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| Year 7 | **Topic:** Macbeth and Heroes**Period: Spring** 1 |
| **Overview of topic:**Students will begin reading ‘Macbeth’ by William Shakespeare and explore how the character of Macbeth is initially presented as heroic. Pupils will explore the concept of being heroic and produce a piece of transactional writing about a person they consider to be heroic and why. Key writing skills such as paragraphing will be explicitly revised and taught, along with sentence type and structure. In addition, key contextual information will be explored including the significance of the supernatural, fate and destiny in the play. In addition, students will study ‘Dulce et Decorum Est’ to consider how the theme of conflict is presented in a different type of text. This will build on their skills from the first half term where poetry was studied. Clear links to their knowledge from the previous term, looking at gothic fiction in ‘Cirque du Freak’ as well as extracts from 19th Century gothic texts, can be drawn. Students will analyse language and structure used in the play, as well as how the play might appear in performance.  |
| **Key** **knowledge:** Pupils will understand the context surrounding the play including information about William Shakespeare, King James I and the historical figures that are referenced in the play. Alongside this students will know the plot, themes and characters presented in the play.**Key vocabulary:****Tier 2 Vocabulary and Phrases:**ambitionduplicitousequivocateexploitheinoushubrismalevolentmercurialregicidescepticalsurrealTreacheryusurpValour hamartia**Tier 3 Vocabulary ,** AsideDramatic ironySoliloquyRhyming couplets | **Key skills:** -Research skills-How to organise your work into paragraphs-How to choose appropriate information and content for your audience and purpose-How to write in the correct format for your audience-How to create a sense of voice in your writing-How to read and understand at word and sentence level, the meaning of a challenging Shakespearean text -How to cope with understanding challenging and unfamiliar words in a sentence.-How to select appropriate quotations.-How to pick out individual words and techniques from the quotation.-How to make a comment on the effect of individual words and techniques from the quotation-How to comment on what society was like when Shakespeare was writing. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***-Spotlight focus on the author William ShakespeareLinks to Year 7 ASPIRE Day from page to stage in previous term-considering staging and production of certain characters and scenes-Look at the creative writing process and model this while students write their own texts.-Publicise age-appropriate writing competitions. -School library has other works by Shakespeare in a variety of different formats, including graphic novels. | **Key reading skills taught: clarify, question, summarise, predict** **Key texts: *Macbeth* by William Shakespeare****Wider Reading Opportunities/Links:**Different Shakespeare plays in different formats**National Curriculum**: study of 1 Shakespeare play, exploration of staging,, plot and characters, inference and evidence , spoken language debate.**Cross-curricular links**:The knowledge you gain will help you in subjects such as History and Citizenship. Experience of theatre and clips of performance, experience of writing an article links to careers in English |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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