.

Draw and justify Macbeth's character arc.

Read Act 5 Scene 1 and explore how Lady Macbeth's character has changed.

Use quotations to track Lady Macbeth's changes.

Justify their opinion: Is Lady Macbeth a villain?

Understand and transform the Tier 2 vocabulary **Denouement**.

Read Act 5 Scene 2, 3, and 4, 5: answer comprehension question on all.

Analyse Macbeth's reaction to Lady Macbeth's death by breaking down the **soliloquy** and discussing how his character has changed throughout the play, considering key **turning points**.

Revise the opening of the play and how Macbeth has changed since his first presentation, considering the **irony** at the end of the play.

Read the end of the play: explain how they perceive Macbeth now.

Summarise Act 5 and take a low-stakes quiz.

Re-tell the story of Macbeth in a summary; display knowledge of the plot by justifying the most important turning points.

Explore Shakespeare's **intentions** and what he wanted to achieve.

Complete the **Know-It** on Macbeth.

Review and answer all Big Questions/Learning Objectives in the unit and peer-assess their notes.

Revise for and complete an assessment on violence in Macbeth: have this fed-back.

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<p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p>Misunderstanding of the characters Macduff, Malcolm, and Macbeth. Teacher to consistently question their roles in the play and get students to understand Malcolm becomes king, and Macduff kills Macbeth.</p> <p>Misunderstanding of several key scenes: The Porter scene, the Hecate scene, the Malcolm/Macduff scene, the Old man and Ross scene. Teacher to do low-stakes testing following scenes to ensure understanding.</p> <p>Misunderstanding of Shakespearean language: teacher to break down key scenes and also slow teaching if students are unsure; use of No Fear Shakespeare an option as well as film performances.</p> <p>Misunderstanding of plot in general: consistent low-stakes testing on individual scenes and ideas within Macbeth should embed knowledge.</p>	<p><u>Literacy and Oracy development opportunities:</u> <u><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of Macbeth– modelled reading with various engaging strategies, chance for drama opportunities.</p> <p>Supporting discussions based around violence, masculinity, power, and kingship.</p> <p>Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, explaining context, and showing their understanding.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Regular low-stakes testing through homework and in-class tests.</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>Assessment of understanding – Literature writing.</p> <p><u>“How does Shakespeare present violence in Macbeth?”</u></p> <p>Students will: demonstrate their progression in writing on literature; understand what makes a successful answer through modelling; demonstrate any key misunderstandings in writing on literature and have them rectified; demonstrate their knowledge of the plot; demonstrate their knowledge of character; demonstrate their knowledge of wider themes such as violence; write an answer that tries to embed what they have learned.</p>	<p>Writing modelling and paragraph structure provided.</p> <p>Consistent application of I do, We do, You do in developing student writing and confidence.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> <p>Class creation of success criteria to give students understanding of success.</p> <p>Discussion of Shakespearean language and the application to the human condition, discussing the modernity of Shakespeare.</p>