

Scheme of Learning

Curriculum area: English

Key Stage: 4 (Year 10)

Unit/Topic Title: Macbeth and Paper 1 Section A

Lesson Number:	Learning Objectives:	Suggested Lesson Resources / Lesson Activities: <i>Students, please check the 'Student Hub' on SharePoint (Office 365) for any resources / worksheets / lesson PowerPoint presentations referred to.</i> <i>Email your English teacher if you aren't sure what 'Week' or 'Lesson' you are up to.</i>
<p>w/c Monday 07th June</p> <p>Lesson 1</p> <p>Vocabulary</p>	<p>To understand key vocabulary.</p>	<p>Suggested websites: BBC bitesize - https://www.bbc.co.uk/bitesize/guides/z2pc2hv/revision/3 Spark notes - https://www.sparknotes.com/shakespeare/macbeth/context/ Mr Salles (YouTube) - https://www.youtube.com/watch?v=NqfkcG0YL9E</p> <p>Suggested resources: Macbeth – Glossary document.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Use a dictionary to find the definition of key vocabulary to support study of Macbeth. Make connections to plot, characters and themes in the play – see resource. <p>Homework: Flipped learning task. Reflect on your knowledge of context from Year 9 in preparation for next lesson.</p>
<p>Lesson 2</p> <p>Context.</p> <p>Key words: Regicide Divine Monarchy</p>	<p>To explore context.</p>	<p>Suggested websites: BBC bitesize - https://www.bbc.co.uk/bitesize/guides/z2pc2hv/revision/3 Spark notes - https://www.sparknotes.com/shakespeare/macbeth/context/ Mr Salles (YouTube) - https://www.youtube.com/watch?v=NqfkcG0YL9E Billington article - https://www.theguardian.com/culture/2017/dec/29/macbeth-profile-shakespeare-michael-billington</p> <p>Suggested resources: Macbeth – Context document AlphabetLink – Macbeth</p>

		<p>KWL Template Guardian – Michael Billington on Macbeth</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Refer to flipped learning task (homework) and complete the first column of a KWL grid. Then, reflect on knowledge and complete the second column of the grid. • Research context surrounding Macbeth and collate research in the third column of the KWL grid. Possible areas of focus: <ul style="list-style-type: none"> ○ The Great Chain of Being ○ The Divine Right of Kings ○ The Supernatural and Witchcraft ○ King James I ○ The Gunpowder Plot ○ Gender in the Jacobean Era • Read and make notes on the article from the Guardian – Michael Billington on Macbeth – article.
<p>Lesson 3 Plot Relearning</p>	<p>To recall narrative and characters in Macbeth.</p>	<p>Suggested websites: BBC bitesize - https://www.bbc.co.uk/bitesize/topics/zgq3dmn History Extra: https://www.historyextra.com/period/stuart/shakespeares-macbeth-and-king-jamess-witch-hunts/</p> <p>Suggested resources: Macbeth - Context Starter Macbeth in 20 minutes</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Read article relating to context (Context Starter). List four things learnt from the text e.g. List four things we learn about King James I. • Link themes to each act in the play e.g. treachery, ruthlessness, murder, puppet and justice. • Retell the narrative of Macbeth as a comic strip / storyboard. • Create a written reflection response to recall of plot, characters and themes. For example: <i>Why did Macbeth murder a king he respected?</i> • Create a plot summary in 50 words.
<p>w/c Monday 14th June Lessons 4 - 6</p>	<p>To analyse how Shakespeare presents plot, characters and themes in Act 1 of Macbeth.</p>	<p>Suggested websites: Spark notes - https://www.sparknotes.com/shakespeare/macbeth/section1/ Cliff notes - https://www.cliffsnotes.com/literature/m/macbeth/summary-and-analysis/act-i-scene-1 RSC - https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/scene-by-scene BBC bitesize - https://www.bbc.co.uk/bitesize/topics/zwws39q Macbeth Explained: https://www.bbc.co.uk/newsround/36099745</p>

<p>Act 1</p> <p><u>Key words:</u> Hubris Manifestation Gothic</p> <p><u>Nugget of Knowledge:</u> King James I and the commemorative coin (see <i>Macbeth – Context. Doc</i>)</p>		<p>Suggested extracts: Captain – Act 1 Scene 2 lines 7-43 Witches’ prophecy – Act 1 Scene 3 lines 36 – 80 Duncan’s welcome – Act 1 Scene 4 lines 14 – 58 Lady Macbeth’s plan – Act 1 Scene 5 lines 1-28 Lady Macbeth & Spirits – Act 1 Scene 5 – lines 35 – 52 Lady Macbeth’s persuasion – Act 1 Scene 1 – lines 52 – 71 Macbeth’s conscience – Act 1 Scene 7 – lines 3 – 28 and lines 29 -59</p> <p>Suggested resources: Macbeth_Plot Quiz Macbeth – Context (word doc) Quotation Triangle Macbeth – Artwork Hubris – Dual-coding Task PEDALL_cribsheet</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Complete a plot / character quiz on Macbeth OR create your own quiz based on the play – see resource. • Recall meaning of key words - see Lesson 1. • Read and the Nuggets of Knowledge resource and create a dual-coding map to recall what you have learnt – see resource. • Create a bank of statements about characters in the play. Then, find evidence to support each statement you have made to hone your skills in retrieving information. • Refer to one of the suggested extracts from the play – see above. Annotate / make notes on the extract to show how Shakespeare uses language and structure to create meanings. Remember to make links to key themes. • Discuss how Shakespeare creates fear at the start of the play. Make connections to key words: manifestation and gothic. • Use the internet to find artwork relating to the play and analyse it. For example, you might find artwork relating to the gothic / weird sisters and make connections to context in extracts from Act 1. • Read Act 1 Scene 5 from ‘O never Shall sun that morrow see!’ to ‘Leave all the rest to me’. Create a dual-coding map to show reactions to the following ‘bold statement’: Hubris leads to downfall. Start with the aforementioned lines and make links to the whole play. Draw upon evaluative phrases (<i>opportunity to make connections to GCSE English Language Paper 2 Section Q4</i>).
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<p>w/c Monday 21th June</p> <p>Lessons 7 – 9</p> <p>Act 2</p> <p>Key words: Machiavellian Femme Fatale Emasculation</p> <p><u>Nugget of Knowledge:</u> Reference to Sextus Tarquinius (<i>see Macbeth – Context. Doc</i>)</p> <p>The Biblical referenced to Pontius Pilate washing his hands (<i>see Macbeth – Context. Doc</i>)</p>	<p>To analyse how Shakespeare presents plot, characters and themes in Act 2 of Macbeth.</p>	<p>Suggested websites:</p> <p>Spark notes - https://www.sparknotes.com/shakespeare/macbeth/section3/ Cliff notes – https://www.cliffsnotes.com/literature/m/macbeth/summary-and-analysis/act-ii-scene-2 RSC - https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/scene-by-scene BBC bitesize - https://www.bbc.co.uk/bitesize/topics/zwws39g Is this a dagger ... scene: https://www.youtube.com/watch?v=pusU90ov8pQ Act 2 Sc2 Shakespeare Unlocked - https://www.youtube.com/watch?v=hS-8VhIjRCg</p> <p>Suggested extracts:</p> <p>Macbeth’s hallucination – Act 2 Scene 1 – lines 33-64 Macbeth’s inability to sleep – Act 2 Scene 1 – lines 29-59 Lady Macbeth / bloody hands – Act 2 Scene 1 – 67-66 Porter / Gatekeeper - Act 2 Scene 2 – lines 1-17 Duncan’s sons learn of his death / Lady Macbeth faints – Act 2 Scene 3 – lines 89-112</p> <p>Suggested resources:</p> <p>GCSE English Literature Paper 1 Spec Paper Lit_P1_SA_Mark Scheme Assessment Objectives AO4 Mark Scheme PEDALL_cribsheet</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Create a T diagram to show examples of order and disorder in the play. Extend this by exploring an extract from Act 2 to show how Shakespeare presents the disruption of the natural order. • Summarise Act 2 using a bank of key words / phrases. • Explore the impact of selected quotations during Act 2 when King Duncan is murdered. Make connections to new and previous key words. • Explore wording of exam style question, layout of a full past paper, assessment objectives and mark criteria. • Create success criteria based on mark scheme. Then, create a response to an exam style question using your success criteria to guide you. • Use dual-coding to embed key quotations to memory with links to themes e.g. guilt. • Bold statement for a written response: Lady Macbeth represents the ultimate Femme Fatale. Draw upon evaluative phrases (<i>opportunity to make connections to GCSE English Language Paper 2 Q4</i>).
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<p>Lessons 10 – 13</p> <p>Skills - GCSE English Language Paper 1 Section A.</p>	<p>To develop skills in identifying, summarising, analysing and evaluating.</p>	<p>Suggested websites:</p> <p>Mr Bruff – Paper 1 Q1 - https://www.youtube.com/watch?v=hMhQIX9DCcQ</p> <p>Mr Bruff – Paper 1 Q2 - https://www.youtube.com/watch?v=L_dE68iUg-k</p> <p>Mr Bruff – Paper 1 Q3 - https://www.youtube.com/watch?v=L1ZEBEvdh8U</p> <p>Mr Bruff – Paper 1 Q4 - https://www.youtube.com/watch?v=Aul3_8iw2wM</p> <p>Suggested resources:</p> <p>Sample GCSE English Language Paper 1 exam paper</p> <p>Sample GCSE English Language P1</p> <p>Extract – The Talented Mr Ripley (contains extract, sample questions and indicative content)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Explore layout of GCSE English Language Paper 1 –GCSE English Literature texts will not appear on the GCSE English Language exams; however, the skillset is transferable. • Read an extract of 20th / 21st Century prose fiction with links to plot, themes or characters in Macbeth -see resource from The Talented Mr Ripley that has links to envy, lack of remorse, murder and betrayal in Macbeth. Answer the questions at the bottom of the resource.
<p>w/c Monday 28th June</p> <p>Lessons 14 – 16</p> <p>Act 3</p> <p>Key words:</p> <p>Uncanny</p> <p>Peripeteia</p> <p>Catharsis</p>	<p>To analyse how Shakespeare presents plot, characters and themes in Act 3 of Macbeth.</p>	<p>Suggested websites:</p> <p>Spark notes – https://www.sparknotes.com/nofear/shakespeare/macbeth/page_84/</p> <p>Cliff notes – https://www.cliffsnotes.com/literature/m/macbeth/summary-and-analysis/act-iii-scene-1</p> <p>RSC - https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/scene-by-scene</p> <p>BBC bitesize - https://www.bbc.co.uk/bitesize/topics/zwws39g</p> <p>Banquo’s ghost: https://www.youtube.com/watch?v=AalfPfZ7C5s</p> <p>https://www.youtube.com/watch?v=yTjbRWmb6-s</p> <p>Suggested extracts:</p> <p>Macbeth’s fear of Banquo – Act 3 Scene 1 - lines 48-73</p> <p>Lady Macbeth’s troubles – Act 3 Scene 2 – lines 1-26</p> <p>Macbeth’s terrible deeds – Act 3 Scene 2 – lines 36-56</p> <p>Banquo’s ghost – Act 3 Scene 4 – lines 38-73</p> <p>Lennox’s recount of the killing of King Duncan – Act 3 Scene 4 – lined 1-50</p> <p>Suggested resources:</p> <p>PEDALL_cribsheet</p> <p>Suggested activities:</p>

		<ul style="list-style-type: none"> • Write a response to the following bold statement: Macbeth is a catharsis for pity and fear. Draw upon evaluative phrases (<i>opportunity to make connections to GCSE English Language Paper 2 Q4</i>). • Reflect on the murders in Macbeth and the theme of betrayal and create a dual-coding map to show what you can remember. • Write a soliloquy recalling the instructions given by Macbeth to Banquo's murderers. • Use Thinking Maps to analyse Macbeth's fear of Banquo, Lady Macbeth's troubles, Macbeth's terrible deeds, Banquo's ghost and Lennox's recount. Make connections to key words: uncanny, peripeteia and catharsis.
<p>w/c Monday 05th July</p> <p>Lesson 17 – 19</p> <p>Act 4</p> <p>Key words: Hubris Manifestation Treachery</p> <p>Nugget of Knowledge: Reference to 'balls' / globes and the coronations of King James</p>	<p>To analyse how Shakespeare presents plot, characters and themes in Act 4 of Macbeth.</p>	<p>Suggested websites: Spark notes – https://www.sparknotes.com/shakespeare/macbeth/section7/ Cliff notes – https://www.cliffsnotes.com/literature/m/macbeth/summary-and-analysis/act-iv-scene-1 RSC - https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/scene-by-scene BBC bitesize - https://www.bbc.co.uk/bitesize/topics/zwws39q</p> <p>Suggested extracts: Witches prepare to meet Macbeth – Act 4 Scene 1 – lines 1-46 Apparitions – Act 4 Scene 1 – lines 47-134 Macbeth resolves to kill Macduffs – Act 4 Scene 1 – lines 143-155 Lady Macduff's murder – Act 4 Scene 2 – lines 1-end Malcolm lists Macduff's vices – Act 4 Scene 3 – lines 57-126</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Write a response to the following bold statement in light of relearning so far: 'Hubris leads to a downfall'. Draw upon evaluative phrases (<i>opportunity to make connections to GCSE English Language Paper 2 Q4</i>). • Use Thinking Maps to recall what you already know about Macbeth's religious and moral values. Use your copy of the play to add to your notes, using a different colour. • Take the role of Lady Macduff and write a letter to Macduff expressing reactions / emotions towards his actions. • Use Thinking Maps to analyse extracts from Act 4, such as Act 4 Scene 2. Make connections to key words.
<p>w/c Monday 12th July</p> <p>Lesson 20 – 23</p> <p>Act 5</p>	<p>To analyse how Shakespeare presents plot, characters and themes in Act 5 of Macbeth.</p>	<p>Suggested websites: Spark notes – https://www.sparknotes.com/shakespeare/macbeth/section8/ Cliff notes – https://www.cliffsnotes.com/literature/m/macbeth/summary-and-analysis/act-v-scene-1 RSC - https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/scene-by-scene BBC bitesize - https://www.bbc.co.uk/bitesize/topics/zwws39q</p> <p>Suggested extracts: Lady Macbeth sleepwalking – Act 5 Scene 1 - lines 1-end</p>

<p>Key words: Psychoanalysis Machiavellian Regicide</p>		<p>Macbeth learns of Lady Macbeth's death – Act 5 Scene 5 – lines 16-27 Macbeth's determination to die fighting – Act 5 Scene 5 – lines 37-51 Macbeth' death – Act 5 Scene 8</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Write a response to the following bold statement: Lady Macbeth is unstable throughout the whole play. Draw upon evaluative phrases (<i>opportunity to make connections to GCSE English Language Paper 2 Q4</i>). • Use Thinking Maps / a dual-coding map to explore how Lady Macbeth's character links to the themes of betrayal. • Create a mask to represent Lady Macbeth in Acts 1-3 of the play – leave ½ blank. Recall key words, quotations, images linked to Lady Macbeth (dual-coding approach). Explore Lady Macbeth's character in Act 5 then return to complete the second ½ of the mask. • Use Thinking Maps to analyse extracts from Act 5. Make connections to key words. • Create a summary of Act 5. List key events in the Act in rank order based on discussion. • Create a tension graph to trace Shakespeare's presentation of Lady Macbeth's state of mind throughout the play. Include quotations, analysis, and links to social and historical context. Use to create practice paragraphs – could link to the bold statement above.
<p>w/c Monday 19th July</p> <p>Lesson 24</p> <p>Structure</p>	<p>To explore how Shakespeare structures Macbeth.</p>	<p>Suggested websites: BBC bitesize – https://www.bbc.co.uk/bitesize/guides/zpdq2hv/revision/2 Mr Bruff – model response to exam style question – https://www.youtube.com/watch?v=FTbESLMxAe8</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Create your own quiz on the whole play. • Research Freytag's Pyramid; then, plot Shakespeare's Macbeth to this to explore structure across the play • Map examples of the conventions of tragedy to the structure map. Refer to glossary of key words e.g. hamartia, hubris, anagnorisis, catharsis and peripeteia.
<p>Lesson 25</p> <p>Flexible Relearning</p>	<p>To consolidate our learning of Macbeth.</p>	<p>Suggested websites: Spark notes (Macbeth Quiz) - https://www.sparknotes.com/shakespeare/macbeth/quiz/ BBC bitesize (Macbeth Quiz) - https://www.bbc.co.uk/bitesize/guides/z3fj6sg/test</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Create your own bold statement based on the play. Then, use Thinking Maps or a dual-coding map to explore your bold statement. You may wish to produce a written response. • Use the suggested websites to ensure you have explored the video and quizzes to secure your understanding of the whole play. Remember to make notes on what you learn. • Prepare a presentation on how disruption is portrayed via references to nature in the play. Remember to make connections to Macbeth's / character actions.

