

English Department

Year 9

Topic: Macbeth

Learning Journey

Prior learning:

-Shakespeare: Y8 (The Tempest)

-literature analysis: A View from the Bridge

								Endpoint
Main learning steps	Historical context; themes; intro to characters and overview of plot	Characters: What is the significance of the witches? How is Macbeth introduced? What kind of man is he?	Characters: How does Shakespeare use language to present the characters of Macbeth and Lady Macbeth?	Relationships: What do we learn about the relationship between Lady Macbeth and Macbeth through the use of language?	Context: How can we use our knowledge of context to understand how the audience would have reacted to Macbeth/Lady Macbeth's actions?	Characters and events: What methods and techniques does Shakespeare use to reflect the mindset of Macbeth and Lady Macbeth?	After the murder: What changes do we see in the main characters and how are they presented?	How does Shakespeare present the character of _____ in this extract and in the play as a whole? Progress Sheet with WWW and EBI. Students answer EBI question in purple pen.
Key Vocab	Dramatic irony Juxtaposition	tragic hero characterisation	structure meter	soliloquy connotation	iambic pentameter metaphoric language	rhyme scheme	climax	
Possible Assessment Topics	Extract Analysis – identify methods/ characterisation/ effects in a key scene (e.g. Act 1, scene 4 Prince of Cumberland) Verbal feedback – teacher asks probing questions re: methods/connotation/effects Students add to annotations in purple pen							

How might context influence the audience's perceptions of Macbeth and Lady Macbeth?

Peer assessment: Purple pen with WWW/EBI

'Unsex me here speech' – explore how Lady Macbeth is presented in this extract?

Diagnostically mark paragraph – WWW/EBI question

Students add to their paragraph in purple pen – answer EBI. Refer to success criteria

Where will we use these ideas again:

Skills/Knowledge: character analysis, analysis of methods and effects, analysis of overall themes and messages, historical context, play conventions