

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 11	Unit: Macbeth Revision
Unit objectives: (NC Statements) The students will revise Macbeth by considering the play Macro level. They will explore themes that may come up in their exam, characters and their relationships with others, and have misconceptions gone over and ironed out prior to their examinations.		

Context for study.

Year 11 will be close to their exams at this point, and this unit is designed to give them a final push on their Macbeth knowledge. They will have briefly encountered Macbeth in Year 8, and in Year 10 they would have gone through the entire play with the main focus being on the plot and the characters, and this unit will prepare them for writing on multiple subjects that could come up. As students have read the play, it's also a module which is focused on the enjoyment of discussing literature, and the different interpretations and experiences with the text. Students will have already had a revision module like this for LOTF, and this Macbeth one will build on those literature writing skills that have been reinforced throughout the students' learning journey at Warriner.

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 will rate their confidence with Macbeth and justify why; following this they will consider what they could be asked in an exam.

Answer a low-stakes quiz on the entire plot.

Study a knowledge-organiser on everything the students need to know.

Use the knowledge organiser to consider which quotations have the highest utility.

Students to justify who is the most interesting character and explain why.

Students to guess which character is presented by pictures and justify each one.

Students to pick out tier 2 vocabulary like **authoritative** and **constrained** and justify how they link to Macbeth.

Students to read exam questions and pick out the important parts to respond to.

Students to read through a typical extract question on "Is this a dagger", a **soliloquy** they worked through towards the end of Year 10: a class discussion on how to work through the extract question will take place, with students told to focus on the **beginning, middle, end**, and discuss how the character's **mood** changes.

Students to read an **overview** and write their own.

Students to take part in an 'I do, We do, You do' on the extract question, self-assessing their answer.

Students to peer-assess the responses from the previous lesson.

Students to work out how images fit with a character and why.

Discuss how Lady Macbeth changes across the play and learn quotations which show this clear **contrast** and **juxtaposition**.

Students to pick out three **thesis** statements and justify evidence that links to them and their own interpretations of Lady Macbeth.

Students to free-write an answer on how Lady Macbeth is presented.

Students to recall in a tiered game how many times Banquo is in the play.

Students to justify why Banquo is a significant character and compare him to Macbeth as a **foil**.

Students to work out how Banquo is presented in a scene; the scene's significance; what happens after.

Students to pick out evidence and explain how Shakespeare is presenting Banquo.

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Students to take part in 'I do, We do, You do' writing their own paragraph on how Banquo is presented.

Students to self-assess their paragraph.

Students to read a piece of analysis and decide how significant the witches are based on it.

Students to revisit the opening and consider the importance of the witches.

Students to explore the statements relating to the witches and justify which are most important using evidence and writer's intention knowledge.

Students to write a summary on how the witches are presented across the play.

Students to consider how many times **ambition** comes up in the play in a tiered game: class feedback following this and timeline created.

Students to answer the big question on the representation of ambition following an 'I do, We do, You do'.

Students to compare leadership in LOTF and Macbeth and consider the importance of **kingship**.

Students to consider Shakespeare's context with King James I and how it could apply to what he says about kings.

Students to go over Act 4 Scene 3, one which is a common misconception across students, and learn exactly what is being said and why, and also consider what Shakespeare is saying about leaders.

Students to then consider how **kingship** is presented across the entire play; they are given a selection of events.

Self-assess their answers based on **tentative language, evidence, writer's intention**.

Students to work out how evidence links to a wider theme and guess the theme.

Students to read an extract and use their extract-writing skills to annotate about how guilt is presented in the extract.

I do, We do, You do: students to write about guilt in the extract.

Students to read a academic writing on the supernatural and pick out four good parts and justify why.

Students to be given a list of words and asked to get as many of them in their answer on the supernatural as possible, encouraging conversations about why parts are included in the list and the definition of words.

Students to peer assess.

Students to compare violence in LOTF and Macbeth.

Students to closely analyse the Captain's speech and discuss how violence is presented.

Students to consider the violent events in the play and create a timeline.

Students to take part in an I do, We do, You do, on violence in Macbeth.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Any misconception about the plot. Prior to the unit the students will have half-term homework to go over it, and in class this will be checked and any misconceptions will be taught over – students will also have an assessment on Macbeth during this module, as a final way of checking students' understanding of the whole play.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Reading of Macbeth– modelled reading with various engaging strategies, chance for drama opportunities.

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Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?

Assessment of understanding – Macbeth.

“Write about the relationship between Macbeth and Banquo and how it’s presented”

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.

Supporting discussions based around violence, masculinity, power, and kingship.

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.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Regular low-stakes testing through homework and in-class tests.

Writing modelling and paragraph structure provided.

Consistent application of I do, We do, You do in developing student writing and confidence.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.

Class creation of success criteria to give students understanding of success.

Discussion of Shakespearean language and the application to the human condition, discussing the modernity of Shakespeare.