



Subject: English Year 9 Spring Term 1: *Macbeth*

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p><i>Macbeth</i> is a play that raises more questions than it provides answers. Is Macbeth a hero turned villain? Was he ever really good at all? Is he manipulated and influenced by the people and supernatural forces around him? Or is the power to become a ruthless killer within him from the start? This is a brutal and ruthless time in history and <i>Macbeth</i> is a brilliant reflection of the periods in which it was set and written, but also a harrowing story that explores all kinds of human dilemmas that transcend time. We begin our study of <i>Macbeth</i> in Year 9, which allows us to explore some of these essential plot points and big questions alongside embedding our contextual knowledge ready for our full close reading of the text in Year 10.</p> <p>The themes and content that we study will sit alongside questions about freewill, ambition and personal choices that students will often come across in their Citizenship and RE studies, while the elements of British – particularly monarchial- history will explore the uncertainty and unrest associated with the transition from a Tudor-ruled Britain to the Jacobean era as King James VI of Scotland becomes King James I of England.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What was the Jacobean period and why was it a significant time in history? • Who are the characters and how do they each play their part in the story? • What are the features of a Shakespearean tragedy? • What are monologues for? • What are the key monologues in <i>Macbeth</i>? 	<ul style="list-style-type: none"> • How are some of the events of the Jacobean period reflected or linked to the themes and issues in <i>Macbeth</i>? • What happens in <i>Macbeth</i>? • What makes a Shakespearean tragic hero and is this different from conventional ideas about what a hero is? • Is <i>Macbeth</i> a hero? • To what extent is <i>Macbeth</i> a piece of fiction and what aspects of it reflect society in Shakespeare's time as well as in more ancient Scottish history? • What are some of the key quotations we could start to memorise? 	<ul style="list-style-type: none"> • Was Shakespeare pro-monarchy? • Is <i>Macbeth</i> a good man turned bad, or was he always tainted with the capability to commit evil? • Is it possible to sympathise with lady <i>Macbeth</i>? • Does Shakespeare present women as a corrupting force? • Are the problems and dilemmas really so different from the kinds we encounter today? How could we relate to these?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		
	Skill/Technique	How will this skill be developed?	

	<ul style="list-style-type: none"> • Embedding and developing ideas about context and its significance to a play 	<ul style="list-style-type: none"> • Video clips, time lines and a variety of sources to explore historical context • Practising embedding quotations judiciously to select precise, relevant evidence on which to build and demonstrate contextual understanding • Learning of key vocabulary – words from within the text, looking at their etymology and contextual relevance
	<ul style="list-style-type: none"> • Use of subject terminology to effectively and specifically discuss the form of a play • Application of perceptive ideas and forming an informed, personal response 	<ul style="list-style-type: none"> • Learning, revision and low stakes testing on repertoire of vocabulary linked to theatre and drama texts • Looking at models of writing where a personal voice/ original ideas are evident. What is a perceptive idea and how do we show it in our essays?