

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English		Unit: Macbeth	Term: Autumn	Year Group 8	
<p>Prior Learning: Pupils should have an understanding of the social, cultural and historical context of Shakespeare's plays. They will have encountered his language and play structures in year 7 when studying A Midsummer Night's Dream. They will have some understanding of how themes are created. Pupils should have a sound grasp of how to respond to reading using PEE structure</p>			<p>Key Vocabulary: drama, theme, plot, structure, tension, suspense, character, development, Macbeth, Banquo, supernatural, villain, prophecies, Cawdor, apparition, soliloquy, tragedy, tragic hero, irony, Thane.</p>		
By the end of this unit...					
<i>most pupils will be able to: explore the themes, structure and character development of a Shakespeare. Use appropriate reading strategies to examine the text and select relevant and appropriate quotations to support their views and opinions. To explore how structure and language can impact upon the meaning of the text.</i>					
<i>some children will not have made so much progress. They will be able to: express their own views and opinions of the characters and plot. They will show an understanding of how the plot develops and the changes within the characters. They will be able to paraphrase sections of the text in order to support their views.</i>					
<i>some children will have progressed further. They will be able to: demonstrate an insightful understanding and appreciation of the text, including its social, historical and cultural context. They will comment on the plot, themes, characters and development of the text with detailed reference to the text. They will have a clear understanding of how effect is created through language and structure.</i>					
	Learning Focus	Content	Assessment	Resources /Health and Safety	ICT Opportunities
Week 1	Students will read about and be able to summarise the concept of the divine right of kings, society and beliefs in Shakespeare's time (superstition, nature, rule) and tragedy, tragic hero (sequence of Shakespearean tragedy in particular)	<p>Activities:</p> <ul style="list-style-type: none"> • Introduction to concepts followed by personal summaries (Worksheet One) • Spelling list and definitions • Close reading of Act 1, Scene 1, identifying words that show chaos/fighting/death/evil. • Read Act I, Scene I, students should make notes on how Shakespeare creates tension and suspense in the scene (Worksheet Two / should also include information on PEE) • Read Act I, Scene II 	Written summaries, PEE plan or response. Newspaper story.	Worksheets to support activities available in SSA.	Newspaper front page

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	<p>Read Act I scene I of the play, with a focus on how the playwright creates tension and suspense (look particularly at description)</p> <p>Read Act I Scene II, focus on understanding characters, define roles and Macbeth's heroic status</p> <p>Language Focus Using quotations in text: Using colons and speech marks</p>	<ul style="list-style-type: none"> • Sequencing activity: Pupils sequence the conversation about the battle Macbeth has just been involved in. What do we learn about Macbeth as a soldier? • Create a front page news story on the battle described in Act 1, Scene 1 • Role on the Wall: Write name of character (or draw), add personal opinion and quotation to support. Macbeth, Banquo, Duncan. • Possible extension writing task: What are your first impressions of Macbeth at this stage in the play? Use P.E.E to support and develop (50- 100 words) <p>Homework: Learn keyword spelling list or How does Shakespeare create tension and suspense in Act One Scene One of the play, what sort of impact would this have on an audience during Shakespeare's time?</p>			
Week 2	<p>Read and understand concepts in Act One Scene Three, Scene Four and Scene Five</p> <p>Language focus Using past tense for description She has behaved badly (behave) She has read the letter</p>	<p>Activities: Read Act I, Scene III (Worksheet 4 and answer sheet for self or paired assessment)</p> <ol style="list-style-type: none"> 1. What are the witches' plans for Macbeth? 2. How does Shakespeare continue to use the supernatural in this scene? 3. How do Macbeth and Banquo respond to the supernatural characters and events? <p>Read Act I Scene IV</p> <ol style="list-style-type: none"> 1. Who does Duncan appoint as his official heir? 2. What impact does this have on Macbeth? 	Reading comprehension supported by questions on the text, students assessed on ability to use quotations to support responses and use of PEE	Worksheets to support activities available in SSA.	

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<p>(read) She has told Macbeth (tell)</p>	<p>3. What is Duncan's attitude to Macbeth and Banquo? 4. How does the audience feel about Duncan at this stage? 5. How does the audience feel about Macbeth at this stage?</p> <p>Writing task: Write the letter from Macbeth to Lady Macbeth (revising letter writing features)- pupils consider carefully what Macbeth would include and reveal his thoughts and feelings on what has happened.</p> <p>Act I, Scene V It is worth analysing Lady Macbeth's speech at the beginning of the scene quite closely. Read the speech to the class and ask them at the end to note down the words they can remember. Why do they think these words have more impact?</p> <p>In chronological order, in your own words, summarise the content of Lady Macbeth's speech from line 1 to 27 of this scene. (Aim for 8 bullet points)</p> <p>Look at the portrayal of Lady Macbeth, her response to the prophecy and her relationship with Macbeth. Jot down quotations (draw picture again, with own opinions and quotations)</p> <p>Discuss the presentation of women in Shakespeare's plays. Do they think Lady Macbeth is a typical woman?</p> <p>Possible writing task: What are your first impressions of Lady Macbeth at this stage in the play? Use P.E.E to support and develop (50- 100 words)</p>				

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		<p>Homework: Complete questions on Act I, Scenes II and IV or What are your first impressions of Lady Macbeth? Use quotations to support your answers</p>			
3	<p>Read and understand Act One Scene Six and Seven and Act Two, Scene. Variety of analysis and skills based on each Scene.</p> <p>Act One Scene Six Look at the idea of dramatic irony in this scene (dramatic device).</p> <p>Act One Scene Seven Note making on Macbeth and Lady Macbeth</p> <p>Act Two Scene One</p> <p>Language focus Using adjectives for description Pathetic fallacy Similes and metaphors</p>	<p>Activities:</p> <p>Act I, Scene VI Possible writing task: How does Shakespeare use dramatic irony in Act One Scene Six of the play, and what is the impact on the audience? Use P.E.E to support and develop (100- 150 words) (Worksheet 5)</p> <p>Act I, Scene VII Examine Macbeth's speech: Look at the repetition of words in Macbeth's speech- use word cloud resource. What does this tell us about Macbeth's feelings? Create a flow chart of Macbeth's thoughts on killing the king</p> <p>What is your opinion of Lady Macbeth and Macbeth at this stage of the play? What influence does Lady Macbeth have on Macbeth? Who has the power?</p> <p>These notes will be useful for Reading and Speaking and Listening Assessments.</p> <p>Act 2, Scene I The students should begin to consider the change in Macbeth's character here. At what stage does the audience begin to think that he is descending into the Shakespearian model of a 'tragic hero'?</p>	<p>Reading assessment based on comprehension questions</p> <p>Notes in preparation for essay</p>	<p>Worksheets to support activities available in SSA.</p> <p>Word cloud on SSA</p>	

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		<p>Questions: Worksheet 6</p> <ol style="list-style-type: none"> 1. How has Macbeth and Banquo's relationship changed? 2. What does Macbeth's soliloquy reveal about his state of mind? 3. How does Shakespeare create tension and suspense in this scene? 4. What does the bell signal at the end of the scene? 5. What is your opinion of Macbeth at this stage of the play, is he still noble and respected? <p>Homework: Write a list of Adjectives (at least twenty) that could be used to describe Macbeth's castle, Lady Macbeth and Macbeth at this stage in the play or Write a description of Macbeth's castle on the night of Duncan's murder.</p>			
4	<p>Read and understand Act Two Scene Two</p> <p>Begin and Complete Descriptive writing assessment, using AFL assessment sheet, undertake paired marking and assessment in drafting process.</p> <p>Read and understand Act Two, Scene III and IV, Act III, Scene I and II</p>	<p>Activities: Dependent on homework set last week: Write description of Macbeth's castle on the night of Duncan's murder or peer/self assessment of written description.</p> <p>How do Lady Macbeth and Macbeth feel about the murder of Duncan? There is a question sheet that could be used in class or as homework</p> <p>Worksheet 7</p> <p>Give out photocopy of Act II, Scene II (divide section amongst groups in the class) on A3 for pupils to annotate. Read whole scene through as a class. Group re-read their section of the scene and then highlight punctuation and</p>	<p>Group discussion</p> <p>Marking of written work</p> <p>Self assessment of descriptive work, based on AFL sheet and modeled</p>	<p>Worksheets to support activities available in SSA.</p>	<p>Descriptions could be word processed for display</p>

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	<p>Collate evidence for tragic Hero essay</p> <p>Act Two Scene Three and Four</p> <p>Language focus Editing and correcting work by reading aloud.</p>	<p>vocabulary that creates tension. Discuss who is in power in this scene- Macbeth or Lady Macbeth?</p> <p>It's worth considering the other characters' responses to Duncan's murder, but these scenes do not need to be considered in great depth</p> <p>How does Macbeth behave towards Banquo and how do we as an audience respond to this? <i>Think about Macbeth as a tragic hero and how his character is changing.</i></p> <p>Rewrite descriptive writing piece.</p> <p>Homework: How would an audience in Shakespeare's time have felt about the murder of a king? or In what ways does the play Macbeth follow the traditional sequence of a tragedy?</p>	<p>'good' responses from homework task</p>		
5	<p>Read and understand Act Three, collating notes for the reading assessment</p> <p>Act Three Scene One Act Three Scene Three The murder of Banquo! Worth acting out (in a controlled way) for dramatic value!</p> <p>Act Three Scene Four Again, this scene is worth</p>	<p>Activities: How has the relationship between Macbeth and Lady Macbeth changed? <i>Again, this could be used as evidence in the 'tragic hero' essay.</i></p> <p>Look at Shakespeare's use of language and dramatic techniques in this scene and how he uses them to create a sense of chaos. For example:</p> <ul style="list-style-type: none"> • Macbeth's sentences are often short and frequently disconnected • There's a significant amount of movement on stage • The 'appearance' of the ghost • Use of exclamation and question 	<p>Teacher assessment of written responses.</p>	<p>Worksheets to support activities available in SSA.</p>	<p>Use computers to highlight language and dramatic techniques in scene.</p>

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<p>exploring in terms of Macbeth's descent, both as a tragic hero and also into a state of insanity.</p> <p>Act Three Scene Five and Six Both scenes need not be considered in detail, although it's worth looking briefly at people's responses to Macbeth and his reign in Scene Six.</p> <p>Language focus Use of exclamation marks and question marks The effectiveness of combining short sentences with more complex ones (clauses)</p>	<ul style="list-style-type: none"> Disturbing imagery at end of scene <p>At the end of Act Three, how are people responding to Macbeth's rule? How is Macbeth himself behaving? How do both of these things link with the audience's understanding of his character? Can he still be considered a hero, or would you say that you now regard him as a villain?</p> <p>Reflect on the prophecies of the witches- they seem to give Macbeth some comfort but they are very misleading. In groups see if pupils can think of ways in which each prophecy could come true.</p> <p>Homework: How do you feel about Macbeth now that he has ordered the murder of Banquo and Fleance? or Compile a list of ten questions for either Lady Macbeth, Macbeth, the witches or Lenox.</p>				
<p>6</p> <p>Speaking and listening assessment focus</p> <p>Language focus Pronunciation and clarity</p> <p>Act Four Scene One</p>	<p>Activities: Hot seating activity on Lady Macbeth, Macbeth, Lenox or any of the witches. Students to compile suitable questions and responses, learn them and perform them</p> <p>AFL Worksheet</p> <p>What do the apparitions predict for the future?</p> <p>At the end of Act IV, find at least three quotations to show evidence of Macbeth becoming evil.</p>	<p>Self assessment, group contribution to assessment and final teacher assessment</p> <p>Reading assessment essay</p>	<p>Worksheets to support activities available in SSA.</p> <p>Reading assessment on SSA</p>		

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<p>At this stage of study, you may want to watch some or all of the video (be aware that there are breasts visible and other nudity that may cause hilarity)</p> <p>Act Four Scene Two Worth reading with more able groups as it gives further information in terms of Macbeth becoming an evil and callous man.</p> <p>Act Four Scene Three The uprising against Macbeth – can be watched on DVD.</p> <p>Complete reading of the play and prepare for reading assessment.</p>	<p>Lady Macbeth, is she a victim of Macbeth or of her own evil scheming? More able students may be able to explore the idea of Macbeth being a victim of pride or of his own wife’s scheming.</p> <p>Go through expectations of reading assessment and outline the topic.</p> <p>Complete reading assessment essay.</p>				
	<p>Homework: Prepare for reading assessment by gathering quotations.</p>				