

Meden School Curriculum Planning							
Subject	Macbeth	Year Group	10 & 11	Sequence No.		Topic	English

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Tragedy terminology Aristotelian tragedy Elizabethan context of conflict Greek myth- Icarus Biblical- Cain and Abel, Eve, Serpent, Adam</p> <p>Week 2</p> <p>Shakespeare context James I Religious beliefs Chain of Being/ Divine Right of K</p> <p>Week 3</p> <p>Events of Act 1 & 2</p> <p>Week 4</p> <p>Events of play</p>	<p>Week1</p> <ul style="list-style-type: none"> ❑ Shakespearian context- relationship to King James and the 'King's Men' theatre troupe ❑ King James I- superstition and Daemonologie. Jacobean beliefs in witchcraft (witches as agents of Satan) ❑ King James I- conflict around his legitimacy as son of Mary Queen of Scots/ Queen Elizabeth I ❑ Jacobean religious conflict- gunpowder plot ❑ The Great Chain of Being and the Divine Right of Kings <p>Week2</p> <ul style="list-style-type: none"> ❑ Cold read Act 1- the tragic hero: loyalty and deceit ❑ Cold read Act 2- descent into madness <p>Week3</p> <ul style="list-style-type: none"> ❑ Cold read Act 3- madness and mayhem ❑ Cold read Act 4- paranoia and safety ❑ Cold read Act 5- the end and retribution <p>Week4</p> <ul style="list-style-type: none"> ❑ Act 1.1- the witches- including close analysis of the line 'fair is foul and foul is fair' linked to fate/free will, trochaic tetrameter and use of fricatives ❑ Act 1.2- portrayal of Macbeth by Lords and Duncan- 'brave Macbeth' 	<p>Tyrants and dictators</p> <p>Use and abuse of power</p> <p>Gender roles and power</p> <p>Mental health</p>

<p>Week 5</p> <p>What is a fricative? What is fate? What is free will? Quote recall from Act 1.1-3</p> <p>Week 6</p> <p>What is an allegory? What is the Genesis story? Quotes from Act 1.5-7 What is a motif?</p> <p>Week 6</p> <p>Macbeth's character in Act 1- quote retrieval What motifs have we seen so far and why?</p> <p>Week 7</p> <p>What is the Great chain of being? Banquo's character so far What is an equivocator?</p>	<p>☐ Act 1.3- Macbeth and Banquo meet the witches- Macbeth's speech patterns mimic the witches- 'so foul and fair a day'- ideas of fate/free will/ different responses to the witches and their prophecies indicating a division between Macbeth and Banquo</p> <p>Week 5</p> <p>☐ Act 1.4- Macbeth's descent begins- "the Prince of Cumberland- that is a step" and "stars, hide your fires"- emergence of a Machiavellian hero</p> <p>☐ Act 1.5- whole scene- Lady Macbeth and gender. Allusion to Eve in the Garden of Eden.</p> <p>☐ Act 1.7- Macbeth's soliloquy doubting his plan- 'Pity' and religious imagery of cherubins/ angels in relation to Duncan- duality in Macbeth's character. "Vaulting ambition" and potential foreshadowing/ allusion to Icarus. Weakness in Macbeth's character through his indecision. Introduce theme of ambition</p> <p>☐ Act 1.7- Lady Macbeth's response to Macbeth's refusal- examining her character- 'dash'd the brains out'- motifs of milk and blood introduced and juxtapositioning of the two</p> <p>Week 6</p> <p>☐ Act 2.1- Macbeth's dagger soliloquy- compare to Act 1.7 and the change in his character. Semantic field of violence and reference to Roman tyrant Tarquin (intertextual reference by Shakespeare to his own poem <i>The Rape of Lucrecia</i>) and the significance of the dagger/ importance of hallucinations throughout the play</p> <p>☐ Act 2.2- Macbeth's reaction to murder- weakness and descent into madness. Sleep as a symbol in the play (Lady MB sleepwalking) Motif of blood. Comparisons in character of Lady MB and Macbeth here.</p> <p>Assessment via extract- Macbeth's character in Act 1.7</p> <p>☐ Act 2.3- the Porter Scene- allusions to Satan and Hell, comic relief, what an equivocator is</p> <p>☐ Act 2.4- The Great Chain of Being is broken and it's consequences- metaphors with the 'mousing owl and falcon'.</p> <p>☐ Act 3.1- presentation of Banquo's character- suspicion</p>	
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<p>What is the function of the porter?</p> <p>Week 8</p> <p>Hallucinations in earlier scenes</p> <p>Tyrants</p> <p>Paranoia and evolution of Macbeth's madness</p> <p>Witches earlier prophecies</p> <p>Week 9</p> <p>Witches new prophecies</p> <p>Hallucinations</p> <p>Motif of blood</p> <p>Machiavellian hero</p>	<p>❑ Act 3.1- Macbeth's soliloquy- paranoia, inclusive pronouns, delusions- allusion to Cain and Abel</p> <p>❑ Act 3.2- Macbeth's paranoia and decline continue- snake symbolism "we have scotch'd the snake, not killed it". Reversal of character from Act 1- "Things bad begun make strong themselves by ill" (Compare to his description in Act 1.2 and Act 1.7)</p> <p>❑ Act 3.4- Banquo's Ghost- return of hallucinations</p> <p>❑ Act 4.1- return to the witches- Macbeth's imperative commands and changing language since Act 1.</p> <p>❑ Act 4.3- Malcolm tests Macduff- discussion of state of Scotland and description of Macbeth as a 'tyrant'. Macduff's reaction to wife's murder- teach concept of 'foils'- he is a foil to Macbeth</p> <p>❑ Act 5.1- Lady Macbeth's hallucinations- motif of sleep, blood and ritual of cleansing</p> <p>❑ Act 5.5- Macbeth's soliloquy of 'Life's but a walking shadow'- his fate and response to Lady Macbeth's death contrasted to Macduff's in Act 4.3</p> <p>❑ Act 5.8- the ending and demonic language used- "turn, hell hound"</p> <p>Assessment of extract- Macbeth in Act 5 as a hero</p>	
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Vocabulary

Eponymous hero Regicide Machiavellian hero Allusion
 Biblical allusion Fate Infanticide Free Will Motif Imagery
 Tyrant Demonic Supernatural Foil
 Anti-hero Protagonist Antagonist

Week	Key question	Practice tasks
1	<p>Who was King James and what were his attitudes towards witchcraft and superstition?</p> <p>What events of conflict happened before and during the reign of James I?</p> <p>What was The Great Chain of Being and the Divine Right of Kings and how did this reinforce the power of the king?</p>	<p>Using paragraph, bullet points and retrieval practice students need to show an understanding of each contextual aspect identified in books.</p>

	<p>What is a tragic hero?</p> <p>How does Shakespeare present ideas around loyalty and deceit in Act 1?</p> <p>How does Shakespeare present ideas around madness in Act 2?</p>	Cold read
2	<p>How does Shakespeare present ideas around madness and mayhem in Act 3?</p> <p>How does Shakespeare present ideas around paranoia in Act 4?</p> <p>How does Shakespeare present ideas around conflict and retribution in Act 5?</p>	Cold read
3	<p>How does Shakespeare present the witches in Act 1:1?</p> <p>How does Shakespeare portray Macbeth as a hero in Act 1.2?</p> <p>How does Shakespeare present Macbeth and Banquo in 1.3?</p>	Annotation of each scene in question (specific quotes to be found above) and paragraph(s) writing on highlighted question
4	<p>How does Shakespeare present Macbeth as a Machiavellian hero in 1.4?</p> <p>How does Shakespeare present Lady Macbeth in Act 1.5?</p>	Annotation of each scene in question (specific quotes to be found above) and paragraph(s) writing on highlighted question

	<p>How does the character of Lady Macbeth allude to Eve in the Genesis story?</p> <p>How is Macbeth's character presented in 1.7?</p> <p>How is Lady Macbeth presented as powerful in 1.7?</p>	
5	<p>How has Macbeth's character changed from 1.7 to 2.1? What is the importance of Macbeth's hallucination in 2.1?</p> <p>How is Macbeth presented as weak in 2.2? How does Shakespeare use motifs in the play?</p> <p>Assessment Q- How far do you agree that Macbeth is a strong character in 2.2 and the rest of the play?</p>	<p>Annotation of each scene in question (specific quotes to be found above) and paragraph(s) writing on highlighted question</p>
6	<p>Where are the allusions to the devil and hell in 2.3 and why are they important?</p> <p>How does Shakespeare use metaphors to present the breaking of the Great Chain of Being in 2.4?</p> <p>What can we learn about Banquo's character in 3.1? What can we learn about Macbeth's frame of mind in 3.1?</p>	<p>Annotation of each scene in question (specific quotes to be found above) and paragraph(s) writing on highlighted question</p>

7	<p>How is Macbeth presented in 3.2?</p> <p>How are hallucinations used in 3.4?</p> <p>How has Macbeth changed in 4.1 from 1.3?</p> <p>Why does Malcom test Macduff in 4.3? How do they discuss the reign of Macbeth?</p>	Annotation of each scene in question (specific quotes to be found above) and paragraph(s) writing on highlighted question
8	<p>Act 5.1- How has Lady Macbeth changed in 5.1 from earlier in the play? How does Shakespeare use hallucinations and motifs in this scene?</p> <p>Act 4.3/ 5.5-8: how is Macbeth presented as a foil to Macduff?</p> <p>How does Shakespeare present retribution in 5.8?</p>	Annotation of each scene in question (specific quotes to be found above) and paragraph(s) writing on highlighted question
9	Assessment on extract	