

Year 10 English Literature | Term 6

Key Question: How does Shakespeare explore the corruptive nature of power?

Topic Overview: Macbeth (Act 3-5)

Literature (three lessons per week): This term, students will be introduced to their GCSE Shakespeare play Macbeth. The theme of ambition will be explored in depth, along with an analysis of the corruptive nature of power in regards to the transformation and moral decline of Macbeth and Lady Macbeth. Students will develop and apply English Literature AO1-3 skills to a range of key extracts and exam style questions.

Literacy	Numeracy
Knowledge organisers are introduced at the start of each unit to ensure key vocabulary is integrated into DO NOW activities, main tasks and checkout reviews; key knowledge is also interleaved through the SOL to aid embedding of this into long term memory. Vocabulary support for extracts and sources are also integrated where applicable, as well as opportunities for paired and class discussion embedded into lessons to develop oral literacy.	Students are given the opportunity to develop and apply mathematical thinking strategies in English lessons, identifying structures in texts and word patterns, as well as making predictions based on evidence and checking these predictions at key points in a text. Students are also to apply mathematical questions to analysis of texts, thinking logically and basing inferences and reasoning on data and evidence.

	Lesson Exploration	Lesson Experience(s)	National Curriculum links	Key Words
Week 1: Lesson 1	How has Macbeth morally declined since the start of the play?	Students will experience plotting key quotes and actions on a graph to track Macbeth's moral decline.	Students meet the national curriculum through: Literature <ul style="list-style-type: none"> - SK4: learning new vocabulary and understanding it with the help of context and dictionaries - SK4: making inferences and referring to evidence in the text 	monarchy regicide ambition the great chain of being fate free will power corruption
Week 1: Lesson 2	Why does Shakespeare add comic relief at this point in the play?	<i>Act 2 Scene 3</i> Students will experience reading the night porter scene to explore the concept of 'comic relief'.		

Week 1: Lesson 3	How does Shakespeare structure drama and suspense?	<i>Act 2 Scene 3</i> Students will experience using guided activities to explore how minor character actions can drive the plot forward.	<ul style="list-style-type: none"> - KN1: knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - SK8: studying setting, plot, and characterisation, and the effects of these - SK11: writing for a wide range of purposes and audiences - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. 	supernatural guilt tyranny kingship order chaos gender masculinity femininity oxymoron pathetic fallacy blank verse iambic pentameter soliloquy monologue dramatic irony hamartia Hubris
Week 2: Lesson 1	How does Shakespeare signal the end of Macbeth and Banquo's relationship?	<i>Act 3 Scene 1</i> Students will experience writing a persuasive argument to a set question.		
Week 2: Lesson 2	How does the relationship between Macbeth and his wife begin to change?	<i>Act 3 Scene 2</i> Students will experience using guided activities to evaluate Macbeth's new found independence and Lady Macbeth's increasing lack of influence upon him		
Week 2: Lesson 3	Why does Shakespeare use Banquo's ghost to engage his audience?	<i>Act 3 Scene 4</i> Students will experience writing an Elizabethan critic review of the scene's dramatic impact		
Week 3: Lesson 1	How does Macbeth react to the Ghost of Banquo's appearance?	Students will experience working in groups to analyse key lines after the banquet.		
Week 3: Lesson 2	How does Shakespeare create a sense of foreshadowing?	<i>Act 3 Scene 5</i> Students will experience using guided activities to recap Elizabethan beliefs in magic and evaluate how responsible the witches are for Macbeth's downfall.		
Week 3: Lesson 3	How does Shakespeare present the power of the supernatural?	<i>Act 4 Scene 1</i> Students will experience writing a letter home to Lady Macbeth.		

<p>Week 4: Lesson 1</p>	<p>AO3: Why did the Elizabethans believe in fate over free will?</p>	<p>Students will experience playing 'Wheel of Fortune' to assess their belief in fate or free wheel and apply this to Macbeth's situation.</p>							
<p>Week 4: Lesson 2</p>	<p>What has made Macbeth view himself as undefeatable?</p>	<p><i>Act 4 Scene 1</i> Students will experience using guided activities to analyse Macbeth's hubris and arrogance from the scene.</p>							
<p>Week 4: Lesson 3</p>	<p>Why does Macbeth make innocent people suffer?</p>	<p><i>Act 4 Scene 2</i> Students will experience reading extracts and analysing how the suffering caused by Macbeth is extended to relatives of his immediate threats.</p>							
<p>Week 5: Lesson 1</p>	<p>Why does Shakespeare present Macduff's admirable qualities?</p>	<p><i>Act 4 Scene 3</i> Students will experience using guided activities to compare Macduff's admirable qualities to Macbeth's and decide who the real hero is.</p>							
<p>Week 5: Lesson 2</p>	<p>How does Shakespeare present Lady Macbeth's guilty conscience?</p>	<p><i>Act 5 Scene 1</i> Students will experience writing a doctor's /psychologist's report of Lady Macbeth's words and actions.</p>							
<p>Week 5: Lesson 3</p>	<p>How does Shakespeare use blood to convey symbolism throughout the play?</p>	<p>Students will experience using guided activities to identify and evaluate the symbolism of blood throughout the play.</p>							
<p>Week 6: Lesson 1</p>	<p>Formal Assessment</p>	<p>Students will complete a formal assessment by analysing a key extract from Act 5</p>							

<p>Week 6: Lesson 2</p>	<p>How are inner feelings revealed through Macbeth's monologue?</p>	<p><i>Act 5 Scene 3</i> Students will experience reading a dramatic monologue to explore it's structural importance and how/why it is effective.</p>		
<p>Week 6: Lesson 3</p>	<p>How do the witches' earlier prophecies come true?</p>	<p><i>Act 5 Scene 4</i> Students will experience grading each of the prophecies on how misleading they were to Macbeth.</p>		
<p>Week 7: Lesson 1</p>	<p>TRY NOW</p>	<p>Students will reflect on their assessments and make improvements based on individualised feedback provided by their teacher.</p>		
<p>Week 7: Lesson 2</p>	<p>How does Shakespeare mirror the start of the play to highlight Macbeth's demise?</p>	<p>Students will experience using guided activities to compare Macbeth's heroism and patriotic bravery in battle from A1 to his selfish defence of unjust rule in the final scene</p>		
<p>Week 7: Lesson 3</p>	<p>How does Shakespeare restore natural order at the end of the play?</p>	<p>Students will experience reading extracts and evaluating how far an Elizabethan audience would be satisfied with Macbeth's death and the rightful return of the throne to Malcolm.</p>		

<p>Literacy Links</p>	<p>Numeracy Links</p>
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