

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 8 – Term 1 & 2 – Shakespeare

Intent – Rationale

At GCSE students are required to study one of Shakespeare’s plays. Studying ‘Macbeth’ in Year 8 introduces the students to Shakespeare and sets the foundation for their awareness of Elizabethan contexts, an appreciation for the play form and its conventions, and encourages the early confidence required to engage with complex and unfamiliar archaic language. Pupils will be able to access the play across a variety of creative, dramatic and analytical learning opportunities. Studying ‘Macbeth’ also grants students the chance to appreciate an important text in the literary canon.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – My Family and Other Animals Term 1 – challenging reading texts and sophisticated vocabulary. Poetry Term 3 – appreciation and awareness of poetic devices and meter. History of English Term 4 – studying how language has changed over time. Animal Farm Term 5&6 – narrative techniques and the relevance of contextual knowledge to the interpretation of meaning.</p>	<p>Year 9 – Term 5/6 – Shakespeare – ‘Romeo and Juliet’ study Year 10 and 11 – 19th century texts for GCSE Language Paper 1 and 2; ‘Romeo and Juliet’ for GCSE Literature Paper 1 Section A KS5 – Units in English A level Literature – novels range of historical periods including set texts and novels selected for the coursework component</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • History – students require a solid understanding of the social, political, religious and cultural attitudes and issues relevant to the context of ‘Macbeth’ in order to analyse the implied meanings effectively. E.g. the Divine Right of Kings • EP – Sense of debate/social responsibility • Stagecraft - drama 	<ul style="list-style-type: none"> • SMSC – SP 1, 3. M1-3. SO 1, 3. C1, 4. • BV – 1-5 • Careers – GB4 a-l
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Extended reading independent and whole-class • Dramatic reading opportunities <p>FROM THE LIBRARY <i>Beautiful Stories from Shakespeare for Children</i>; E Nesbitt-822.33 <i>Daily life</i>; C Elgin-822.33 <i>Essential Shakespeare Handbook</i>-822.33 <i>The fact or Fiction behind Shakespeare</i>; k Barenham-822.33 <i>Macbeth</i>: Interfact series-822.33 <i>Mr William Shakespeare’s Plays: A comic Book Telling</i>-822.33 <i>Oxford Illustrated Shakespeare Dictionary</i>-822.33 <i>Shakespeare: The Animated tales</i>-822.33 <i>Shakespeare for Dummies</i>-822.33</p>	<ul style="list-style-type: none"> • Chronological understanding of historical dates

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What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p>To know key biographical information about Shakespeare To know how a range of contextual factors have influenced Shakespeare’s choices To understand the sequence of events in the play To know the dramatic and poetic techniques used by Shakespeare in his writing To know how to write a successful PETER paragraph about key characters and themes in the play</p> <p style="text-align: center;"><u>Apply</u></p> <p>Identifying dramatic techniques used by a playwright Decoding and closely reading a Shakespearean text to infer meaning Selecting evidence and labelling literary terms and techniques within a quotation Applying knowledge of relevant contextual factors to the play to support interpretations Organising ideas to form a successful PETER paragraph about key characters and themes in the play</p> <p style="text-align: center;"><u>Extend</u></p> <p>Exploration of other plays and poems written by Shakespeare for comparison of dramatic and poetic devices Appreciation for the dramatic and poetic value of Shakespeare’s ‘Macbeth’</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Dramatic devices: stagecraft, act, scene, monologue, soliloquy, stage directions, dramatic irony, dramatic tableau, tragedy, tragic hero, Poetic devices: iambic pentameter, meter, rhyme, sonnet, couplet, blank verse, prose Literary devices: foreshadowing, pathetic fallacy, metaphor, symbolism Context: witchcraft, James I, monarchy, Divine Right of Kings, gender, patriarchal society Non-fiction: tabloid, broadsheet, bias Characterisation: hubris/hubristic, fatal flaw	<p>Term 1 Week two - PETER paragraph analysing Shakespeare’s presentation of the witches (AO1, AO2, AO3) Term 1 Week three - monologue assessment/assessing S+L (AO5, AO6) Term 1 Week six – Lady Macbeth Act 1 Scene 5 PETER paragraph opportunity Term 2 Week 5 - ‘Explore how far Macbeth is presented as a guilty character’ essay question</p> <p><i>Tracking point: w/b 4th October</i></p>

Intent – Concepts

	Lesson title	Non-negotiable Content	Suggested activities and resources
Week 1	Introduction to new year and Shakespeare	Set up new class Biographical basics	Exercise books; reading passports PowerPoint – 1 Intro to Shakespeare Facts about Shakespeare Activity Additional/Optional worksheet: Shakespeare Biography and Intro Questions Worksheet

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	Introduction continued	Context, form and genre	PowerPoint – 2 Shakespeare and Language (2 lessons) What thou seest... MSND slips Translating Shakespeare 2 Ways Activity Cards Translating Shakespeare: Key Glossary Shakespearean Insults Game Slips
	Shakespeare's Language	iambic pentameter	
Week 2	Context research lesson	Context: witchcraft, James I, monarchy, Divine Right of Kings, gender, patriarchal society	ICT lesson suggested (booking required) – research and create context booklet: Worksheet.
	Act 1 Scene 1	Context – witchcraft, James I Foreshadowing, pathetic fallacy, stagecraft	PowerPoint – 3 Act 1 Scene 1 – Witches (2 lessons)
	Shakespeare's presentation of the witches	Identifying authorial devices PETER paragraph skills	<u>Assignment</u> : PETER paragraph analysing Shakespeare's presentation of the witches
Week 3	Act 1 Scene 2	Characterisation Monologue	PowerPoint – 4 Act 1 Scene 2 – First Impressions
	The monologue form	Conventions of monologues	PowerPoint – 5 Monologue Assignment (5 lessons) Paragraph to Show not Tell - improve card
	Engaging writing	AO5 skills, show not tell	
Week 4	Technical accuracy	AO6 skills, comma splice	
	Assignment preparation	Consolidation of AO5 and AO6 skills	
	Monologue Assignment		<u>Assignment</u> : narrative monologue
Week 5	Dramatic readings of monologues	Speaking and listening skills	
	Act 1 Scenes 3, 4	Context – witchcraft	PowerPoint – 6 Act 1 Scene 3 – Witches - Act 1 Scene 4
	Act 1 Scene 5	Characterisation Soliloquy	PowerPoint – 7 Act 1 Scene 5 Lady Macbeth (2 lessons) Lady Macbeth analysis paragraph – Spot the Difference Lady Macbeth Soliloquy <i>Assignment opportunity</i>
Week 6	Act 1 Scene 5 PETER	Context – supernatural, gender, patriarchal society	
	Act 2 Scene 6, 7	Context – monarchy, Divine Right of Kings, gender Dramatic irony Prose, blank verse, iambic pentameter	PowerPoint – 8 Act 1 Scene 6/7
	Act 2 Scene 1	Soliloquy Natural imagery	PowerPoint – 9 Act 2 Scene 1 Macbeth's soliloquy

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Week 7	Tracking Macbeth	Characterisation – tragic heroism, Macbeth's hubris, fatal flaw	Ongoing project – PowerPoint – Tracking Macbeth <i>If suitable this task could be modified to build a collective classroom display.</i>
	Act 2 Scene 2	Characterisation – gender Context - patriarchal society	PowerPoint – 10 Comparing Characters A2S2
	Act 2 Scenes 3, 4	Metaphor and symbolism Non-fiction newspaper skills Tabloid, broadsheet, bias	PowerPoint – 11 Act 2 Scenes 3 and 4 <i>Creating a newspaper report; half-term homework project</i>
Term 2			
Week 1	Act 3 Scene 1, 2, 3		PowerPoint – 12 Act 3 Scene 1,3
	Act 3 Scene 4, 5, 6	Context – the supernatural, Divine Right of Kings Stagecraft Characterisation	PowerPoint – 13 Act 3 Scene 4-5-6 (2 lessons)
Week 2	Act 4 Scene 1	Context – the supernatural, James I	PowerPoint – 14 Act 4 Scene 1
	Essay preparation	PETER paragraph skills	PowerPoint – 15 Essay Preparation Assessment Question
Week 3	Essay preparation		<u>Assignment:</u> <i>Explore how far Shakespeare presents Macbeth as a guilty character.</i>
	Essay completion		
Week 3	Act 4 Scenes 2, 3	Comprehension Characterisation	PowerPoint – 16 Act 4 Scenes 2, 3 Act 4 work (only print pages 4 – 5)
	Creative session	Creative writing skills	PowerPoint – 17 Creative Lesson
Week 4	Horrible Haikus	Poetic devices: iambic pentameter, meter, rhyme, sonnet, couplet, blank verse, prose	PowerPoint – 18 Horrible Haikus Haiku examples
	Act 5 Scenes 1-2 Lady Macbeth's Letter	Lady Macbeth's characterisation Creative writing AO5 AO6	PowerPoint – 19 Act 5 (6 lessons)
	Act 5 Scene 3	Macbeth's characterisation	

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	Act 5 Scene 4	'Brief candle' passage analysed	
	Act 5 Scene 5	Characterisation – Macbeth's hubris, fatal flaw	
Week 6	Act 5 Scenes 6-7	Monologue Creative writing AO5 AO6	
	Act 5 Scene 8-9	Plot and characterisation Dramatic irony	
	Recap and Revision	Recall – plot, characterisation Tableau	
Week 7	Present group Act presentations		
			Buffer for extended reading/completion of tasks