

## Year 10: Macbeth (28 hours)

### Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking and leadership.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

### Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

<b>What are students going to be studying?</b>	Students will read and watch William Shakespeare’s work of tragedy ‘Macbeth’.
<b>Why are students studying this content and what are the links to our rational and ambition?</b>	<p>In our English curriculum, it is essential to expose students to a range of texts that not only reflect the literary Canon but also represent diverse voices in a multicultural society. By teaching Macbeth, we can fulfil the aims of our curriculum by providing students with a culturally enriching knowledge of literature, promoting empathy and engagement, and supporting the development of their own views and opinions.</p> <p>One of the aims of our English curriculum is to transmit a culturally enriching knowledge of literature. The literary Canon forms the foundation of this knowledge, and Macbeth, written by William Shakespeare, is undoubtedly a part of it. This tragic play explores timeless themes of ambition, power, and the consequences of one's actions. By studying Macbeth, students gain a deeper understanding of Shakespearean language, dramatic techniques, and the historical context of the Jacobean era.</p> <p>Additionally, our curriculum emphasizes the importance of reflecting wider voices in a diverse society. While the Canon is significant, it is equally important to incorporate texts that represent various cultures and perspectives. Macbeth fits this requirement as well since it offers opportunities for discussions on themes such as fate, morality, and the abuse of power, which transcend time and cultural boundaries.</p> <p>Another aim of our English curriculum is to foster empathy and engagement among students by carefully selecting texts that reflect contemporary concerns and debates. Macbeth addresses relevant issues such as class, gender, intolerance, and discrimination. The play presents characters from diverse socio-economic backgrounds, highlighting the stark differences between the nobility and the commoners. This provides an opportunity for students to explore the dynamics of class and privilege, encouraging them to critically analyse the impact of social hierarchy.</p> <p>Furthermore, Macbeth explores the complexities of gender roles and the consequences of challenging societal norms. Lady Macbeth's ambitious nature challenges traditional expectations placed upon women, provoking discussions on gender equality and societal constraints. By studying Macbeth, students gain insight into historical perspectives on gender and can relate them to contemporary gender debates.</p> <p>In addition, our English curriculum aims to support students in developing confidence in expressing their own views and opinions. Macbeth presents a multitude of morally ambiguous situations, allowing students to form and articulate their judgments regarding the characters' actions. By engaging in class discussions and participating in activities such as role-playing or creative writing, students are encouraged to voice their thoughts while providing evidence from the text to support their arguments.</p> <p>Moreover, Macbeth's exploration of human nature and the moral implications of ambition encourages students to reflect upon their personal values and choices. Through this process, students learn to shape and defend their ideas, becoming more confident and effective communicators.</p> <p>In conclusion, teaching Macbeth aligns with the remits of our English curriculum by fulfilling multiple objectives. By incorporating this Shakespearean tragedy into our curriculum, we provide students with a culturally enriching knowledge of literature, while also addressing contemporary concerns and debates related to class, gender, intolerance, and discrimination. Furthermore, Macbeth supports the development</p>

	of students' confidence in expressing their own views and opinions, allowing them to engage meaningfully with the text and nurturing their critical thinking skills.
<p><b>How does this unit link back to content of prior learning?</b></p>	<p><b>KS3:</b></p> <ul style="list-style-type: none"> <li>• Working class and upper class divide first explored in 'The Tempest' (Y7), 'Jekyll and Hyde' (Y8), and 'The Sign of the Four' (Y9).</li> <li>• Presentation of women links to Miranda in 'The Tempest' and Mary Morstan in 'The Sign of the Four'.</li> <li>• Ideas of characterisation seen in 'The Sign of the Four' with Sherlock Holmes (Y9).</li> <li>• Study of dramatic form linked back to the study of the play 'The Tempest' (Y7) and 'Jekyll and Hyde' (Y8).</li> <li>• Study of the supernatural links back to <i>The Woman in Black</i> (Y9).</li> <li>• Disciplinary knowledge of the literature mats will be revisited in 'The Sign of the Four' (Y9) and GCSE Literature assessments in Y10 and Y11.</li> <li>• Students have worked on analysing set extracts from texts in (Y7 and Y8)). Students have also considered in more detail the work of the text as a whole, relating key extracts to other moments in the text in (Y8 and Y9) and by considering how characters and themes are developed across the text in 'The Sign of the Four' (Y9).</li> <li>• The ways in which writer's create tension and excitement is explored in the Mystery and Tension unit (Y8) and also in Doyle's serialised novel, 'The Sign of the Four' (Y9).</li> <li>• The abuse of power is also seen in the unit on Power and Protest (Y8).</li> </ul>
<p><b>What is the essential knowledge?</b></p>	<p><b>Knowledge linked to the text:</b></p> <ul style="list-style-type: none"> <li>• Knowledge that <i>Macbeth</i> is a <b>tragedy</b> play.</li> <li>• Knowledge of the <b>conventions of tragedy</b> (e.g. protagonist with a fatal flaw, change from success/ happiness to failure and, misery and death, and an antagonist).</li> <li>• Knowledge of the <b>plot</b> of 'Macbeth'.</li> <li>• Knowledge of the <b>characters</b> in 'Macbeth' (e.g. Macbeth, Lady Macbeth, The Witches, Macduff, Banquo, The Porter, Duncan, Malcolm).</li> <li>• Knowledge of <b>characterisation</b> of Macbeth, Lady Macbeth, the witches, the porter and MacDuff.</li> <li>• Knowledge of <b>historical context</b> (e.g. Jacobean attitudes towards witches and the supernatural / conventions of Shakespearean Tragedy / James I and succession / Divine Right of Kings / Gun Powder Plot / Origins of the play / women in Jacobean society / Jacobean morality).</li> <li>• Knowledge of Shakespeare's <b>methods</b> (e.g. pathetic fallacy, dramatic irony, symbolism, biblical imagery, metaphor, juxtaposition and foreshadowing).</li> <li>• Knowledge of how Shakespeare <b>structures the play</b> to engage the audience (e.g. use of soliloquy, scene length and stage directions).</li> <li>• Knowledge of <b>key themes</b> explored in the play (e.g. Ambition, guilt, evil, appearance and reality, chaos and disorder).</li> <li>• Knowledge of <b>vocabulary</b>: regicide, tragedy, Jacobean, assassination, supernatural, ambition, fate, tyranny, equivocal, betrayal, deception, soliloquy, hamartia, hubris, dramatic irony, duplicitous, catharsis and tragic hero.</li> </ul>

	<p><b>Knowledge linked to the literary analysis mat:</b></p> <ul style="list-style-type: none"> <li>• <b>Big ideas:</b> knowledge of how to write developed and detailed ‘big idea’ sentences in relation to presentation of Macbeth and Lady Macbeth and the theme of ambition.</li> <li>• <b>Evidence:</b> knowledge of how to select a range of quotations and references to support their big ideas from extracts and from other moments in the text.</li> <li>• <b>Evidence:</b> knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, a comma and to embed them within a sentence.</li> <li>• <b>Impact:</b> knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases.</li> <li>• <b>Methods:</b> knowledge of how to identify and comment on the linguistic methods that the writer has used in the text in order to achieve their effects.</li> <li>• <b>Context:</b> knowledge of context and how this relates to presentation of characters, themes and how the text is structured.</li> <li>• <b>Other moments:</b> knowledge of how to relate selected, annotated passages to other moments in the text.</li> </ul>
<p><b>How will this unit link to the content of future learning?</b></p>	<p><b>GCSE:</b></p> <ul style="list-style-type: none"> <li>• Structural analysis of the text leads to students being ready for demands on Language Paper 1, Q3 and 4 and Q5 when crafting their own short pieces of writing.</li> <li>• Analysis of extracts from the text will lead to students being ready for demands of Language Paper 1, Q2 and Q4 and Language Paper 2, Q3.</li> <li>• Attitudes towards gender and class link to ‘An Inspector Calls’.</li> <li>• Exploration of characterisation through action, description and dialogue are transferable skills to key GCSE Literature texts.</li> <li>• Application of key literature skills (AO1, AO2, and AO3) will be applied and developed to other GCSE literature texts.</li> <li>• Assessments are focused on developing literatures skills both at character and thematic level. This will prepare students for future literature assessments on other GCSE texts.</li> </ul> <p><b>A level:</b></p> <ul style="list-style-type: none"> <li>• Themes such as gender, class, morality and power are revisited in ‘Death of a Salesman’, the poetry of William Blake, ‘A Doll’s House’ and <i>The Kite Runner</i>.</li> <li>• An understanding of ‘Macbeth’ will also lead to students exploring the generic conventions of tragedy at A level in ‘Othello’, <i>Tess of the d’Urbervilles</i> and ‘Death of a Salesman’.</li> <li>• Understandings of context and Shakespeare’s use of methods, language, and structure will support students in their exploration of ‘Othello’.</li> <li>• Analytical and oracy skills will continue to be developed in Year 12 and 13 as students consider texts around the genres of tragedy and political and social protest writing.</li> </ul>
<p><b>Assessment 1:</b></p>	

<p>Success criteria –</p>	<p>➤ <b>How does Shakespeare explore the theme of ambition?</b></p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> <li>• To know how to <b>plan and write an essay</b> that includes an introduction, conclusion and three big idea paragraphs focusing on the characterisation of a key character.</li> <li>• To know how to <b>annotate an extract</b> and relate it to <b>other moments in the text</b> in response to an essay question (P1, Lit. focus).</li> <li>• <b>Big ideas</b> – write <b>developed</b> big idea sentences at the start of each paragraph (<i>when and because</i>).</li> <li>• <b>Evidence</b> – With support from teacher and resourcing, select a range of quotations and references to support their big idea sentences from a short- given extract.</li> <li>• <b>Evidence:</b> Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a <b>colon</b>, after a <b>comma</b> and <b>embed</b> them within sentences.</li> <li>• <b>Impact:</b> Show a <b>personal response</b> to how chosen quotations might make readers feel.</li> <li>• <b>Methods:</b> Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects.</li> <li>• <b>Impact:</b> Show understanding of the author’s intent in exploring the theme of ambition this way</li> <li>• <b>Context:</b> Apply contextual knowledge about <b>conventions of tragedy</b> and attitudes of the Jacobean audience.</li> <li>• <b>Link:</b> Show some understanding of the whole text in their answer by making a links to elsewhere in the text.</li> </ul>
<p>Assessment 2: Success criteria –</p>	<p>➤ <b>How does Shakespeare present Macbeth and Lady Macbeth’s attitudes to death and violence?</b></p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> <li>• To know how to <b>plan and write an essay</b> that includes an introduction, conclusion and three big idea paragraphs focusing on the characterisation of a key character.</li> <li>• To know how to <b>annotate an extract</b> and relate it to <b>other moments in the text</b> in response to an essay question (P1, Lit. focus).</li> <li>• <b>Big ideas</b> – write <b>developed</b> big idea sentences at the start of each paragraph (<i>when and because</i>).</li> <li>• <b>Evidence</b> – With support from teacher and resourcing, select a range of quotations and references to support their big idea sentences from a short- given extract.</li> <li>• <b>Evidence:</b> Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a <b>colon</b>, after a <b>comma</b> and <b>embed</b> them within sentences.</li> <li>• <b>Impact:</b> Show a <b>personal response</b> to how chosen quotations might make readers feel.</li> <li>• <b>Methods:</b> Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects.</li> <li>• <b>Impact:</b> Show understanding of the author’s intent in exploring the theme of ambition this way</li> <li>• <b>Context:</b> Apply contextual knowledge about <b>conventions of tragedy</b> and attitudes of the Jacobean audience.</li> <li>• <b>Link:</b> Show some understanding of the whole text in their answer by making a links to elsewhere in the text.</li> </ul>

