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**Knowledge Rich Curriculum Plan**

Year 11 Macbeth Spring 2



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| **Spring 1**  **Lesson 1**  **Big Question:**  What is the plot of Macbeth? | Students will know how the exam is structured and what is assessed.  Students will know Macbeth is a famous tragedy written by William Shakespeare, sometime around 1606.  Students will know that Macbeth is a hero and loyal Scottish Lord at the start of the play. After a battle in Scotland, Macbeth and his friend Banquo meet three witches, who make three prophecies. Macbeth will be a thane, Macbeth will be king and Banquo’s sons will be kings.  The witches’ first prophecy comes true and King Duncan makes Macbeth Thane of Cawdor.  When King Duncan visits Macbeth’s castle, Lady Macbeth persuades Macbeth to murder King Duncan in his sleep to make the second prophecy come true.  With Lady Macbeth’s help, Macbeth frames King Duncan’s dead servants as the murderers. Duncan’s children, Malcolm and Donalbain, leave Scotland for their own safety  Now king, Macbeth worries about the witches’ third prophecy and sends murderers to kill Banquo and his son.  At a banquet, Macbeth is haunted by visions of Banquo’s ghost in front of all his guests.  Macbeth visits the witches and they tell him - the only person he needs to beware of is Macduff, no one a woman has given birth to can harm him and he won't be defeated until Birnam Wood moves. He thinks he's unbeatable.  While Macduff is in England convincing Duncan’s son Malcolm to fight against Macbeth, Macbeth has Macduff’s family murdered.  Macduff and Malcolm arrive in Scotland with an army. On their way to attack Macbeth's castle they cut down branches from the trees in Birnam Wood to use as camouflage. When the wood moves, one of the witches' prophecies come true.  Macduff reveals that he was born by a caesarean birth and kills Macbeth, fulfilling the final prophecy. | Tier 2:  Tyrant a cruel and oppressive ruler.  Prophesy say that (a specified thing) will happen in the future.  Regicide the action of killing a king.  Tier 3:  Tragedy: A play where there is a hero, who commits a terrible act, which causes their own downfall from a great height | Students will need to know the events of the play and the main characters. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Whole plot MCQ at the end of the lesson. |
| **Lesson 2**  **Big Question**  What is the important historical, social and cultural context relating to Macbeth? | Students will know that AO3 is the understanding of the relationship between the ideas in the text and that text’s contexts (including social, historical/ political, literary and biographical).  Students will know that Macbeth was written by Shakespeare in approximately 1606. The early 17th century was a time of unrest, suspicion and superstition. A new king had just come to power and the future of the country seemed quite uncertain. Shakespeare's play reflects these changes.  Students will know England during the reign of King James I was a deeply religious place. Despite the deep divisions which existed between Protestants and Catholics, virtually everyone believed in the concept of Heaven and Hell and they lived in fear of eternal damnation.  Students will know that Shakespeare presents Macbeth and his wife as damned people who invite, and are seized by, demonic possession. Perhaps Shakespeare is also subtly reminding Jacobean audiences of the fate that they, too, can expect if they try to remove their Catholic king, James I, from the throne of England as people had tried – and failed – to do only a year before the play’s first performance.  Students will know that a king in Shakespeare's time was thought to rule by 'divine right'. This meant that God had chosen that person directly to rule over others. Furthermore, in the Great Chain of Being, the king is the closest being to God on Earth.  Students will know that James I was as intolerant of Catholics as Elizabeth and consequently, Catholic plots to assassinate King James formed. The most famous of these assassination attempts, The Gunpowder Plot, was a failed conspiracy by some Catholics to assassinate the king and parliament on November 5th 1605.  Students will know that belief in witches and witchcraft was widespread across Europe during the 16 and 17th centuries and during the reign of Elizabeth I, persecution of people accused of witchcraft reached terrifying proportions. Students will know that people genuinely believed that witches possessed diabolical powers: it was believed that witches could fly, sail in sieves, create night during the day (we call this a solar eclipse today), cause fogs and storms, disease and even a person or an animal to die because of a curse.  Students will know that King James also believed in dark magic and the supernatural. He wrote a book called Daemonologie in which he supported and encouraged the trials of witches. He believed the witches were controlled by the devil. Many in his audience would have also believed in these things, and certainly all of them would have been entertained by them.  Students will know that in the Jacobean era, gender was a very strict and rigid construction and for the most part determined male and female roles within society. Gender was also an establishment upon  which the hierarchy of society was built. Women were expected to be loyal and respectful daughters, wives, and mothers. | Jacobean - relating to the reign of James I of England.  Revolt - take violent action against an established government or ruler; rebel.  Damnation - condemnation to eternal punishment in hell. | Students will need to know the events of the play and the main characters. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations |
| **Lesson 3**  **Big Question:**  How is the theme of ambition presented in Macbeth? | Students will learn that the plot of Macbeth is propelled forwards by the Macbeths’ manipulative ambition; both centre their actions around their ultimate desire for Macbeth to become king. Both characters exploit those around them in order to improve their position in the social hierarchy and are spurred on by the prophecies of the three Witches. Ambition is seen as corrupting and causes Macbeth to lose his nobility and ultimately become intensely violent.  Students will know that ambition is used in the play in the following ways:  • After the witches’ predictions, Macbeth’s ambition is contrasted to Banquo’s loyalty  • Macbeth demands that the witches speak to him  • As soon as Macbeth speaks to the witches he thinks about becoming King  • Lady Macbeth wants to be Queen and her husband to be King  • Macbeth says that ambition is his only reason to kill King Duncan  • Macbeth kills King Duncan because he wants to be the King  • Banquo recognises Macbeth’s ambition and worries he might have killed King Duncan  • Macbeth orders the murder of Banquo and his son as he is afraid he will lose his power  • Again, worried about his power, Macbeth goes back to the witches  • Consumed with power, he orders the murder of Macduff’s wife and children  • Believing that he is invincible, Macbeth waits in his castle for the English army  • Lady Macbeth, no longer powerful, dies off stage  • With the death of Macbeth, rightful power is restored at the end of the play  Students will learn that Macbeth is the protagonist in this tragedy: a tragic hero whose hamartia – the fatal flaw in his character - is his ambition, a lust for power shared by his wife. Characters’ tragic flaws set in action a chain of events in which contentment is changed into disaster. Macbeth’s insatiable ambition is his tragic flaw.  Students will know that the weird sisters are an unholy trinity, a trio of malevolent, supernatural characters whose function in the drama is to encourage Macbeth in his evil inclinations.  Students will know that alongside the three Witches’ prophecy, Lady Macbeth is seen as the other motivator of Macbeth's ambition to usurp the crown. She relentlessly criticises his actions and lack of masculinity, and it is her attitude which arguably leads him to kill Duncan.  Students will know how to approach the exam question  1. Read the question carefully. Identify which characters or themes you need to focus on.  2. Think back to your revision notes. What is your opinion about this character or theme?  3. Read the extract and pick out 2/3 quotations you would like to focus on. Annotate these to consider how Shakespeare has used language/structure/form for effect.  4. Identify other moments in the play that you think are important in exploring your opinion about the characters/themes. You should try to remember quotations.  5. Consider what information about historical context will help you explore your opinion.  6. Order your notes into 3‐5 clear points you are going to make about the character/ theme.  Students will annotate an extract:  Annotations  This Supernatural soliciting  Cannot Be ill, cannot be good. , - Macbeth feels that committing regicide will be a “supernatural soliciting”. The word “supernatural” demonstrates that Macbeth acknowledges that such an act is “against the use of nature.” It suggests that if Macbeth kills Duncan, he will forever be trapped in the supernatural world for his dishonourable action.  why do I yield to that suggestion  Whose horrid image doth unfix my hair  And make my seated heart knock at my ribs  Against the use of nature? - by entertaining thoughts of becoming king, Macbeth's external and internal, physiological and psychological selves are disturbed.  Students will learn that other quotations to use for this theme are:  • “black and deep desires” (1.4).  • “too full o’ th’ milk of human kindness // To catch the nearest way” (1.5)  • “Thou wouldst be great// Art not without ambition, but without// The illness should attend it” (1.5)  • “I have no spur// To prick the sides of my intent, but only// Vaulting ambition, which o’erleaps itself// And falls on th’other” (1.7)  • “To be thus is nothing, but to be safely thus” (3.1)  • “Life’s but a walking shadow, a poor player// That struts and frets his hour upon the stage// And then is heard no more” (5.5)  Students will learn how they could begin a response:  Throughout Macbeth, a Shakespearean tragedy, the playwright presents ambition through the hubristic character of Macbeth and his domineering wife, Lady Macbeth, who is addicted to the prospect of power. Ultimately, the play presents the consequences of ambition through the skilful depiction of the downfall and death of the tragic hero and his wife. Perhaps, Shakespeare, hoping to secure his favour with the reigning monarch, James I, wished to warn audiences against the dangers of attempting to overcome God’s hierarchy of the divine right of kings through the Macbeth’s descent into madness.  Students will learn how to structure the remaining paragraphs in their response.  Students will learn what an example paragraph looks like. | Hubris - excessively proud or self-confident.  Hamartia - a fatal flaw leading to the downfall of a tragic hero or heroine.  Loyalty - a strong feeling of support or allegiance | Students will need to know the events of the play and the main characters. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations |
| **Lesson 4**  **Big Question:**  Can we effectively respond to a question on ambition? | Students will attempt an answer on the theme of ambition.  Starting with this extract, explain how far you think Shakespeare presents Lady Macbeth as an ambitious woman with influence over her husband.  Write about:  •how Shakespeare presents Lady Macbeth in this extract  •how Shakespeare presents Lady Macbeth in the play as a whole.  (30 Marks)  (4 marks) | Hubris - excessively proud or self-confident.  Hamartia - a fatal flaw leading to the downfall of a tragic hero or heroine.  Loyalty - a strong feeling of support or allegiance | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on ambition. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Students will respond to a question on ambition in the lesson. |
| **Lesson 5**  **Big Question:**  How is the theme of guilt presented in Macbeth? | Students will know that, though it is the Macbeths’ unchecked, amoral ambition that causes their fall from grace, it is their guilt and paranoia that breaks them. Without guilt, they wouldn’t be driven insane by their deeds. Without paranoia, their murder spree might have begun and ended with Duncan’s death.  Students will know that that guilt is shown/used in the play in the following ways:  • Macbeth thinks about killing King Duncan but recognises that it is wrong  • Lady Macbeth persuades Macbeth to kill King Duncan as the guard will “bear the guilt” of the murder  • After murdering King Duncan, Macbeth is consumed with guilt  • Lady Macbeth tells Macbeth not to think about the death as the guards will be blamed  • Macbeth sees Banquo’s ghost – suggesting that he feels guilty about his murder  • Lady Macbeth sleepwalks seeing blood on her hands – suggesting she feels guilty  • Consumed with guilt, Lady Macbeth commits suicide offstage  • At the end of the play, Macbeth does not seem concerned with the death of King Duncan or Banquo  Students will know that though both are troubled deeply by their guilt, the Macbeths’ experiences of it and reactions to it are very different, and reveal their differences in character. Macbeth’s guilt is focused on the murder, as he expresses his greatest remorse directly before and after he kills Duncan. After that, his guilt comes in the form of paranoia, and this sends him on a frenzied murder spree.  Students will know that Unlike her husband, Lady Macbeth is initially free from any feelings of guilt. Her journey in the play takes her from power and strength to weakness and insanity. Whereas Macbeth’s guilt makes him more violent and brutal, Lady Macbeth’s guilt makes her go into herself. She closes herself off to everyone else, cannot be in darkness, and sleep walks as she is trapped in her own guilty thoughts.  Students will know that blood is a symbol of guilt and death in Macbeth. The Macbeths can’t escape it no matter how much they try to wash it away. Hallucinations and ghosts are also symbols of guilt and death, as they point to the existence of an Afterlife and the invisible world of the supernatural. Blood is a motif used throughout the play to show how the Macbeths react to their guilt.  Students will know that Macbeth is faced with the reality of his guilt in the form of blood-soaked hallucinations. A dagger dripping with blood leads the way to Duncan’s sleeping form, a premonition of the violence and guilt to come, while Banquo’s ghost points his bloodied finger at Macbeth in an accusation of responsibility.  Students will know that Shakespeare uses sleep as a symbol of innocence and peace, it brings comfort and is an escape from the troubles of the real world. Sleep is also used to express and reveal the subconscious and the conscience.  Annotations  How is't with me, when every noise appals me? - Macbeth hears a mysterious knocking on his gate, which seems to promise doom. (In fact, the person knocking is Macduff, who will indeed eventually destroy Macbeth.) His guilt causes him to shake at every noise. The enormity of Macbeth’s crime has awakened in him a powerful sense of guilt that will hound him throughout the play.  Will all great Neptune's ocean wash this blood  Clean from my hand? - Blood, specifically Duncan’s blood, serves as the symbol of that guilt, and Macbeth’s sense that “all great Neptune’s ocean” cannot cleanse him—that there is enough blood on his hands to turn the entire sea red—will stay with him until his death.  My hands are of your colour; but I shame  To wear a heart so white. - Lady Macbeth is saying that she would be embarrassed to have a pale, weak heart. A white heart is white because it has no blood, and the person with a white heart is a coward.  A little water clears us of this deed: - Lady Macbeth is suggesting that the crime could simply be washed away and their consciences cleansed. By the end of the play, however, she will share Macbeth’s sense that Duncan’s murder has irreparably stained them with blood.  To know my deed, 'twere best not know myself. - He means that if he fully understands what he has done, he will see what a monster he has become, and he doesn't want to know that monster.  Students will learn that other quotations to use for this theme are:  • Macbeth: “If good, why do I yield to that suggestion whose horrid image doth unfix my hair and make my seated heart knock at my ribs, against the use of nature? “(1.3)  • Macbeth: “Art thou but / A dagger of the mind, a false creation, / Proceeding from the heat-oppressed brain?” (2.1)  • Macbeth: “But wherefore could not I pronounce ‘Amen’? / I had most need of blessing and ‘Amen’ / Stuck in my throat,” (2.2) .  • Macbeth: “Thy bones are marrowless, thy blood is cold// thou hast no speculation in those eyes.“ (4.3)  • Macbeth: “I am in blood stepp’d in so far, that, should I wade no more, returning were as tedious as go o’er.” (4.3)  • Lady Macbeth: “Out, damned spot! Out, I say!“ (5.1)  Throughout Macbeth, a Shakespearean tragedy, the playwright presents guilt as a devastating bye product of the protagonists’ choice to commit regicide. Ultimately, the guilt that the Macbeths feel after killing the king, serves as a punishment for the central characters as they are haunted by terrifying hallucinations, paranoia and ultimately descend into madness. Perhaps, by illustrating how violently and deeply guilt destroys the Macbeths, Shakespeare is condemning the act of regicide, whilst also showing that sins and crimes are never rewarded, with the perpetrators only left with their remorse.  Students will learn how to structure the remaining paragraphs in their response.  Students will learn what an example paragraph looks like.  Initially, the theme of guilt is presented through Macbeth’s conflicted feelings towards the witches’ prophecy In Act 1 Scene 3. After learning that he potentially will be King, Macbeth ponders “If good, why do I yield to that suggestion whose horrid image doth unfix my hair and make my seated heart knock at my ribs, against the use of nature?”. This would imply that Macbeth is already thinking about killing Duncan, but is questioning his own motivations. He recognizes that the act is wrong and goes against his natural sense of morality but he is also tempted by the prospect of gaining power. This internal conflict causes Macbeth to feel guilt towards his potential actions. The metaphor of his ‘seated heart’ knocking against his ribs suggests that Macbeth’s guilt is causing him physical discomfort and anxiety. The words “against the use of nature” also remind us that regicide was an unnatural deed: for a Jacobean audience, it would have been the ultimate act of sacrilege since it was ignoring the Great Chain of Being and taking destiny into one’s own hands. | Remorse – To feel very guilty and sorry about something wrong that you have done.  Manifestation - an event, action, or object that clearly shows or embodies something abstract or theoretical.  Motif - a dominant or recurring idea in an artistic work. | Students will need to know the events of the play and the main characters. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  How is the theme of guilt presented in Macbeth? |
| **Lesson 6**  **Big Question:**  Can we effectively respond to a question on guilt? | Students will attempt an answer on the theme of guilt.  Starting with this conversation, write about how Shakespeare explores guilt in Macbeth.  Write about:  • what Macbeth and Lady Macbeth say in this extract that reveals their attitudes to guilt  • how Shakespeare explores guilt in the play as a whole.  [30 marks]  AO4 [4 marks] | Remorse – To feel very guilty and sorry about something wrong that you have done.  Manifestation - an event, action, or object that clearly shows or embodies something abstract or theoretical.  Motif - a dominant or recurring idea in an artistic work. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on guilt. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Students will respond to a question on guilt in the lesson. |
| **Lesson 7**  **Big Question:**  How is the theme of violence presented in Macbeth? | Students will know that Macbeth a violent play. It begins in battle, contains the murder of men, women, and children, and ends not just with a climactic siege but the suicide of Lady Macbeth and the beheading of its main character, Macbeth. In the process of all this bloodshed, Shakespeare makes an important point about the nature of violence: every violent act, even those done for selfless reasons, seems to lead inevitably to the next.  Students will know that that violence is shown/used in the play in the following ways:  • Violence is celebrated at the start of the play – because Macbeth and Banquo have won the battle  • King Duncan and the Captain describe Macbeth’s violent fighting  • Macbeth and Lady Macbeth argue about killing King Duncan  • Macbeth suffers internal conflict of conscience  • Macbeth murders King Duncan  • Macbeth and Lady Macbeth are covered in King Duncan’s blood  • Macbeth orders the death of Banquo and Fleance – he celebrates Banquo’s murder  • Conflicted, Lady Macbeth dies  • Macduff kills Macbeth  • Macbeth’s death is celebrated  Students will know that in Act One, Scene One, a soldier reports that Macbeth has shown prowess on the battlefield and “unseamed” his rebel opponent, Macdonald, “from the nave to th’ chops.” Macbeth does this in loyal service to King Duncan and is rewarded with the title Thane of Cawdor, after the treacherous former Thane is executed. Macbeth’s first promotion, then, is gained through the sanctioned violence of killing traitors.  Students will know that after killing the killing Macbeth becomes trapped in a vicious cycle of violence – he commits violence, which then leads him to commit more violence until he leaves a trail of brutal deaths behind him.  Students will know that Lady Macbeth also has violent intentions – it is she who orchestrates the plot to murder Duncan who she says “never shall sun that morrow see!”.  Students will know that in Act 1 Scene 5, Lady Macbeth feels that femininity restricts her from being violent. She asks the “spirits” to “unsex her” so that she can be filled with “direst cruelty”.  Students will know that Lady Macbeth uses violent language. She vividly describes how she would “while [her infant child] was smiling in [her] face,/Have plucked my nipple from his boneless gums,/And dashed the brains out!” – a shocking description for the Jacobean audience who expected women to be gentle, submissive and maternal.  Students will know that other examples include:  • The opening sequence of the play includes a violent storm  • The witches use violet imagery in their conversations and spells  • Animals commit acts of violence when the natural order is disturbed  Annotations  For brave Macbeth – well he deserves that name – Macbeth was a hero on the battle field, moreover the title is not self-proclaimed displaying that it is well deserved and implying that Macbeth is worthy of the praise given to him.  Disdaining Fortune, with his brandished steel,  Which smoked with bloody execution, - - illustrates one of Macbeth's qualities: that he fights well and kills mercilessly.  Like Valour’s minion carved out his passage - Macbeth is “Valour’s minion”, the personification of “Valour” elevating Macbeth’s heroism to almost mythical levels. The verb carved suggests. Macbeth's determination in finding and taking responsibility for killing the traitor MacDonwald.  Till he unseamed him from the nave to th’chaps - The verb 'unseamed' implies an ease in the brutal attack that Macbeth has made on his enemy. This reinforces the idea that he is violent and ruthless.  Students to learn that quotations they could use about VIOLENCE from the rest of the play include:  • Lady Macbeth: ‘I would, while it was smiling in my face, Have pluck’d my nipple from his boneless gums, And dash’d the brains out’ (1.7)  • Macbeth: 'O, full of scorpions is my mind, dear wife!' (3.2)  • Macbeth: ‘It will have blood, they say: blood will have blood’ (3.4)  • Macbeth: ‘Seize upon Fife, give to th' edge o' th' sword His wife, his babes, and all unfortunate souls That trace him in his line.’ (4.1)  • Macduff’s son: ‘He has killed me, mother.’ (4.2)  • Macbeth: ‘I'll fight till from my bones my flesh be hacked.’ (5.3)  Students will learn how they could begin a response:  Throughout Macbeth, a Shakespearean tragedy, the playwright demonstrates that violence can be a source of respect and admiration but too much reliance on violence can lead to tyranny and damnation. Arguably, after his first act of treacherous violence Macbeth becomes trapped in a vicious cycle of bloodshed, leaving a trail of brutal deaths behind him. Perhaps, Shakespeare uses levels of violence to reflect a character’s sanity levels. Honourable violence being an indicator of a sound mind whereas dishonourable violence indicates a descent into madness.  Students will learn how to structure the remaining paragraphs in their response.  Students will learn what an example paragraph looks like.  When considering how Shakespeare presents the theme of violence one recognises this extract is a pivotal moment in the play. This is largely because this scene, in which the Captain reports on the efforts of Macbeth in battle, highlights the vicious world in which the play is set and a defining characteristic of the protagonist. Here the Captain tells King Duncan about "Brave Macbeth", and how he used his "brandished steel", which “smoked with bloody execution”. The Captain describes how impressive and brutal Macbeth was in the battle against Norway. Here Macbeth’s bloody and murderous ways are celebrated as they have helped bring success. The verb “smoked” suggests that his sword was moving fast enough to make it burn, while the reference to “execution” is important as, at this point in the play, Macbeth’s sword is working for justice, and executing those who are trying to attack the king. A Jacobean audience would recognise that Macbeth has the characteristics of a classical hero. | Dishonourable – bringing shame or disgrace on someone or something.  Righteous – morally right or justifiable.  Vulnerable - exposed to the possibility of being attacked or harmed, either physically or emotionally. | Students will need to know the events of the play and the main characters. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  How is the theme of violence presented in Macbeth? |
| **Lesson 8**  **Big Question:**  Can we effectively respond to a question on violence? | Students will write a response to the following question:  Starting with this extract, explore how far Shakespeare presents the theme of Violence.  Write about:  • how Shakespeare presents violence in this extract  • how far Shakespeare presents the theme of violence in the play as a whole.  [30 marks]  AO4 [4 marks] | Dishonourable – bringing shame or disgrace on someone or something.  Righteous – morally right or justifiable.  Vulnerable - exposed to the possibility of being attacked or harmed, either physically or emotionally. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on violence. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Students will respond to a question on violence in the lesson.  **Question:**  Starting with this extract, explore how far Shakespeare presents the theme of Violence. |
| **Lesson 9**  **Big Question:**  How is the theme of the supernatural presented in Macbeth? | Students will know that the theme of the supernatural appears in the play in various guises – as the witches, as visions and in Lady Macbeth’s incantations. In Shakespeare's time, the powers of evil were thought to be absolutely real; to most people Hell was an actual place and the Devil a constant threat to their souls. In particular there was a fascination with witches and witchcraft.  Students will know that other examples of this theme include:  • The witches open the play and set the atmosphere of the action to come  • Macbeth has complete belief in the witches and their prophecies  • Lady Macbeth asks for the evil spirits help to persuade her husband to murder King Duncan  • Macbeth sees visions of a dagger and then later Banquo’s ghost  • After King Duncan’s death, the world is thrown into chaos  • Macbeth is so consumed that he returns to see the witches  • Lady Macbeth’s sleep is haunted and she kills herself  • The witches trick Macbeth with their predictions  Students will know that the witches are arguably the most important supernatural entity in the play, and are highly symbolic in nature. In Macbeth, the witches often talk in rhyming couplets and trochaics. The witches are often associated with a turn in the weather which becomes stormy - they are then directly linked with disturbances in the natural world.  Students will know that apparitions include the dagger which appears before Macbeth murders Duncan, when he is trying to decide whether or not to kill the King.  Students will know that The Ghost of Banquo appears during the feast after Macbeth’s ironic command ‘Fail not our feast.’ He may be an avenging spirit, who in this unnatural climate has risen from the grave. Alternately, he may show Macbeth’s guilt and paranoia about the future where Banquo’s children will be Kings.  Annotations  Come, you spirits - Essentially, Lady Macbeth is instructing evil spirits from hell to consume her soul and transform her into a callous being  unsex me here - Lady Macbeth sees her sex as the main obstacle. Women at this time were seen as cunning, but weak and fragile, prone to temptation. Lady Macbeth needs to be as cold and calculating as it is possible. These qualities were considered masculine. Men were thought to be ruthless killers, who could prepare a plan and proceed to it step by step. Lady Macbeth wishes for supernatural intervention to change these qualities.  Come to my woman's breasts,  And take my milk for gall - The language suggests that her womanhood, represented by breasts and milk, usually symbols of nurture, impedes her from performing acts of violence and cruelty, which she associates with manliness. She wishes it to be replaced by poison.  Come, thick night,  And pall thee in the dunnest smoke of hell - Lady Macbeth asks for the night to hide her deed from both heaven and gods eyes, and from herself and other people. She asks that the night shade covers the estate, and nobody can see her do the evil deed, as she would be punished severely.  Students to learn which quotations they could use about the SUPERNATURAL from the rest of the play  • Witches - “When shall we three meet again” (1.1)  • Witches – “Fair is foul, and foul is fair // Hover through the fog and filthy air.” (1.1)  • Macbeth – “so foul and fair a day I have not seen” (1.3)  • Banquo – “That look not like th' inhabitants o' th' Earth / And yet are on 't?” (1.3)  • Banquo – “If you can look into the seeds of time // And say which grain will grow and which will not, // Speak, // then, to me, who neither beg nor fear // Your favors nor your hate.” (1.3)  • Macbeth – “is this a dagger i see before me” (2.1)  • Lennox – “the earth was feverous and did shake” (2.3)  • Macbeth – “Ere the bat hath flown// His cloister'd flight, ere to black Hecate's summons” (3.2)  • Macbeth – “Thou canst not say that I did it; never shake thy gory locks at me.” (3.4)  • Witches – “Double, double toil and trouble;” (4.1)  Students to learn how to structure an introduction on the theme of the supernatural  Throughout Macbeth, a Shakespearean tragedy the playwright uses supernatural elements to create a sense of uncertainty and to support to the play's central themes of fate and free will. Arguably, the most significant of these elements are the witches who serve as a catalyst for the Macbeth’s ambitions which ultimately leads to their downfall. Perhaps, Shakespeare utilises the supernatural to add an element of the unknown and the mysterious to the play, heightening the sense of chaos and disorder that surrounds Macbeth. Interest around witches and witchcraft bordered on hysteria in Jacobean England, so the inclusion of these elements would have been well-received by his King and his audience.  Students will learn how to structure the remaining paragraphs in their response.  Students will learn what an example paragraph looks like.  In Act 1 Scene 1 of the play, the supernatural is introduced through the presence of the three witches. The scene opens with the witches chanting and making plans to meet again upon the heath, setting a tone of mystery and the unknown. The witches also speak in riddles and make cryptic predictions, which further adds to their supernatural and otherworldly nature. The first stage direction in the play calls for ‘Thunder and Lightning’. The bleakness of the scene is a dramatic representation both of the wild Scottish landscape in which the play is set and the more universal wilderness of man's existence. The use of pathetic fallacy foreshadows the turmoil that will occur during the play. It could also be referring to common belief at the time of writing that witches had supernatural powers and could control weather inferring that the bad weather/bad omen is the witches doing. | Symbolism - the use of symbols to represent ideas or qualities.  Apparition - a ghost or ghostlike image of a person.  Sinister - giving the impression that something harmful or evil is happening or will happen. | Students will need to know the events of the play and the main characters. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  How is the theme of the supernatural presented in Macbeth? |
| **Lesson 10**  **Big Question:**  Can we effectively respond to a question on the supernatural? | Students will write a response to the following question:  Starting with this speech, explain how far you think Shakespeare presents the witches and  supernatural events to influence Macbeth’s decisions.  Write about:  • How Shakespeare presents Macbeth’s reaction to the witches in this scene  • How Shakespeare presents the effect of the Witches on Macbeth in the play as a whole.  [30 marks]  A04 [4 marks] | Symbolism - the use of symbols to represent ideas or qualities.  Apparition - a ghost or ghostlike image of a person.  Sinister - giving the impression that something harmful or evil is happening or will happen. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on supernatural. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Students will respond to a question on the supernatural in the lesson.  **Question:**  Starting with this speech, explain how far you think Shakespeare presents the witches and  supernatural events to influence Macbeth’s decisions |
| **Lesson 11**  **Big Question:**  How is the theme of the appearance and reality presented in Macbeth? | Students will know that the difference between appearance and reality, and the deception that is possible because of this, is at the heart of the tragedy of Macbeth. The outward appearance of the Macbeths as trustworthy and innocent enables them to get away with their plot to murder Duncan and ascend the throne.  Students will know that this theme is used in the play in the following ways:  • The witches in the play are not what they appear to be.  • Macbeth presents himself as a noble and honourable man, but his actions reveal his true nature as a murderer and traitor.  • Characters in the play, including Macbeth and his wife, use deception to achieve their goals.  • The characters' clothing and appearance often contrast with their true motives and actions.  • The ghostly apparition of Banquo’s ghost is a manifestation of Macbeth's guilt and serves as a reminder that appearances can be deceiving.  • Macbeth begins to experience hallucinations, seeing a floating dagger and the ghost of Banquo.  • Shakespeare uses irony to contrast appearance and reality in several instances in the play.  • The witches' prophecies, which initially appear to be true, are later revealed to be misleading and manipulative.  • Characters in the play, including Macbeth and his wife, use disguise to hide their true intentions. This creates a sense of uncertainty and adds to the theme of appearance versus reality.  Students will know that the Witches are the first exposure we get as an audience to the chaotic and inverted world of Macbeth. The opening of the play creates a paradox, the contradictory statements are reflective of appearance versus reality.  Students will know that the Witches aren’t overtly violent or cruel within the context of the plot. They don’t tell Macbeth to kill Duncan. Instead, it is the chaos and confusion they create that is so frightening. Shakespeare uses the witches to show how human greed makes us vulnerable to deception and betrayal.  Students will know that Besides the witches, Lady Macbeth is one of the most significant examples of the difference between appearance and reality, and the conflict between the two. Her ambition fuels her deception of others and she ensures she disguises her true intentions in order to gain power.  Students will know that Macbeth benefits greatly from the conflict between appearance and reality, managing to be viewed as an honourable warrior and king despite the awful crimes he has committed. He is a symbol for deception and facade, but also for the way people lose sight of themselves when they are constantly deceiving others.  Students will know that though Duncan is a good king, Shakespeare implies he is vulnerable because he isn’t wary of the difference between appearance and reality. He is too gullible.  Annotations for extract:  Nought's had, all's spent,  Where our desire is got without content. - Lady Macbeth realizes that, in working for what she craved and coveted, she has lost the relationship she had with the husband she loved. They have "spent" all, gambled their former lives to become king and queen, and they have "naught" to show for it because they are not truly happy.  Come on;  Gentle my lord, sleek o'er your rugged looks;  Be bright and jovial among your guests tonight. - Lady Macbeth believes that the only thing to do is to carry on. She asks her husband to be cheerful and positive around his guests at the banquet.  and make our faces  Vizards to our hearts, disguising what they are. – Macbeth is now in control of the relationship. Both husband and wife, who now have so much to conceal, must make their faces as impassive as vizards, giving no clue to the secrets of their hearts, but covering their emotions as a vizard does a face.  Students to learn which quotations they could use about APPEARANCE AND RELAITY from the rest of the play:  • "Fair is foul, and foul is fair" (1.1)  • "There's no art / To find the mind's construction in the face" (1.4)  • 'Look like th' innocent flower/But be the serpent under 't' (1.5).  • 'This castle hath a pleasant seat, the air/Nimbly and sweetly recommends itself/Unto our gentle sense,' (1.6)  • “Mine eyes are made the fools o' th' other senses” (2.1)  • “Help me hence, ho!” (2.3) Lady Macbeth fainting  • “There’s daggers in men’s smiles” (2.3)  • “None of woman born shall harm Macbeth” (4.1)  • "And be these juggling fiends no more believed, That palter with us in a double sense;” (5.5)  Students will learn how to structure an opening for a question on this theme:  Throughout Macbeth, a Shakespearean tragedy, the theme of appearance and reality is a prominent and recurring motif as the characters struggle to discern between the appearance of things and the underlying reality. Interestingly, the conflict between what is true and what is not true is reflected in the character of Macbeth himself, who is torn between his ambition and his sense of morality. Perhaps, Shakespeare places his characters in a world full of chaos and confusion, to reflect the disorder in Jacobean times due to immense changes within the social structure.  Students will learn how to structure a paragraph within this response:  Initially, the concept of appearance versus reality is first introduced in Act 1 Scene 1, when the witches meet on the heath to discuss Macbeth, through the use of paradox in the phrase "fair is foul and foul is fair," which serves as a warning to the audience that things are not always as they seem. This phrase highlights the idea that what appears to be good and fair in the play may in fact be evil and foul, and vice versa. Additionally, the paradox can be seen as a commentary on the blurred moral lines in the play. Throughout the play, characters make choices that distort the distinction between good and evil, and this phrase serves as a reminder that things are not always as clear-cut as they seem. By opening the play with these lines, Shakespeare created an eerie atmosphere and promptly expresses one of the play’s central themes, informing his audience that they should be wary of appearances and that they should look deeper to understand the true nature of the characters. | Valiant - possessing or showing courage or determination.  Ruthless - having or showing no pity or compassion for others.  Manipulative - exercising unscrupulous control or influence over a person or situation. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on appearance and reality. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  How is the theme of the appearance and reality presented in Macbeth? |
| **Lesson 12**  **Big Question:**  Can we effectively answer a question on appearance and reality? | Students will write a response to the following question:  Starting with this extract, how does Shakespeare present appearance and reality in Macbeth?  Write about:  • how Shakespeare presents appearance and reality in this extract  • how far Shakespeare presents appearances and reality in the play as a whole.  [30 marks] AO4 [4 marks] | Valiant - possessing or showing courage or determination.  Ruthless - having or showing no pity or compassion for others.  Manipulative - exercising unscrupulous control or influence over a person or situation. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on appearance and reality. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations |
| **Lesson 13**  **Big Question:**  What are the key relationships in Macbeth? | Students will know that in their exam they may well have to answer a question on the relationship between two of the characters in the play. The key relationships in the play are:  • Macbeth and Lady Macbeth - Macbeth is married to Lady Macbeth, and their relationship is a complex one. Lady Macbeth is ambitious and initially encourages Macbeth to kill King Duncan in order to become king himself. However, their relationship becomes strained as Macbeth's guilt and paranoia grow.  • Macbeth and Banquo - Macbeth and Banquo are friends and fellow generals in the Scottish army. However, their relationship is strained when Macbeth becomes paranoid about Banquo’s own prophecies.  • Macbeth and the witches - The witches prophesise that Macbeth will become king, and this prophecy plays a major role in shaping the events of the play. Macbeth is both drawn to and repelled by the witches, and his relationship with them ultimately leads to his downfall.  • Duncan and Macbeth - Duncan is the King of Scotland and Macbeth is one of his loyal generals. However, Macbeth ultimately murders Duncan in order to fulfil the witches' prophecy and become king himself.  • Macbeth and Macduff - Macduff is a Scottish nobleman who becomes an enemy of Macbeth after Macbeth murders Duncan and becomes king. Macduff ultimately leads the rebellion against Macbeth and kills him in the final battle of the play.  Annotations for the extract:  Come on;  Gentle my lord, sleek o'er your rugged looks;  Be bright and jovial among your guests tonight. - Lady Macbeth believes that the only thing to do is to carry on. Lady Macbeth is still attempting to encourage her husband even though the power has shifted in the relationship.  So shall I, love – Macbeth is still responding to his wife in affection terms.  O, full of scorpions is my mind, dear wife - Macbeth uses a metaphor to explain that his guilty conscience is attacking and stinging him. He shares this information with the only person he can speak to about his guilt.  Be innocent of the knowledge, dearest chuck, - An interpretation of this line could be that Macbeth is trying to protect his wife. ‘dearest chuck’ is a term of endearment that shows that Macbeth has affection for his wife despite that fact that he is gradually becoming less human and more evil and power-hungry.  Quotations students could use about THE MACBETHS’ RELATIONSHIP from the rest of the play  • “my dearest partner of greatness,” (1.5)  • "too full o' the milk of human kindness / To catch the nearest way" (1.5)  • "Hie thee hither, / That I may pour my spirits in thine ear;” (1.5)  • "Your face, my thane, is as a book where men / May read strange matters" (1.5)  • "From this time / Such I account thy love" (1.7)  • "Bring forth men-children only; / For thy undaunted mettle should compose / Nothing but males" (1.7)  • "My hands are of your colour; but I shame / To wear a heart so white" (2.2)  • "Are you a man?" (3.4)  Students will know how to structure an introduction on the Macbeth’s relationship:  Throughout Macbeth, a Shakespearean tragedy, the relationship between Macbeth and Lady Macbeth is presented as a complex and strained one. Interestingly, though the couple begins the play unnaturally strong within their marriage, this seems to act as an early warning of their imminent and inevitable fall from grace, ending the play in an almost entirely different relationship than the one they began with. Perhaps, in showing the deterioration of the Macbeths' relationship over the course of the play, the playwright is warning his audience about the corrupting influence of power and the destructive nature of unchecked ambition.  Students will know how to structure a paragraph within this type of response:  At the beginning of the play the relationship between Macbeth and his wife Lady Macbeth is presented as a close and supportive one. The two characters seem to have a strong bond and are united in their ambition to achieve greater things. Macbeth refers to his wife as ‘my dearest partner of greatness’ in the letter he sends to her after receiving the witches’ predictions. The phrase "partner of greatness" suggests that Macbeth sees his wife as an equal and an essential part of his success. It also implies that he values her opinions and trusts her judgment. In the Jacobean era, gender was a very strict and rigid construction and for the most part determined male and female roles within society. Women were expected to be loyal and respectful daughters, wives, and mothers. The equality in this relationship would be unsettling to a Jacobean audience as the character of Lady Macbeth challenges the archetypal principles and beliefs of that era. | Loyalty - a strong feeling of support or allegiance.  Betrayal - the action of betraying one's country, a group, or a person; treachery.  Intense - having or showing strong feelings or opinions; extremely earnest or serious. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on relationships in Macbeth. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations |
| **Lesson 14**  **Big Question:**  Can we effectively respond to a question on relationships? | Students will write a response to the following question:  Starting with this moment in the play, explore how Shakespeare presents the relationship between Macbeth and Banquo.  Write about:  • how Shakespeare presents Macbeth and Banquo in this extract  • how far Shakespeare presents Macbeth and Banquo’s relationship in the play as a whole.  [30 marks]  AO4 [4 marks] | Loyalty - a strong feeling of support or allegiance.  Betrayal - the action of betraying one's country, a group, or a person; treachery.  Intense - having or showing strong feelings or opinions; extremely earnest or serious. | Students will need to know the events of the play and the main characters.  Students need to know how to respond to a question on relationships. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations |