

**Scheme of Work 2020 - 2021**  
**Subject: English Literature**  
**Unit: Shakespeare - Macbeth**

**Year Group: 10**

**Specification: AQA English Literature**

**This scheme of work is intended to prepare students for the Shakespeare unit of the GCSE Literature exam by:**

- Reading, understanding and responding to text
- Be able to analyse language, form and structure
- Show understanding of the relationships between texts and the contexts in which they were written
- Writing in a mature and academic style
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

| Lesson No | Topic & Objectives       | Big Question – What will students learn?                             | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)  | Planned Assessment                                    | Homework or flipped learning resources<br><br>DODDLE resources | Lit Num SMSC Codes                 |
|-----------|--------------------------|--|--|---|--|------------------------------------|
| 1         | <b>Review of Macbeth</b> | Overview of aspects of the time play written – Understanding context | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Identify characters in Macbeth task</li> <li>• Create timeline of plot – reordering phrases</li> <li>• Discussion tragedy genre</li> <li>• Create table main themes in text and how they are explored</li> <li>• Discussion Divine Right of Kings + Role of women</li> <li>• Exam requirements discussion</li> <li>• Plenary – List aspects of Macbeth that students already feel confident about</li> </ul> | <p>Questioning</p> <p>Understanding plotline task</p> | <p>GCSE POD</p> <p>DODDLE</p> <p>Out of hours Booklets</p>     | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 2         | <b>Moral dilemmas</b>    | To identify what it means to have morals/be moral                    | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Questions - What does it mean to be moral?</li> </ul> <p>1. How do we get a sense of morality?</p>   | Targeted questioning                                  | <p>GCSE POD</p> <p>DODDLE</p>                                  | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |

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|   |  |   | <ol style="list-style-type: none"> <li>2. Are we born with it?</li> <li>3. Do we learn it?</li> <li>4. Does it shift/change? <ul style="list-style-type: none"> <li>• Born or bred – watch clip and students decide if evil is learned or innate</li> <li>• Making difficult decisions – watch Sophie’s choice clip<br/><a href="https://www.youtube.com/watch?v=DZ9bht5H2p4">https://www.youtube.com/watch?v=DZ9bht5H2p4</a></li> <li>• Create table – reasons for agreeing with decision reasons for disagreeing</li> <li>• Give out moral dilemma situations and share ideas in pairs</li> <li>• Students choose one to write up their views and expressing thoughts</li> <li>• Plenary – key questions</li> </ul> </li> </ol> | <p>Discussion</p> <p>Write up</p>   | <p>Out of hours Booklets</p>                               |   |
| 3 | <p>Language lesson</p> <p>P2 Q5 - Morals</p> | <p>To understand how to develop a speech and use of language devices in own writing</p> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Give Question ‘It is better to be poor and happy than become wealthy through criminality’</li> <li>• Discuss morals surrounding question</li> <li>• Create a lists of virtues + Vices and why they are important – discuss</li> <li>• Key features of speech direct address/tone/humour/anecdotes/using methods</li> <li>• Create table for + against points</li> <li>• Create topic sentences for each point</li> <li>• Write introduction to prepare for blue book</li> </ul>   | <p>Targeted questioning</p> <p>Creating topic sentences</p> <p>Discussion</p> | <p>GCSE POD</p> <p>DODDLE</p> <p>Out of hours Booklets</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p>       |
| 4 | <p>Blue Book - Speech</p>                    | <p>Show Understanding of key features of speech writing</p>                             | <ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Question ‘It is better to be poor and happy than become wealthy through criminality’</li> <li>• Highlight language that show POV</li> </ul>   | <p>Write up speech</p>  | <p>GCSE POD</p> <p>DODDLE</p>                              | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9, Sp10</p> |

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| 5  | <b>The world of Macbeth – Digital Theatre Act 1 and exercises</b> | Understand plot & Characters                             | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler</li> <li>• Watch act 1 digital theatre</li> <li>• Activities/language analysis</li> </ul>   | Questioning/discussion   | GCSE POD<br><br>Doddle                             | So7, C1, C3<br>C5, M3,<br>Sp2, Sp5,<br>Sp9  |
| 6  | <b>The world of Macbeth – Digital Theatre Act 2 and exercises</b> | Understand plot & Characters                             | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler</li> <li>• Watch Act 2 digital theatre</li> <li>• Activities/language analysis</li> </ul>   | Questioning/discussion   | GCSE POD<br><br>Doddle                             | So7, C1, C3<br>C5, M3,<br>Sp2, Sp5,<br>Sp9  |
| 7  | <b>The world of Macbeth – Digital Theatre Act 3 and exercises</b> | Understand plot & Characters                             | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler</li> <li>• Watch Act 3 digital theatre</li> <li>• Activities/language analysis</li> </ul>   | Questioning/discussion   | GCSE POD<br><br>DODDLE                             | So7, C1, C3<br>C5, M3,<br>Sp2, Sp5,<br>Sp9  |
| 8  | <b>The world of Macbeth – Digital Theatre Act 4 and exercises</b> | Understand plot & Characters                             | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler</li> <li>• Watch Act 4 digital theatre</li> <li>• Activities/language analysis</li> </ul>   | Questioning/discussion   | GCSE POD<br><br>Doddle                             | So7, C1, C3<br>C5, M3,<br>Sp2, Sp5,<br>Sp9  |
| 9  | <b>The world of Macbeth – Digital Theatre Act 5 and exercises</b> | Understand plot & Characters                             | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler</li> <li>• Watch Act 5 digital theatre</li> <li>• Activities/language analysis</li> </ul>   | Questioning/discussion   | GCSE POD<br><br>Doddle                             | So7, C1, C3<br>C5, M3,<br>Sp2, Sp5,<br>Sp9  |
| 10 | <b>Macbeth Act 1 Scenes 1-3 Language</b>                          | -Identify role of witches<br>-Analyse Macbeth's reaction | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Prior knowledge task</li> <li>• Discussion tragedy genre – watch <a href="https://www.youtube.com/watch?v=X0o8wQfVEhs">https://www.youtube.com/watch?v=X0o8wQfVEhs</a></li> <li>• Watch beginning of Globe Macbeth – answer 1. What music is used on opening shots – why? 2. What could the drums on stage at beginning represent?</li> <li>• Write down scene 1 summary</li> <li>• Watch 2.47 – 3.30</li> <li>• Read through scene</li> </ul> | Targeted questions<br><br>Discussion – language<br><br>Making links to context | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3,<br>C5, M2,<br>Sp3, Sp5,<br>Sp9 |

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|    |  |  | <ul style="list-style-type: none"> <li>• Discuss language – pathetic fallacy + language of the witches</li> <li>• Discussion of structure – 1. Why start with the witches -what feeling does this create?</li> <li>• Link to context 1. How would this have interested the audience – and James I – by doing this?</li> <li>• Act 1 Scene 2 Summary – write down</li> <li>• Watch – 3.30 – 6.27</li> <li>• Reading of scene – language analysis – students underline/highlight all words that show Macbeth as violent -discuss</li> <li>• Act 1 Scene 3 – write down – create thinking frame of connotations of witches</li> <li>• Watch – 6.26 – 14.29</li> <li>• Reading scene language analysis – how do we feel towards the witches?</li> <li>• Discuss features of their language</li> <li>• Model a written paragraph</li> <li>• Students chose a method used and explain why it has been used</li> <li>• Plenary – cloze exercise using key quotes</li> </ul> |  |  |   |
| 11 | <b>Macbeth</b><br><b>Act 1</b><br><b>Scenes 4-5</b><br><b>Language</b> | <b>-Identify Lady Macbeth’s character</b><br><b>-Analyse her reaction to the predictions</b> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Quiz – Act 1 Scene 2</li> <li>• Discussion fixed/growth mindset – watch <a href="https://www.youtube.com/watch?v=1kzcgO9IfPs">https://www.youtube.com/watch?v=1kzcgO9IfPs</a></li> <li>• Create table showing mind-set of Macbeths</li> <li>• Act 1 Scene 4 Summary write down</li> <li>• Watch – 14.30 – 17.44</li> <li>• Analyse language and methods within the scene</li> </ul>  | Targeted questioning<br><br>Quiz<br><br>Discussion<br><br>Thinking frame | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3,<br>C5, M2,<br>Sp3, Sp5,<br>Sp9 |

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|    |  |  | <ul style="list-style-type: none"> <li>Analyse Macbeth's character – by exploring his aside and different reaction to the prophecies</li> <li>Read scene – pick adjectives that show Duncan's praise for Macbeth</li> <li>Act 1 Scene 5 Summary – write down</li> <li>Watch this scene – 17.44 – 22.29 – questioning</li> <li>Students think about what type of woman would marry a man like Macbeth – create thinking frame impressions of Lady Macbeth and compare to our understanding of Macbeth</li> <li>Plenary – students consider who is the most dangerous of the Macbeth's</li> </ul>  |  |  |                                    |
| 12 | <b>Macbeth</b><br><b>Act 1</b><br><b>Scenes 6-7</b><br><b>Language</b> | – identify how women expected to act<br>– Evaluate how Lady Macbeth is portrayed differently | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Watch clip – role of mothers - <a href="https://www.youtube.com/watch?v=CT2ExaFHACM">https://www.youtube.com/watch?v=CT2ExaFHACM</a></li> <li>Act 1 Scene 6 Summary write down</li> <li>Watch – 22.29 – 24. 30</li> <li>Dramatic irony: Display the opening ten lines of the scene on the whiteboard and ask students to consider the following questions:</li> <li>How does this quotation link with Lady Macbeth's previous advice: 'look like th'innocent flower, / But be the serpent under't'?</li> <li>Why is this conversation full of dramatic irony? Find examples.</li> <li>Analyse Duncan – his good nature – find where he compliments Lady Macbeth/compare to adjectives used for Macbeth previously</li> </ul> | Targeted questions<br><br>Discussion<br><br>Language analysis<br><br>Mini write up | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |

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|    |  |  | <ul style="list-style-type: none"> <li>Analyse Lady Macbeth and her deceitful manner – how dangerous is Lady Macbeth</li> <li>Act 1 Scene 7 Summary write down</li> <li>Watch this scene – 24.30 - 29.42</li> <li>Questioning</li> <li>Analyse both of Macbeth’s speeches – looking at language and methods</li> <li>Analyse Lady Macbeth and identify key persuasive quotes</li> <li>Write up one quote – explaining why it is effective</li> <li>Plenary highlight where context has been used</li> </ul> |   |  |                                    |
| 13 | <b>Macbeth Extract Walk through Extracts 7&amp;8</b> | <b>To understand the requirements of exam</b><br><br><b>Identify links between extracts and wider text</b> | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Explanation of exam requirement and how question</li> <li>Look at exam style question</li> <li>Read scene – extract 7 – analyse language</li> <li>Write up a quote from extract 7</li> <li>Read scene – extract 8 – analyse Lady Macbeth</li> <li>Write up quote extract 8</li> </ul>   | Questioning<br><br>Discussion<br><br>Identifying key language + link to methods | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 14 | <b>Macbeth – Blue Book</b><br><br><b>Extract 8</b>   | <b>Write up</b>  | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Discuss key quotes/ideas/context/methods</li> <li>Students write up blue book</li> <li>Highlight where they have used a writers method</li> </ul>   | <b>Blue book write up</b>   | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 15 | <b>Supernatural Descriptive writing</b>              | Show understanding of key features of description  | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Thinking frame – how is the supernatural shown in Macbeth so far?</li> <li>Read extract on ghosts/supernatural – students pick out language to convey the supernatural</li> </ul>   | Questioning<br><br>Write up<br><br>Discussion                                   | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |

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|    |  |  | <ul style="list-style-type: none"><li>• Discuss quotes and methods used</li><li>• Students create a table showing the effects of word choices – what does the writer want the reader to feel?</li><li>• Choose 3 quotes and write up using quote/method/effect</li></ul>  |   |  |                                    |
| 16 | <b>Supernatural</b><br><b>Descriptive writing</b>  | <b>Apply key features of description to own writing</b>                | <ul style="list-style-type: none"><li>• Key Vocab</li><li>• Make list of what would be considered supernatural</li><li>• Show image – discuss how to tackle descriptive writing</li><li>• Watch clip</li><li>• <a href="https://www.youtube.com/watch?v=hAUTdJf9rko">https://www.youtube.com/watch?v=hAUTdJf9rko</a></li><li>• List emotions felt</li><li>• Students pick out 4 details from the image</li><li>• Give a model paragraph of descriptive writing</li><li>• Students write a mini descriptive piece<ol style="list-style-type: none"><li>1. Introduction – Whole picture</li><li>2. Zoom in – focus on four</li><li>3. Conclusion – Zoom out</li></ol></li><li>• Plenary – students highlight most effect language used.</li></ul> | <b>Questioning</b><br><br><br><br><b>Write up</b><br><br><br><b>Self-assessment</b> | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 17 | <b>Macbeth</b><br><b>Act 2</b><br><b>Scene 1-2</b> | -identify Macbeth and Lady Macbeth's reactions to the murder of Duncan | <ul style="list-style-type: none"><li>• Key Vocab</li><li>• Discuss the effects of the weather on our mood – rate how much we are affected by it</li><li>• Why murder Duncan? Discussion</li><li>• Act 2 Scene 1 – Summary</li><li>• Watch this 29.42 – 35.31</li><li>• Read scene - Macbeth and Banquo: consider questions<ol style="list-style-type: none"><li>1. What do you think the relationship between Banquo and his son is like?</li><li>2. 'There's husbandry in heaven / Their candles are all out': What is the effect of the darkness on the mood in this scene?</li></ol></li></ul>  | <b>Questioning</b><br><br><b>Discussion</b><br><br><b>Cloze exercise</b>            | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |

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|    |                                |   | <ol style="list-style-type: none"> <li>3. How does Banquo feel about his encounter with the witches and why is he having to resist temptation? How does Macbeth feel about their encounter?</li> <li>4. How does Banquo's behaviour change when Macbeth arrives?</li> <li>5. What lies does Macbeth tell his friend?</li> </ol> <ul style="list-style-type: none"> <li>• Act 2 Scene 2 Summary</li> <li>• Watch – 35.31 – 39.22</li> <li>• What is Lady Macbeth's mood – find evidence to support this</li> <li>• Students consider why the murder is off stage – come up with reasons</li> <li>• Compare Macbeth's and Lady Macbeth's contrasting reactions to the murder – analyse language used and create a table showing different emotions</li> <li>• Plenary - Complete important quotes as cloze exercise</li> </ul> |   |   |   |
| 18 | <b>Macbeth Act 2 Scene 3-4</b> | -Analyse the contrasting reactions to the death of Duncan | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Duncan – create table about what we KNOW/FEEL about Duncan so far</li> <li>• Act 2 Scene 3 Summary</li> <li>• Porter - 39.22 – 41.48 – students discuss why they think this scene has been included.</li> <li>• Analyse the exchange with Macduff &amp; Lennox – link to weather</li> <li>• End of scene 45.05 – 50.14</li> <li>• Analyse Macduff's reaction to the murder &amp; his reaction towards Lady Macbeth</li> <li>• Contrast Macbeth's reaction</li> <li>• Act 2 Scene 4 Summary</li> <li>• Watch 50.14 – 52.04</li> <li>• Read through this Scene</li> <li>• What strange events are mentioned?</li> <li>• What does this remind us?</li> </ul>   | <p>Targeted questions</p> <p>Discussion</p> <p>Linking to context</p> | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p> |



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|    |  |   | <ul style="list-style-type: none"> <li>• Why are Duncan's sons suspected of murder?</li> <li>• How can the unnatural events link to the Divine Right of Kings?</li> <li>• Make a list of all unnatural events that have happened since Duncan's murder</li> <li>• Plenary – Recap on language levels</li> </ul>   |   |   |   |
| 19 | <b>Macbeth</b><br><b>Act 3</b><br><b>Scene 1-2</b> | Analyse Macbeth and Lady Macbeth's growing insecurities | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• The role of men: Discuss – as we go through scene students to consider Macbeth in this light</li> <li>• Act 3 Scene 1 Summary</li> <li>• Watch 52.04 – 1 hr 42</li> <li>• Read scene – create table<br/>Macbeth/Banquo and answer questions</li> <li>1. Banquo is invited to a special supper tonight. Do you think he will get there? If not, why not?</li> <li>2. Why is Macbeth so keen to know if Fleance will be with Banquo, who has to ride out on an errand?</li> <li>3. How does Macbeth continue to make himself look innocent of the murder?</li> <li>4. You can tell a person by the company they keep. Who is Macbeth friendly with now instead of Banquo? What does this show about him?</li> <li>5. How does Macbeth make these men want to kill Banquo?</li> <li>6. What is the plan?</li> <li>• Analyse Macbeth's speech + Macbeth with the murderers</li> <li>• Pose question - <b>What is a man?</b></li> <li>• Act 3 Scene 2 Summary</li> <li>• Watch 1 hr 42 – 1 hr 6. 37</li> <li>• Analyse Lady Macbeth's + Macbeth's language</li> <li>• How do they link further to the witches?</li> <li>• Plenary - Why do you think Macbeth has not told his wife about his plans?</li> </ul> | <p><b>Questioning</b></p> <p><b>Language analysis</b></p> | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p> |

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|    |                                     |  | <ul style="list-style-type: none"> <li>How could this show both positives and negatives in his character?</li> </ul>  |   |  |                                    |
| 20 | <b>Macbeth Act 3 Scene 3-4</b>      | Analyse the death of Banquo and the Banquet scene<br><br>How do we see the unravelling of Macbeth and Lady Macbeth | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Act 3 Scene 3 summary</li> <li>Watch 1 hr 6.37 – 8.06</li> <li>Contrast between light/dark imagery</li> <li>Act 3 Scene 4 Summary</li> <li>Watch 1 hr 8.06 – 18.39</li> <li>Compare productions of the banquet scene – students decide which scene is more effective and why – write up explanatory paragraph</li> <li>Analyse Macbeth’s language</li> <li>Lady Macbeth’s changing role – discuss</li> <li>Plenary – Final plans between the couple</li> </ul>  | <b>Questioning</b><br><br><b>Discussion</b><br><br><b>Language analysis</b> | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 21 | <b>Macbeth Act 3 Scene 5-6</b>      | How are the witches shown?   | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Words associated with The Witches</li> <li>Act 3 Scene 5 Summary</li> <li>Act 3 Scene 6 Summary</li> <li>Watch 1 hr 21. 23</li> <li>What is the plot against Macbeth and who mistrusts him? Students to explain, using examples of language which show Macbeth is no longer trusted, e.g. ‘tyrant’, ‘accursed’ etc.</li> <li>Analyse Lennox and how he changes – microcosm for changing public opinion</li> <li>Students go back to extracts 1+2 and create a table showing courage /treachery</li> <li>Plenary – list examples loyalty/disloyalty</li> </ul> | Questioning<br><br>Comparative table  | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 22 | <b>Macbeth Blue book Extract 18</b> |  | <ul style="list-style-type: none"> <li>Key Vocab</li> <li>Read extract/make links to wider text</li> <li>Discuss key quotes/ideas/context/methods</li> </ul>  | <b>Blue Book write up</b>   | GCSE POD<br><br>Doddle                             | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |

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|    |                              |  | <ul style="list-style-type: none"> <li>• Students write up blue book</li> <li>• Highlight where they have used a writers method</li> </ul>   |  | Out of Hours Booklet                                      |                                    |
| 23 | <b>Macbeth Act 4 Scene 1</b> | -The next meeting of the witches + outcome from this | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Recap last lesson</li> <li>• Act 4 Scene 1 Summary</li> <li>• Recap on The witches + language they use</li> <li>• The prophecies- students consider each of the prophecies and Macbeth's response to them</li> <li>• Create a table showing Macbeth's contrasting behaviour to all the killings</li> <li>• Plenary – discussion sociopath/psychopath</li> </ul>  | <p>Questioning</p> <p>Table showing contrasts</p> <p>Discussion</p>    | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 24 | <b>Macbeth Act 4 Scene 2</b> | <b>Murdering of Macduffs</b>                         | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Contrasting roles of women activity</li> <li>• Watch 1 hr 31.14 – 36.12</li> <li>• Analyse Lady Macduff – her view of husband + relationship with son</li> <li>• Answer questions –</li> </ul> <ol style="list-style-type: none"> <li>1. Why is Lady Macduff angry with her husband? Is she right to be?</li> <li>2. Why is Ross there? And why is he in such a hurry to leave? Does he know for sure she is in danger?</li> <li>3. Why is Macduff's son introduced here as a new character?</li> <li>4. What sort of relationship does Lady Macduff have with her husband and son?</li> <li>5. Would you say Lady Macduff is an obedient wife, as women were supposed to be then?</li> <li>6. Think about the theme of babies and children in the play. Why would Shakespeare show us a promising young boy at this stage?</li> </ol> | <p>Questioning</p> <p>Discussion</p> <p>Write up showing contrasts</p> | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |

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|    |   |  | <p>7. Why might this part of the scene be in prose, not poetry?</p> <p>8. Why does Lady Macduff refuse to go when the messenger warns her?</p> <ul style="list-style-type: none"> <li>• Create table showing contrasts between Lady Macbeth + Lady Macduff</li> <li>• Write a paragraph showing the contrasts</li> <li>• Plenary - Rating the killings: choosing the one they think is the worst crime: killing Duncan, killing Banquo and trying to kill Fleance or killing Macduff's family. Ask students why they have chosen the one that they have.</li> </ul>   |                                      |   |   |
| 25 | <p><b>Macbeth</b><br/><b>Act 4</b><br/><b>Scene 3</b></p> | <p><b>-The test of loyalty between Macduff and Malcolm</b></p> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• What is a tyrant? Is Macbeth a Tyrant? Students compare Macbeth with historical tyrants considering how he fits</li> <li>• Analysis of Macduff's character so far</li> <li>• Act 4 Scene 3 Part 1 summary</li> <li>• Watch 1 hr 36.41 – 46.08</li> <li>• What insight has Malcolm about Macbeth?</li> <li>• What flaws does he say he has which would make him a bad ruler?</li> <li>• Why is Macduff so angry?</li> <li>• What shows us that Malcolm will be a good King – how has he learned a lesson from his father's death?</li> <li>• Analyse Malcolm + Macduff</li> <li>• Act 4 Scene 3 Summary part 2</li> <li>• Watch 1 hr 46.08 – 51.33 – answer key questions</li> <li>• Examine Macduff's reaction to the murders</li> <li>• Why does Macduff support Malcolm? Share ideas</li> </ul> | <p>Questioning</p> <p>Discussion</p> | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p> |

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| 26 | <b>Macbeth</b><br><b>Act 5</b><br><b>Scene 1</b>   | <b>-The downfall of Lady Macbeth</b> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• The Macbeths: students to consider whether the Macbeths have grown apart. They should work in pairs to answer the questions between them.</li> </ul> <ol style="list-style-type: none"> <li>1. why he didn't tell her he was having Banquo killed</li> <li>2. why he had her friend Lady Macduff and her children killed</li> <li>3. why he is avoiding her</li> <li>4. why she encouraged him to kill Duncan in the first place</li> <li>5. Why they have no children.</li> </ol> <ul style="list-style-type: none"> <li>• Analysis of Lady Macbeth so far – using key quotes</li> <li>• Sleepwalking activity focusing on what haunts Lady Macbeth</li> <li>• Act 5 Scene 1 Summary</li> <li>• Watch 1 hr 51. 33 – 55.30</li> <li>• Analyse language and methods from the scene</li> <li>• Plenary – discuss structure + listen to GCSE POD Lady Macbeth</li> </ul> | <p>Questioning</p> <p>Analysis language methods</p> | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p> |
| 27 | <b>Macbeth</b><br><b>Act 5</b><br><b>Scene 2-4</b> | <b>- The final battle approaches</b> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Quiz –</li> </ul> <ol style="list-style-type: none"> <li>1. What information have the Witches provided so far to Macbeth?</li> <li>2. How has Macbeth reacted to these predictions?</li> <li>3. What adjectives were used to describe Macbeth at the beginning of the play?</li> <li>4. Where did we see opinions on Macbeth start to change?</li> </ol> <ul style="list-style-type: none"> <li>• Act 5 Scene 2 Summary</li> <li>• Watch 1 hr 55. 33 – 56 - discuss</li> <li>• Act 5 Scene 3 Summary</li> <li>• 1 hr 56.12 – 2 hr 36sec – discuss language + Macbeth's loss of control</li> </ul>   | <p>Quiz</p> <p>Questioning</p> <p>Discussion</p>    | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p> |

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|    |  |                                | <ul style="list-style-type: none"> <li>• Act 5 scene 4 summary</li> <li>• Watch 2 hr 36 – 2 hr 1.13 – discuss what has been left out of production</li> <li>• Malcolm’s approach – questions to discuss</li> <li>• Plenary – context Divine Right of Kings</li> </ul>   |   |  |   |
| 28 | <b>Macbeth</b><br><b>Act 5</b><br><b>Scene 5-6</b> | <b>-The end is approaching</b> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Quiz – Language analysis</li> <li>• Act 5 Scene 5 Summary</li> <li>• Complete table on contrasting reactions to death/murder</li> <li>• Watch 2 hr 1.13 – 2 hr 5.18 – discuss Macbeth’s reaction to Lady Macbeth’s death</li> <li>• Read the scene and discuss the following questions: <ol style="list-style-type: none"> <li>1. Do you think Macbeth seems confident or is he putting on a brave face in his opening speech?</li> <li>2. Macbeth says he has forgotten what it is to be afraid because he has seen so many horrors. Do you think he has regrets?</li> <li>3. How does Lady Macbeth die? Do you think it was an accident or suicide?</li> <li>4. Macbeth is angry with the servant who tells him about Birnam Wood.</li> <li>5. Do you think the servant will leave Macbeth or stay?</li> </ol> </li> <li>• Act 5 Scene 6 summary</li> <li>• Watch 2 hr 5.8 – 2 hr 5.55</li> <li>• Plenary - discuss language and how Macbeth now feels</li> </ul> | Quiz<br><br>Contrasting table<br><br>Discussion | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3,<br>C5, M2,<br>Sp3, Sp5,<br>Sp9 |

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| 29 | <b>Macbeth</b><br><b>Act 5</b><br><b>Scene 7-9</b> | <b>-The battle which brings about the end</b> | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Act 5 Scene 7 Summary</li> <li>• Watch 2 hr 5.55 – 2 hr 7.55</li> </ul> <ol style="list-style-type: none"> <li>1. Macbeth kills young Siward. Which one of them do you think is the most courageous and why?</li> <li>2. Macbeth thinks no one born of woman can harm him. What do you think he is expecting?</li> <li>3. Macduff says he only wants to kill Macbeth, not his servants, who have done him no harm. Do you think he is right to think that way, or should he be more wary of anyone loyal to Macbeth?</li> <li>4. Old Siward and Malcolm follow Macduff into the castle. ‘Gently rendered’ means it was easy to gain access as no one is defending the place. Why do you think this is?</li> </ol> <ul style="list-style-type: none"> <li>• Analyse language Macduff</li> <li>• Act 5 Scene 8 Summary</li> <li>• Watch 2 hr 7.55 – 2 hr 10. 46</li> <li>• Compare Macbeth’s + Macduff’s courage analysing language</li> <li>• Is Macduff a murderer? Discuss</li> <li>• Act 5 Scene 9 Summary</li> <li>• Watch 2 hr 10.46 – end</li> <li>• Students to summarise the events, and then discuss their lasting impressions of Macbeth at the end of the play.</li> <li>• Plenary – Display Malcolm’s last words about Macbeth: ‘this dead butcher and his fiend-like queen’ students to come up with their own epitaphs to go on Macbeth’s and Lady Macbeth’s gravestones, based on their more complete understanding of their characters.</li> </ul> | <p>Targeted questions</p> <p>Class discussion</p> <p>Showing understanding of language</p> | <p>GCSE POD</p> <p>Doddle</p> <p>Out of Hours Booklet</p> | <p>So7, C1, C3, C5, M2, Sp3, Sp5, Sp9</p> |
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| 30 | <b>Review of Macbeth</b>                           | <b>Overview of play</b><br><b>Approaching extracts</b> | <ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Silent settler quiz – plot/characters</li> <li>• Exam plan/layout</li> <li>• Create table of themes – how are they explored in text</li> <li>• Key structural points – students plot timeline</li> <li>• Progress check</li> <li>•</li> </ul>   |   | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet |                                    |
| 31 | <b>Macbeth</b><br><br><b>Revise themes AO2/AO3</b> | <b>Understanding context within Macbeth</b>            | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler Quiz – Themes</li> <li>• Analyse extracts as a class – Choosing quotes and linking to wider play</li> <li>• Divine Right of Kings – extract 43</li> <li>• Role of Women – extract 30</li> <li>• The Supernatural – opening scene + Act 1 scene Act 3 – the witches</li> <li>• Choose and extract and write brief introduction and use quotes x3 to show what we learn</li> <li>• Plenary – Highlight where links have been made to wider text</li> </ul> | Quiz<br><br>Questioning<br><br>Reading<br><br>Making links to wider text – discussion<br><br>Write up | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 32 | <b>Macbeth</b><br><br><b>Revise themes AO2/AO3</b> | <b>Understanding context within Macbeth</b>            | <ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Analyse extracts as a class – choosing quotes and linking to wider text</li> <li>• Ambition – extract 11</li> <li>• The Role of fate – Extract 4</li> <li>• Revenge – extract 38</li> <li>• Betrayal – extract 10</li> <li>• Choose and extract and write brief introduction and use quotes x3 to show what we learn</li> <li>• Plenary – Highlight where links have been made to wider text</li> </ul>   | Questioning<br><br>Reading<br><br>Making links to wider text – discussion<br><br>Write up             | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |



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| 33 | <b>Macbeth</b><br><b>Revise characters</b><br><b>AO2/AO3</b> | <b>Understanding motivations of characters in Macbeth</b> | <ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Analyse extracts as a class – choosing quotes and linking to wider text</li> <li>• Macbeth – extract 42</li> <li>• Lady Macbeth – Extract 13</li> <li>• Lady Macduff - Extract 34 &amp; 35</li> <li>• Banquo – Extract 14</li> <li>• Choose and extract and write brief introduction and use quotes x3 to show what we learn</li> <li>• Plenary – Highlight where links have been made to wider text</li> </ul> | Questioning<br><br>Reading<br><br>Making links to wider text – discussion<br><br>Write up | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |
| 34 | <b>Macbeth</b><br><b>Revise characters</b><br><b>AO2/AO3</b> | <b>Understanding motivations of characters in Macbeth</b> | <ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Analyse extracts as a class – choosing quotes and linking to wider text</li> <li>• Macduff – Extract 37</li> <li>• Duncan/Malcolm – extract 2 &amp; extract 36</li> <li>• Choose and extract and write brief introduction and use quotes x3 to show what we learn</li> <li>• Plenary – Highlight where links have been made to wider text</li> </ul>  | Questioning<br><br>Reading<br><br>Making links to wider text – discussion<br><br>Write up | GCSE POD<br><br>Doddle<br><br>Out of Hours Booklet | So7, C1, C3, C5, M2, Sp3, Sp5, Sp9 |