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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show a clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to  develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| 1 | What important information do we need about the Elizabethan period to understand Macbeth? | Self assessment | Villain  Guilt  Critical  Supernatural  Prophecy  Ambition  Hamartia  Soliloquy  Fate  Treason  Tragedy  Tyrant |
| 2 | What happens in Macbeth? How is the plot informed by the play’s context? | Peer assessment |
| 3 | What are Propp’s character archetypes and how do they apply to Macbeth? | Self assessment |
| 4&5 | Is it possible to see a character as both good and evil? How can we make a convincing side in an argument?  What different effects can a piece of theatre have on an audience? How can we effectively write about the effect on the audience? | Extended Write |
| 6 | Why do we need to plan for extended pieces? How can we do so effectively? | Self assessment |
| 7&8 | How is the supernatural presented in Act 1, Scene 1?  How can we use quotations to back up our ideas? | Peer assessment |
| 9 | What happens in Act 1, Scene 2? How does it affect our understanding of the play? | Extended Write |
| 10&11 | How should I respond to feedback? How can I improve my work?  What is ambition? How does Macbeth’s ambition change throughout the play?  What is hamartia? How is it shown in Macbeth? How does it link to ambition? | Green Pen |
| 12&13 | What do we need to do to ensure we are successful in extended writing?  Why does Macbeth not want to kill Duncan? How does Lady Macbeth use language to convince her husband? | Green Pen |
| 14&15 | What does Macbeth’s soliloquy show about his mental state? Why does ‘The Great Chain of Being’ help to explain Macbeth’s anguish? | Self assessment |
| 16 | Why does Macbeth decide to kill Banquo? How does he convince others to help him? | Self assessment |
| 16 | What is guilt? How do Macbeth and Lady Macbeth show their guilt in different ways? | Extended Write |
| 17&18 | What is the role of women in the Jacobean period? How is Lady Macbeth presented? | Peer assessment |
| 19 | Assessment | Assessment |
| 20 | What is kingship? Is Macbeth a good king? | Extended Write |
| 21&22 | Assessment Preparation and Assessment | Assessment |
| 23 | What strategies can we use to revise? What does effective revision look like? | Self assessment |
| 24 | How should I respond to feedback? How can I improve my work? | Green Pen |

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**Communications Faculty- Reading Curriculum Intent - Year 7 Unit: Summer 1**

**Shakespeare – Macbeth**