

Year 7 – Terms 5 and 6 – Macbeth: Unit Intent: To introduce students to the experience of reading, annotating and analysing a whole Shakespearian play and to practice key GCSE skills, such as analytical writing, a skill they will need to apply regardless of the text they are writing about. Students will also develop their contextual knowledge of the play, to deepen their understanding of society at the time Shakespeare was writing, and to practice how to link texts to their context, an important skill in the Literature GCSE. Students will build upon their knowledge of Elizabethan Society through their study of ‘The Faerie Queen’ and an Introduction to Shakespeare, as well as their Biblical studies unit in Term 3, and their study of Chaucer in Term 4. Students will use the presentation of Lady Macbeth to link into their future study of how female characters are portrayed in Literature, such as Elizabeth Bennet in ‘Pride and Prejudice’. Students will also use the study of wider concepts of Macbeth to deepen their understanding of future texts studied, such as ‘The Crucible’ next term and ‘Romeo and Juliet’ in Year 10.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb)</u>	<u>Homework/Literacy Map</u>
<p><u>Week 1: KG/s and Overview</u> Lesson 1: To explain how Shakespeare was influenced by James I to write ‘Macbeth’.</p>	<p>Lesson 1: Allows students develop their understanding of Shakespeare’s intentions and how events in his society influenced his work. <i>Feeds on from the study of Shakespeare in Term 5 of Year 7 and ‘The Faerie Queen’, as well as the Bible Studies and Chaucer Units.</i> <i>Feeds forward to next lesson where students will be applying their contextual knowledge to the opening of the play.</i> <i>Feeds forward into the study of Shakespeare in Year 9 (‘Much Ado About Nothing’)</i></p>	<p>Lesson 1: New: Superstition Retrieve: Iambic Pentameter</p>	<p>Lesson 1:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Use Non-Fiction to develop students understanding of James I and how this influenced Shakespeare. Write an explanation of this. 	

Vocab Bank

	and at GCSE ('Romeo and Juliet').			
Lesson 2: To analyse how Shakespeare uses language to create our first impression of 'Macbeth' in Act 1 Scene 2	<p>Lesson 2: Develops students' ability to analyse how deliberate language choices have given them their impressions and practice mini PEE skill.</p> <p>Feeds on from previous lessons and assessments of developing this skill, where they will have done at least one piece of analytical writing per text studied since the start of Year 7.</p> <p>Feeds forward to next lesson by students comparing this knowledge of 'Macbeth' to when he is first seen in the play.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is a crucial skill in writing analytically about any text they study.</p>	<p>Lesson 2: New: Valiant Retrieve: Superstition/Supernatural</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Read and annotate Act 1 Scene 2 – identify other character's opinions of Macbeth. Write an analysis of the first impression this gives them. Explain Shakespeare's intentions. 	
Lesson 3: To describe how Shakespeare uses the occult to create fear and tension in Act 1 Scene 3	<p>Lesson 3: Develops students' understanding of Shakespeare's intentions in language choice and link to contextual knowledge to text.</p>	<p>Lesson 3: New: Occult/Aside Retrieve: Valiant/Superstition</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 	

Vocab Bank

	<p>Feeds on from the previous study of Shakespeare in Term 5 of Year 7, where they will have considered Shakespeare's intentions in the extracts they studied and 'The Faerie Queen', as well as the Bible Studies and Chaucer Units.</p> <p>Feeds forward to next lesson where students are going to be using their knowledge of the witches' prophecy to analyse the impact this has on Macbeth.</p> <p>Feeds forward to this being a key skill in AO2 and AO3 of the GCSE, as students have to be able to link the writer's intentions to both the context and their deliberate use of language.</p>		<p>2.) Read and annotate Act 1 Scene 3 – retrieve what was learnt in lesson 1 about James I and witches. Describe how the presentation of the witches would create fear and tension for a Shakespearian audience. Explain Shakespeare's intentions.</p>	
<p>Lesson 4: To analyse the effect of Shakespeare's use of dramatic and proleptic irony in Act 1 Scene 4</p>	<p>Lesson 4: Develops students' understanding of Shakespeare's intentions both in language choice and structural choice and development of subject terminology.</p> <p>Feeds on from studies of Roman mythology where they</p>	<p>Lesson 4: New: Irony/Duplicious Retrieve: Occult/Valiant</p>	<p>Lesson 4:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Introduce students to dramatic and proleptic irony. Read and 	<p>Reading Journal and Vocabulary Retrieval</p>

Vocab Bank

	<p>studied how these narratives were structured.</p> <p>Feeds forward to next lesson where they will be applying their knowledge of proleptic irony to the next scene.</p> <p>Feeds forward to this being a key skill in the higher grades at GCSE, as students have to be able to not just comment on a writer's choice of language, but also their use of form and structure.</p>		<p>annotate Act 1 Scene 4 – write an analysis of the effect of Shakespeare's use of irony in the scene.</p>	
<p><u>Week 2: KG/s and Overview</u></p> <p>Lesson 5: To explain how Shakespeare presents Lady Macbeth as transgressing against the ideals of a typical Shakespearian woman</p>	<p>Lesson 5: Develop students understanding of the patriarchal society of Shakespeare's time and how women were viewed and how Shakespeare subverts these when presenting Lady Macbeth.</p> <p>Feeds on from the study of Elizabeth I and Brittomart, as well as the 'Viking Shield Maidens' and 'The Wife of Bath', along with the presentation of women in The Bible.</p> <p>Feeds forward to next lesson by students using their knowledge of Lady Macbeth</p>	<p>Lesson 5: New: Transgression Retrieve: Irony/Superstitious</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Use Non-Fiction to teach students how Shakespearian women were supposed to behave. Read and annotate Act 1 Scene 5 – highlight examples of Lady Macbeth transgresses against this. 	

Vocab Bank

	<p>to analyse her presentation in the next scene.</p> <p>Feeds forward to the study of female characters in Shakespeare in Year 9 and at GCSE (such as Beatrice, Hero and Juliet) as well as the study of other female characters, such as the female characters in the 19th Century extracts in Year 9 Terms 1 and 2, along with Elizabeth Bennet in <i>Pride and Prejudice</i>.</p>		<p>Write an explanation of how Lady Macbeth transgresses against the expectations of a typical Shakespearian woman.</p>	
<p>Lesson 6: To analyse how Lady Macbeth is presented as evil in Act 1 Scene 5</p>	<p>Lesson 6: Develop they key GCSE skill of mini PEE analytical writing, linking to contextual knowledge.</p> <p>Feeds on from previous lessons and assessments of developing this skill, where they will have done at least one piece of analytical writing per text studied since the start of Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of Lady Macbeth to develop their understanding of her relationship with Macbeth.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is a</p>	<p>Lesson 6: New: Patriarchal Retrieve: Transgression/Duplicitous</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Re-read Act 1 Scene 5 – pick key quotations that present Lady Macbeth an evil. Revise mini PEE writing through modelling. Write an analysis of how Lady Macbeth is presented as evil, adding contextual knowledge to 	

Vocab Bank

	crucial skill in writing analytically about any text they study.		support interpretation.	
Lesson 7: To analyse how Shakespeare uses language to present the relationship between Lord and Lady Macbeth in Act 1 Scene 7.	Lesson 7: Develop students understanding of how to prepare for, and answer, a GCSE style extract question. Feeds forward to next lesson by students using their knowledge of both characters to prepare for an assessment. Feeds forward to GCSE Literature, where students have to learn how to track and systematically analyse an extract, which will be included in all questions on the Literature paper.	Lesson 7: New: Manipulative Retrieve: Patriarchy	Lesson 7: 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Read and annotate Act 1 Scene 6 and 7 – explain how Macbeth is feeling about King Duncan. Summarise how Lady Macbeth manipulates Macbeth into killing the King. Explain how this develops their opinion of both characters.	Reading Journal and Vocabulary Retrieval
<u>Week 3: KG/s and Overview</u> Lesson 8: To understand how to respond to a GCSE extract question and how to plan your response.	Lesson 8: Develop students understanding of how to prepare for, and answer, a GCSE style extract question. Feeds forward to next lesson by students using their knowledge of how to write an	Lesson 8: New: Undaunted Retrieve: Manipulative/Proleptic Irony	Lesson 8: 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Students read through extract from Act 1 Scene	

Vocab Bank

	<p>effective mini PEE to complete their assessment. Feeds forward to GCSE Literature, where students have to learn how to track and systematically analyse an extract, which will be included in all questions on the Literature paper.</p>		<p>7 and plan an answer to the question: How do Lord and Lady Macbeth speak and behave here? How would as audience react? Teacher models overview and first paragraph and students practice.</p>	
<p>Lesson 9: To complete GCSE style extract assessment.</p>	<p>Lesson 9: Develop students understanding of how to prepare for, and answer, a GCSE style extract question. Feeds forward to next lesson where students will apply their prior knowledge of Macbeth's character to the next scene. Feeds forward to GCSE Literature, where students have to learn how to track and systematically analyse an extract, which will be included in all questions on the Literature paper.</p>	<p>Lesson 9: New: Subvert Retrieve: Undaunted/Patriarchal</p>	<p>Lesson 9: 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Students will use their preparation from Lessons 7 and 8 to answer the GCSE extract question in 30 minutes. After completion they will peer mark and set targets.</p>	
<p>Lesson 10: To describe how Shakespeare presents</p>	<p>Lesson 10: Explore how Shakespeare uses language to</p>	<p>Lesson 10: New: Damnation</p>	<p>Lesson 10:</p>	

Vocab Bank

<p>Macbeth's mental state in Act 2 Scene 1.</p>	<p>develop students' impressions of Macbeth and how his mental state has changed. Feeds on from the character study of the Pilgrims in 'The Canterbury Tales', along with Brittomart in 'The Faerie Queen'. Feeds forward to next lesson where students use their knowledge of Macbeth to explore his reaction to murdering the King. Feeds forward to the GCSE of tracking a character's development throughout a text, which they will have to do in all of the set texts in the Literature GCSE.</p>	<p>Retrieve: Subvert/Superstition</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Read and annotate Act 2 Scene 1 – recall previous impressions of Macbeth from Act 1 – explain our first impression of his character. Identify what signs of Macbeth's disturbed mental state we can see in his soliloquy and describe how his mental state is presented. 	
<p>Lesson 11: To explain how Shakespeare presents the affect the murder has on Lord and Lady Macbeth.</p>	<p>Lesson 11: Develop students understanding of how Shakespeare uses language Macbeth and Lady Macbeth to present their differing reactions to the murder. Feeds on from the character study of the Pilgrims in 'The</p>	<p>Lesson 11: New: Distraught Retrieve: Damnation/Undaunted</p>	<p>Lesson 11:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Read and annotate Act 2 Scene 2 – 	<p>Reading Journal and Vocabulary Retrieval</p>

Vocab Bank

	<p>Canterbury Tales', along with Brittomart in 'The Faerie Queen'.</p> <p>Feeds forward to next lesson by students using their knowledge of Macbeth and Lady Macbeth to explore how duplicitous they are towards the other characters on stage. Feeds forward to the GCSE of tracking a character's development throughout a text, which they will have to do in each of the set texts in the Literature GCSE.</p>		<p>summarise how both Lord and Lady Macbeth react to the murder of the King. Explain how Shakespeare uses language to show their different reactions and his intentions in doing so.</p>	
<p><u>Week 4: KG/s and Overview</u></p> <p>Lesson 12: To explain how different characters react to the death of King Duncan and analyse Shakespeare's intentions.</p>	<p>Lesson 12: To develop students understanding of how a writer uses character reactions to meet their intentions and make the audience make predictions of future events. Feeds on from the consideration of the writer's intentions in the study of Brittomart in 'The Faerie Queen' and the Pilgrims in 'The Canterbury Tales'.</p> <p>Feeds forward to next lesson by students using their prior knowledge of Macbeth to explore the reasons why he wants to kill Banquo.</p>	<p>Lesson 12:</p> <p>New: Duplicitous</p> <p>Retrieve:</p> <p>Distraught/Valiant</p>	<p>Lesson 12:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Read and annotate Act 2 Scene 3 – write an explanation of how Banquo, Macduff, Donalbain, Malcolm and Lord and Lady Macbeth. Write a brief analysis of Shakespeare's intentions here. 	

Vocab Bank

	Feeds forward to the understanding of a writer's intention at GCSE, which is necessary in grades 5+ of the Literature GCSE in studying the set texts.		What predictions do these reactions give the audience?	
Lesson 13: To analyse how Macbeth's increasing bloodlust is presents in Act 3 Scene 1?	<p>Lesson 13: To develop students understanding of how Shakespeare uses language to develop our impressions of Macbeth's character.</p> <p>Feeds on from the character study of the Pilgrims in 'The Canterbury Tales', along with Brittomart in 'The Faerie Queen'.</p> <p>Feeds forward to next lesson because students will use the new knowledge of Macbeth's deteriorating mental state to explore how this is reflected through the change in his and Lady Macbeth's relationship.</p> <p>Feeds forward to the GCSE of tracking a character's development throughout a text, which they will have to do in each of the set texts in the Literature GCSE.</p>	<p>Lesson 13: New: Bloodlust/Avouch Retrieve: Duplicitous/Dramatic irony</p>	<p>Lesson 13:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Read and annotate Act 3 Scene 1 – summarise why Macbeth wants to kill Banquo and Fleance. Based on previous knowledge of Macbeth, write a mini PEE analysis of how Macbeth is presented as bloodthirsty and why he feels way. 	
Lesson 14: To explain the change in Lord and Lady Macbeth's relationship and	Lesson 14: To develop students understanding of how Shakespeare uses	Lesson 14: New: Submissive/Dominant	Lesson 14: 1.) Vocabulary and prior knowledge	Reading Journal and Vocabulary Retrieval

Vocab Bank

<p>explore the reasons for these changes</p>	<p>language and structure to show the change in their relationship. Feeds on from the character study of the Pilgrims in 'The Canterbury Tales', along with Brittomart in 'The Faerie Queen'. Feeds forward to next lesson because students will use their new knowledge of their relationship to respond to their previous assessment feedback. Feeds forward to the GCSE of tracking a character's development throughout a text, which they will have to do in each of the set texts in the Literature GCSE.</p>	<p>Retrieve: Bloodlust/Duplicitous</p>	<p>Daily Retrieval slide 2.) Read and annotate Act 3 Scene 2 – summarise how Macbeth speaks and behaves towards Lady Macbeth in this scene? Explain how the roles between them have changed from Act 1 and who is dominant and who is now submissive. Analyse the reasons for this change?</p>	
<p><u>Week 5: KG/s and Overview</u> Lesson 15: To understand how to respond to feedback to develop your analytical writing</p>	<p>Lesson 15: Develop students' knowledge of the GCSE criteria by responding to teacher feedback and improving their answer. Feeds on from previous lessons and assessments of developing this skill, where they will have done at least one piece of analytical writing</p>	<p>Lesson 15: N/A due to feedback lesson.</p>	<p>Lesson 15: 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Respond to whole class literacy errors, label R's, evaluate successful</p>	

Vocab Bank

	<p>per text studied since the start of Year 7.</p> <p>Feeds forward to next lesson because students will use their knowledge of Macbeth at the start of the play to compare to his presentation as the play develops.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is a crucial skill in writing analytically about any text they study.</p>		<p>students answers, respond to R's, set targets, write improvement paragraph, label in green how they've met their targets.</p>	
<p>Lesson 16: To evaluate the effectiveness of Shakespeare's presentation of Macbeth's mental breakdown in Act 3 Scene 4.</p>	<p>Lesson 16: To develop students understanding of how to evaluate the success of a writer's use of language, form and structure.</p> <p>Feeds forward to students using their knowledge of Macbeth's character development to use in their creative writing.</p> <p>Feeds forward to the focus of this key skill in the top band of the GCSE criteria, where students will have to evaluate the effectiveness of the writer's techniques in the Literature set texts.</p>	<p>Lesson 16: New: Delusion/Stagecraft Retrieve: Submissive/Dominant</p>	<p>Lesson 16:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Read and annotate Act 3 Scene 4 – summarise how Macbeth's mental state is presented as worsening in this scene and why he behaves in this way. Respond to the following evaluative 	

Vocab Bank

			question: 'Shakespeare effectively presents Macbeth and being mentally tormented by his guilt.' To what extent to do you agree with this statement.	
Lesson 17: To understand how to write a letter and develop knowledge of the DAFOREST techniques.	Lesson 17: To develop students understanding of the form and structure of a letter and the range of techniques they need to use in Non-Fiction writing. Feeds on from the opportunity to develop these skills in Year 7 through previous writing assessment, such as letter, article and speech writing. Feeds forward to next lesson where students will complete their assessment. Feeds forward to the Transactional Writing section of the GCSE Language exam.	Lesson 17: New: Anecdote Retrieve: Delusion/Bloodlust	Lesson 17: 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Introduce students to writing assessment: Write a letter from Ross to Macduff explaining the events of Act 3 Scene 4 and giving his opinion of what it reveals about Macbeth. Revise the form and structure of a formal letter	

Vocab Bank

			and the DAFORST techniques. Students plan their letter.	
Lesson 18: To use a range of the DAFORST techniques to write in the form of a letter	Lesson 18: To develop students understanding of the form and structure of a letter and the range of techniques they need to use in Non-Fiction writing. Feeds on from the opportunity to develop these skills in Year 7 through previous writing assessment, such as letter, article and speech writing. Feeds forward to next lesson where students will use their knowledge to continue to analyse Macbeth's development. Feeds forward to the Transactional Writing section of the GCSE Language exam.	Lesson 18: New: Hyperbole Retrieve: Anecdote/Manipulative	Lesson 18: 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Students complete writing assessment.	Reading Journal and Vocabulary Retrieval
<u>Week 6: KG/s and Overview</u> Lesson 19: To analyse how Shakespeare uses the witches to create a fear and tension in Act 4 Scene 1	Lesson 19: To revise students' knowledge of why Shakespeare chose to use witchcraft in Macbeth and develop students analytical skills. Feeds forward to next lesson where students use their	Lesson 19: New: Vanquished Retrieve: Hyperbole/Dominant	Lesson 19: 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Read and annotate Act 4 Scene 1 –	

Vocab Bank

	<p>knowledge of 'Macbeth' to answer an evaluative question.</p> <p>Feeds forward into AO2 and AO3 at GCSE where students have to cross-reference different events across the set texts at GCSE to make interpretations and judgements.</p>		<p>summarise how the witches are presented.</p> <p>Explain the significance of their prophecies to Macbeth.</p> <p>Analyse how Shakespeare's presentation of the witches would cause fear and tension for a Shakespearian audience.</p>	
<p>Lesson 20: To evaluate the success of Shakespeare's use of proleptic and dramatic irony in Act 4 Scene 2</p>	<p>Lesson 20: Develops students' understanding of Shakespeare's intentions both in language choice and structural choice and development of subject terminology.</p> <p>Feeds forward to next lesson by students using their knowledge of Macbeth's character to consider how he embodies the Seven Deadly Sins.</p> <p>Feeds forward to the understanding of a writer's intention at GCSE, which is necessary in grades 5+ of the</p>	<p>Lesson 20:</p> <p>New: Diminutive/Traitor</p> <p>Retrieve: Proleptic irony</p>	<p>Lesson 20:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Read Act 4 Scene 3 – identify examples of dramatic and proleptic irony in this scene. Respond to the following evaluative question: 'Shakespeare's use of dramatic and proleptic 	

Vocab Bank

	Literature GCSE in studying the set texts.		irony is effective at making this scene even more horrifying for the audience.' To what extent do you agree with this statement?	
Lesson 21: To explain how Shakespeare uses language to present Malcolm and Macduff in Act 4 Scene 3	<p>Lesson 21: Revise the concept of the Seven Deadly Sins and explore how Shakespeare uses language to present Malcolm and Macduff as embodying these sins.</p> <p>Feeds on from the concept of the Seven Deadly Sins studied in Terms 3 and 4 of Year 7.</p> <p>Feeds forward to students using their knowledge of the seven deadly sins and how to apply this to Lady Macbeth.</p> <p>Feeds forward to GCSE analysis skills (AO2) where students will have to explore how specific characters are presented in the Literature set texts to explore certain key themes.</p>	<p>Lesson 21: New: Vice Retrieve: Traitor/Duplicitous</p>	<p>Lesson 21:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide 2.) Revise the concept of the Seven Deadly Sins. Read and annotate Act 4 Scene 3 – identify examples of how Malcolm or Macduff could embody any of the Seven Deadly Sins. Explain how both character can be seen to embody some of the Seven Deadly Sins and explore Shakespeare's intentions. 	Reading Journal and Vocabulary Retrieval

Vocab Bank

<p><u>Week 7: KG/s and Overview</u></p> <p>Lesson 22: To explain how Shakespeare presents the effects of murder and witchcraft in Act 5 Scene 1.</p>	<p>Lesson 22: Develop students understanding of the writer's intentions in a text and how this influences their presentation of character.</p> <p>Feeds on from the lesson this term where students have been asked to consider Shakespeare's intentions.</p> <p>Feeds forward to next lesson by students using their knowledge of the events of a play to analyse Shakespeare's use of form and structure.</p> <p>Feeds forward to the understanding of a writer's intention at GCSE, which is necessary in grades 5+ of the Literature GCSE in studying the set texts.</p>	<p>Lesson 22:</p> <p>New: Descent</p> <p>Retrieve: Vice/Occult</p>	<p>Lesson 22:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Revise how women were typically perceived in Shakespearian society. Read and annotate Act 5 Scene 1 – identify examples of how Shakespeare uses language to show us Lady Macbeth's guilt and mental illness. Explain how Lady Macbeth's character has been effected by the murder of King Duncan and engagement in witchcraft. 	
<p>Lesson 23: To explain how Shakespeare uses dramatic irony to present the</p>	<p>Lesson 23: Develops students' understanding of Shakespeare's intentions both</p>	<p>Lesson 23:</p> <p>New: Tyrant</p>	<p>Lesson 23:</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge 	

Vocab Bank

<p>inevitable downfall of Macbeth.</p>	<p>in language choice and structural choice and development of subject terminology. Feeds on from the lesson this term where students have been asked to consider Shakespeare's intentions. Feeds forward to next lesson by students using their knowledge of 'Macbeth' to write a letter reveals his thoughts and feeling. Feeds forward to this being a key skill in the higher grades at GCSE.</p>	<p>Retrieve: Descent/Dramatic Irony</p>	<p>Daily Retrieval slide. 2.) Read and annotate Act 5 scenes 3 and 4 – explain how Shakespeare uses dramatic irony in Act 5 Scenes 3 and 4 and how this creates tension for the audience.</p>	
<p>Lesson 24: To use language choices for deliberate effect to express the final thoughts and emotions of Lady Macbeth.</p>	<p>Lesson 24: Develops students' ability to write creatively using language for deliberate effect. Feeds forward to the Narrative writing at GCSE where students have to demonstrate these skills.</p>	<p>Lesson 24: New: Culpability Retrieve: Tyrant/Vanquished</p>	<p>Lesson 24: 1.) Vocabulary and prior knowledge Daily Retrieval slide. 2.) Read and annotate Act 5 Scene 5 – explain how Macbeth reacts to the suicide of his wife and what this reveals about him. Imagine you are Lady Macbeth and write a short</p>	

Vocab Bank

			letter confessing her part in the murder.	
Lesson 25: To explain and evaluate how the audience feels about the ending of the play	Lesson 25: Develops students' ability to critique what they have read. Feeds forward to the top assessment criteria at GCSE (Band 5) where students have to give their personal critical opinion of the set Literature texts.	Lesson 25: New: Devastated Retrieve: Culpability/Valiant	Lesson 25: Read and annotate Act 5 scene 6 and 7 – explain our final impressions of Macbeth. Do you think the play has an effective ending? Write a critique of the ending of the play.	Reading Journal and Vocabulary Retrieval

Vocab Bank