Scheme of Work 2020-2021
Subject: English

Year Group: 9
Specification: Murderous Macbeth
Express/Mainstream:

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	**Objective Summarise explicit ideas** **Introduction to Shakespeare – The Globe special effects Context Women in Shakespeare's time** **Active Learning**	1. Take down Title: Introduction to Shakespeare 2. Complete Do Now Task – first slide1-3 4 silent settler questions based on current + prior learning Group work: Carousel learning on Globe and the role of women. Use the resources from the RSC/Globe Theatre	What can you remember from your previous work on Shakespeare? What methods of lighting were there in this time? Should women and girls be educated? Should women have their own property?			C3, Sp9, Building cross-curricular links with History links Roles of women SP2 Active Learning R1 and R
2	**Objective Summarise explicit ideas**	1 Title: Social Context of Macbeth Witches 2. Silent Settler Questions linking to prior learning. Main Task: Group work Carousel learning continuation.	What do we mean by evil? What punishments were used in this time period? What do you already know about the gunpowder plot		Create a poster or a leaflet giving information about how to recognise	R1 and R2 R3 Spiritual Historical Links C3, Sp9, Building

	Crime and punishment Beheadings James 1 and the Gunpowder Plot Divine Right of Kings Good v Evil Witches Map of Scotland **Active Learning**	Feedback			the signs of witchcraft	cross-curricular links with History SP2 Active Learning
3	Objective: Consider the Audience, purpose, context, conventions of this scene Act 1. Scene 1. Witches Annotate	**Title: Act 1 scene 1** **Main tasks:** Ask three students to be characters and read the scene. Watch different versions. Answer questions about the scene RAG boxes or other AFL to check for understanding	Why does Shakespeare start the play with this scene?			R3 C3, Sp9, Building cross-curricular links with History – witches
4	**Objective: Identify + interpret implicit information and ideas**	**Title: Act 1 scene 2 The introduction of the character Macbeth.** 4th lesson – recap 15 spellings- add to Vocab book **Main task**	What makes a Hero? How does the captain describe Macbeth? What is the audience's first impression of Macbeth?			R2 and R3 Moral SP1 and SP5 SMSC what do we mean by the word hero?

	Act 1. Scene 2 Consider the Audience, purpose, context, conventions of this scene **Importance of Hero to villain – The tragedy of Macbeth**	Read the scene as a class. Annotate the text pick out words and phrases to show how well respected and admired Macbeth is. How does Shakespeare describe Macbeth and Banquo's actions on the battlefield? What metaphor does Shakespeare show how bloody the battle was? His sword smoked with bloody execution? Metaphor Simile Adjectives				What heroic acts can you think of? SO6 Social mobility emphasis on spelling
5	**Act 1. Scene 2. Analyse how writers use language, structure and form to achieve effects (using subject terminology)** **Irony Trust and Mistrust**	**Title: Act 1 Scene 2. The Thane of Cawdor** **Main task** 1 Read the scene unpick the language and look for techniques. 2 Show pictures of traitor's gate and Tower Hill. 3 Recap how the Gunpowder Plot conspirators were punished. 4 What is the audience's reaction?	**What is a traitor?** **What was the punishment for traitors?**		5	R4 C3, Sp9, Building cross-curricular links with History

6	Act 1. Scene 3. The witches and Macbeth Objective: Analyse how writers use language, structure and form to achieve effects (using subject terminology)	**Title: Act 1. Scene 3.** The Witches and Macbeth **Read the scene as a class.** **What do the witches tell Macbeth?** **Why does he seem to believe them?** **What is Banquo's reaction?** **How are they different?** **Create a character outline for Banquo**	What do you think these words and phrases mean? Fate and Free Will Ambition Protagonist		Write Banquo's diary entry	R1,R2, R3,R4 Social and Moral. What makes a good friend? What does loyalty mean to you?
7	Act 1 Scene 3. Compare Banquo and Macbeth Blue Book Prep Objectives Evaluate texts critically Make connections within texts	Title: Act 1. Scene 3. Task 1. use the Comparison Thinking Frame to draw out the similarities and differences between Macbeth and Banquo Task 2. Used the Sequencing Thinking Frame to plan the response to the task	How are the themes in the play shown through the characters of Macbeth and Banquo? What would the audience think about the two characters?	AO1 A02 A03 A04		R5 and R6 C3, Sp9, Building cross-curricular links with History
8	Blue Book *Objectives:* *Evaluate texts critically*	**15 spellings in vocab book.** How do the characters of Macbeth and Banquo react to the witches? Task 1. Recap Task 2. Write up the response in full.	How do the characters of Macbeth and Banquo react to the witches?	AO1 A02 A03 A04		R5, R6 and R7 SP3 and SP5 SO6 Social mobility

	Make connections within texts				emphasis on spelling
9	Act 1. Scene 4 *Objective: Identify + summarise explicit information and ideas* Duncan Names Malcolm as heir - Macbeth's reaction	Title: Act 1 Scene 4 Macbeth's disappointment. **Read the scene as a class.** Class discussion on ambition and what Macbeth is thinking. What is Macbeth's reaction? Create a character outline for Macbeth inside and out. This is to be added to as we read the play. Ambition Blood Protagonist Tragedy Hubris	What does it mean to be ambitious?		R1,R2, R3 SMSC links to history and assassinations of kings and princes. 2 princes in the tower?
10	Act 1. Scene 5 *Objective: Analyse how writers use language, structure and form to achieve effects (using subject terminology)* *Show understanding of audience,*	Act 1. Scene 5 Introduction to Lady Macbeth **Spelling suggestions:** Murder Preparation Deceive Language Innocent Task 1. Read the scene. Discuss Lady Macbeth's character. What does she think of her husband? Why might audiences be surprised he calls her his "partner" Links to culture and history. What are terms of endearment?	Do you believe that appearances can be deceptive?		R3 and R4 C3, Sp9, Building cross-curricular links with History Attitudes towards women

	purpose + context of writing; show understanding of text type conventions	How would you describe the Macbeth's relationship?			
11	Act 1. Scene 5 *Objective Show understanding of audience, purpose + context of writing; show understanding of text type conventions*	Act 1. Scene 5 Lady Macbeth's Character **Main Task:** Read the scene and create a character outline for Lady Macbeth inside and out. What does she say to Macbeth? This is to be added to as we read the play. Character Manipulative Evil Subversive Duplicitous	Who is the most powerful in this relationship?			R3R3 and R4 C3, Sp9, Building cross-curricular links with History Attitudes towards women
12	Act . Scene 6 *Show understanding of audience, purpose + context of writing; show understanding*	Title Act 1. Scene 6 The arrival of Duncan 15 spellings in vocab book. **Main Task: Read the scene as a class.** **Why does Macbeth change his mind?**	What does the audience know that Duncan does not?			R3 R3 and R4 C3, Sp9, Building cross-curricular links with History

	of text type conventions Dramatic Irony Themes Active Learning	Use drama techniques to show what Lady Macbeth is thinking v what she is saying. Dramatic Irony Betrayal Hostess Flattery Recommend				Attitudes towards women SP2 Active Learning SO6 Social mobility emphasis on spelling
13	Act 1. Scene 7 Objective: *Identify + interpret implicit information and ideas* Active Learning	**Title: Act 1. Scene 7** **Lady Macbeth Persuades Macbeth to Kill Duncan** **Silent Settler Questions Examples:** **Spelling suggestions**: Servants Foreshadow Innocent Influence Adage **FEEDFORWARD** **Main Task.** Read the scene and discuss how people persuade others – think about a time when they persuaded a parent or caregiver to lend them money or meet up with friends etc. **Task:** Who is the strongest character: Macbeth or his wife?	How do people persuade and manipulate others? How do you think the contemporary audience would have reacted to Lady Macbeth? Why is she still a fascinating character?		Use GCSE pod to revise scene 1.	R2 C3, Sp9, Building cross-curricular links with History SP2 Active Learning SP5 Pupils take responsibility for their own learning

		If you feel comfortable for the class to move around then you can have different areas around the class room and they have to justify their ideas.				
14	Prepare for Blue Book *Objective:* *Analyse how writers use language, structure and form to achieve effects (using subject terminology)*	Suggested Spellings: Persuasion Manipulation Soliloquy Alliteration Guilt Task: Watch a clip from the play Task: Prepare a Sequencing Thinking Frame or use a writing frame. How does Lady Macbeth persuade Macbeth to kill King Duncan? How Lady Macbeth respond to Macbeth saying he has had second thoughts- look at the rhetorical questions – what does that suggest about their relationship? What does she accuse him of? Being a coward. What does she tell him she would do? Dashed the brains out of her baby How does she reassure him? Screw your courage to the sticking post. What are her plans for the murder?	Explain why Lady Macbeth want Macbeth to kill King Duncan.	**AO1** **A02** **A03** **A04**		R4, R5 and R6, R7 C3, Sp9, Building cross-curricular links with History

15	Blue Book Objectives: Evaluate texts critically Make connections within texts	Title: How does Lady Macbeth persuade Macbeth to kill King Duncan? Task: Go straight to blue book piece	How does Lady Macbeth persuade Macbeth to kill King Duncan?	**AO1** **A02** **A03** **A04**		R4,R5 and R6 R7 SP5 and SP3
16	Act 2. Scene 1 *Objectives Identify + summarise explicit information and ideas* *Identify + interpret implicit information and ideas*	**Title Act 2. Scene 1 Macbeth and Banquo** 15 Spellings in vocab book **Main Task.** Read the scene as a class – pick out language techniques and ideas of characters. Task: Watch the scene performed on DVD Why is it important that Banquo describes the night? What type of relationship does he have with his son? How do you think Macbeth is feeling? Nervous and anxious What would happen to him if he gets caught? He will be executed. Find evidence in the text to support your points.	How is Macbeth and Banquo's relationship portrayed?			R1,R2 SO6 Social mobility emphasis on spelling

17	Macbeth's soliloquy *Objectives Identify + summarise explicit information and ideas* *Identify + interpret implicit information and ideas*	**Act 2. Macbeth's soliloquy** **Task:** **Read the scene as a class – pick out language techniques and ideas of characters.** **Task:** **Watch the scene performed on DVD**	What does this soliloquy tell us about Macbeth's state of mind? How is the theme of appearance v reality shown in this scene?			R1 and R2 SO6 Social mobility key mastery skills
18	Act 2. Scene 2 Macbeth's reaction *Analyse how writers use language, structure and form to achieve effects (using subject terminology)*	**Title Act 2. Scene 2** **Macbeth Reaction to killing the King** Task: Read the text and answer comprehension questions. What noises did Macbeth think he heard? How does he describe his hands? What is he scared to look at again?	How is the theme of supernatural shown in this scene?			R1, R2, R3 R4 main focus
19	Act 2. Scene 2. Lady Macbeth's Reaction *Analyse how writers use language, structure and form to achieve*	**Title Act 2. Scene 2.** **Lady Macbeth's** **Reaction** **Read the scene as a class.** **Who has taken charge in this scene?** **What is your impression of Lady Macbeth at this part of the play?**	How is the theme of blood shown in this scene? What references can you find to blood?			R4

	effects (using subject terminology)	**How would the audience react to her?**			
20	Act 2. Scene 3 *Identify + interpret implicit information and ideas* *Show understanding of audience, purpose + context of writing; show understanding of text type conventions*	Act 2. Scene 3 The porter for comic relief **15 Spellings in vocab book** **FEEDFORWARD** **Read the scene as a class.** **Why does Shakespeare include the description of the night's weather and strange happenings?** **What would be the response of the contemporary audience?**	Why does the Porter pretend to be the gate keeper to hell?		R2 and R3 SP5 Pupils take responsibility for their own learning
21	*Identify + interpret implicit information and ideas* *Analyse how writers use language, structure and form to achieve effects (using subject terminology)*	**Act 2. Scene 3 Macbeth kills the guards** **Task read the scene: Watch it in performance** **Discuss and Answer questions.** **What does Macbeth do to the guards?** **Why?** **Why do Donalblain and Malcolm run away?**	What themes run through this scene?		R2 and R4 SP1 – All pupils have a voice that is heard.

22	Act 2. Scene 4 Blue book Preparation Active Learning	**Rosse, Macduff and The Old Man discuss events.** **Task:** Create a T.V news report or press conference about the murder. Watch an example of a Downing Street led conference or a Crime Watch example. Interview eye witness. Devise questions you want to ask.	Why has Shakespeare included this scene? What symbolism is used in this scene? Who does the old man think has thriftless ambition? What is the audience's reaction?		Write a news report on the Kings death.	SP2 Active Learning
23	Blue Book *Objectives:* *Evaluate texts critically* *Make connections within texts*	**How does Shakespeare present the theme of ambition in the first two acts of Macbeth?** **Silent Settler Questions Examples:** **What does Macbeth ask of Banquo? For support if he becomes king** **What does Banquo think is more important: a clear conscience or ambition? A clear conscience**	What is ambition? Who is ambitious in the plays	**AO1** **A02** **A03** **A04**		R5 and R6 R7
24	Objectives: *Identify + interpret implicit information and ideas* *Analyse how writers use*	**Act 3 Scene 1** **Banquo + Macbeth's friendship breaking down** **15 Spellings in vocab book** Task: Read the scene as a class. Hot seat the characters	Why do the two characters now distrust each other? What techniques does Macbeth use to convince the assassins to murder Banquo and his son?			R2 and R4 SP2 Active Learning

	language, structure and form to achieve effects (using subject terminology) *Active Learning*	Class to write their own questions to ask and then choose students to hot seat.				
25	*Analyse how writers use language, structure and form to achieve effects (using subject terminology) Show understanding of audience, purpose + context of writing; show understanding of text type conventions*	**Act .3 Scene 2** **Macbeth + Lady Macbeth growing apart** Task: Read the scenes as a class. Watch the scene in performance Analyse the language How have their roles reversed? What has happened to Macbeth?	What do you think the audience's reaction would have been?			R2, R3and R4 SP3
26	Objective Identify + interpret implicit information and ideas	**Act 3. Scene 3** **The murder of Banquo** Task: Read the scenes as a class. Read Act 3. Scene 4 up to "Exit the first murderer" Analyse the language Shakespeare uses	What themes run through this scene?			R1 and R2 SP2 Active Learning

		What is Macbeth's reaction to the murder of Banquo?				
27	Objective *Identify + interpret implicit information and ideas* Active Learning	**Act 3 Scene 4** **The Banquet Scene** **FEEDFORWARD** **Task: Read the scenes as a class** **Discuss and answer questions on the text How does Macbeth behave in this scene?** **What are the themes in this scene?** **Who is missing at the end of this scene?**	How does the theme of the supernatural run through this scene?		Revise for AP exams. SP5	R1 and R2 SP2 Active Learning SP3 SP5 Pupils take responsibility for their own learning
28	*Objective: Show understanding of audience, purpose + context of writing; show understanding of text type conventions* Active Learning	**Title: Act 4. scene 1** **What the witches tell Macbeth** **15 Spellings in vocab book** **Task: Read and act out the scene. How is their speech structured?** **What do the witches put in their cauldron? What prophecies are made about Macbeth?**	How are the witches introduced in this scene?			R1 and R2 Sp2 Active learning

29	*Objective: Make connections within texts*	**Title: Act 4 Scene 2** **The Murder of the Macduffs** **Task:** Read the scene as a class. Discuss and answer the questions. Compare the characters of Lady Macbeth and Lady Macduff How is Lady Macduff different to Lady Macbeth? What do we learn about Macduff in this scene?	Why does Macbeth go after Macduff's family?			R2 and R6 SO2
30	*Objective:* *Make connections within texts*	**Title:** **Act 4 Scene 3** **News from Scotland** Read the scene as a class. Answer questions. How will this provoke Macduff? How does this affect him? Why might this relate to the prophecies?	What news does Macduff receive?	**AP Assessment Language Paper**		R1, R2 R6 SP6
31	*Make connections within texts* *Show understanding of audience, purpose + context of writing; show*	**Title: Act 5 Scene 1** **Lady Macbeth sleepwalks.** **Task: Read the scene** **Discussion** What is happening? Why? How does this link to earlier parts of the play?	Why is she sleepwalking? How are her words ironic? Why is this a warning to the audience?	**AP assessment Literature AO1-4**	Write up the Doctor's notes about what he has seen.	R1, R2, R3 and R6 SP1 – All pupils have a voice that is heard.

	understanding of text type conventions				
32	Objective: *Make connections within texts*	**Act 5 Scene 2** **The English Army approaches** **15 Spellings in vocab book** **Read the scene** What are the plans for the attack? How does this relate to the prophecies?	Make a prediction about the text.		R1 R2 and R4 SP1 – All pupils have a voice that is heard.
33	*Objectives:* *Evaluate texts critically* *Make connections within texts* Active Learning	**Title: Act 5.** **Scene 5 Macbeth's reaction to the death of Lady Macbeth** **Task:** **Read the scene and answer the questions.** **Hot seat Macbeth's thoughts and feelings. How does Macbeth receive the news of his wife's death?** **How can we interpret this in different ways?** **What is his view of life and what he has achieved?**	Why is the play "Macbeth" a tragedy?		R1, R2 R4 and R5 So2, C3, Sp1 SMSC – Students are encouraged to consider who is responsible when a tragedy occurs. SP2 Active Learning

34	Film and catch up. Consolidate learning.	**Suggested Spellings:** **Silent Settler Questions Examples:**				