

**English
Medium Term Plan**

Outline of programme of work

Explore the play of Macbeth whilst developing language analysis, to help interpret the writer's perspective. Inference and deduction of the plot is key, students must become familiar with the characters, settings and themes.

Using knowledge and understanding students must develop a range of creative writing pieces (newspaper articles, letters, news reports etc). Particular attention must be paid to the technical accuracy.

Key Objectives

- Inference and deduction
- Technical accuracy within written work

Suggested Activities		Bloom
Week 1	<p>Shakespeare? Students are given an introduction to Shakespeare – who is he? What did he do? Why is he so famous?</p> <p>Students will develop a prediction on the play based on the front cover – students must offer reasoning for their ideas. Students will then explore Act one – as students read they must develop a</p>	<p>Exploration Analysis Predictions</p>

	summary of each scene. Using the summaries students will reflect on their initial predictions to see if they have changed and why.	
Week 2	<p>Students will complete a character analysis – students can select a character of their choice to explore, they must then develop a circle map on the character, for stretch and challenge students should include evidence to support all of the points they make.</p> <p>Students then need to apply this knowledge to the PEE structure – differentiation can be offered with writing frames and different levels of sentence starters.</p> <p>Extension – Peer assessment using a check list to see what they have achieved and the areas they need to improve on. Students should then be given simple and direct instructions on how to improve this particular area. They can then develop another PEE taking into consideration their personal target.</p>	<p>Analysis Exploration Application Reflection</p>
Week 3	<p>Reading the play. Analysis of the writer's perspective. Exploration of the panicle soliloquy – here students should question why Shakespeare made the character of Macbeth express his inner mot thoughts and feelings (red hat) to the audience.</p> <p>Students can than apply this knowledge to the PEE structure – differentiation can be offered using a range of writing frames. Green pen activity.</p>	<p>Exploration Construction Analysis Application</p>

Week 4	<p>Writing activity.</p> <p>Keeping in mind Macbeth's iconic Soliloquy. Students should now be moving on to construct a soliloquy in the role of Macbeth. Students should image they have just seen Banquo's ghost, their red hat feelings should be placed into a circle map.</p> <p>Moving on the constriction of their soliloquy students should develop a flow map to help them in their full written response. Students must be reminded that they will be assessed on the technical accuracy of their work- therefore they should pay close attention to; spellings, vocabulary and literary techniques (AFOREST).</p> <p>Extension – the more able students should be able to peer assess their work. One star and two wishes – the two wishes must be constructive and technical, not based on handwriting etc.</p>	<p>Application Analysis Mapping skills Red hat – feelings</p>
Week 5	<p>Reading of the play – developing summaries after each scene. Summaries should be very short and to the point.</p>	<p>Summarising Sequencing</p>
Week 6	<p>Character analysis – students should focus on a non-main role character. They should define the character using a circle map. This should then be analysed further with a bubble map, before consolidation all knowledge</p>	<p>Analysis Constructing</p>

	<p>into a PEE structure.</p> <p>Students should self or peer assess using the success criteria to support them.</p>	
Week 7	<p>Class discussion on how people communicated during this time – reflection on the story on how Macbeth told his wife about his meeting with the three sisters. We will then bring this into modern day by developing a text message from Macbeth to Lady Macbeth.</p> <p>Students should explore the feeling of Lady Macduff (red hat) - how did she feel that she has heard nothing from him? Does she blame him for the death of their son?</p> <p>Students will then construct an informal letter in the role of Lady Macduff to Macduff addressing her feelings.</p> <p>Self-assessment – teacher response – green pen.</p>	
Week 8	<p>Theme analysis.</p> <p>Students reflect on what a theme is and develop a circle map on the different themes within the play.</p> <p>Students will then select one of these themes and develop a PEE chain completing a detailed analysis. Students must ensure that they include a supportive quotation from the text.</p>	Analysis Construct

	Students should self-assess completing two stars and one wish.	
Week 9	<p>Creative writing.</p> <p>Students will reflect on the structure of the play – as whole class students' will place the key events of the play into a flow map on the white board.</p> <p>Following on from this students' will be asked to bring the original Macbeth into modern day. Students should complete planning using one of the thinking maps.</p> <p>Students will then use their planning to construct a modern day version of Macbeth – a clear success criteria should be shared with the class.</p> <p>Plenary – self assessment, students should explore what they have done well and how they could improve their work.</p>	<p>Recall</p> <p>Sequencing</p> <p>Summaries</p> <p>Design</p> <p>Construct</p> <p>Self-assessment</p>
Week 10	<p>Lady Macbeth letter.</p> <p>Students should develop a circle map on Lady Macbeth.</p> <p>As a class students should then put on their red hats and develop an analysis of the emotions she was feeling before she died.</p> <p>Task – students need to construct a letter to Macbeth from Lady Macbeth just before she takes her own life. As a class develop a success criteria for the letter. Students must plan their letter using a thinking map prior to constructing it.</p>	<p>Reflect</p> <p>Analysis</p> <p>Construct</p> <p>Self-assessment</p>

	<p>Plenary – using the success criteria students should complete two stars and a wish.</p>	
Week 11	<p>Newspaper. Students should reflect on who killed Macbeth and how was this possible, keeping in mind everything the three sisters told Macbeth.</p> <p>The task is to develop a newspaper article on the death of Macbeth – a snappy headline should be created by each student.</p> <p>Students should plan their response using a thinking map – keeping in mind the success criteria. Once completed students should construct their newspaper article, following the correct layout – a template can be used.</p> <p>Plenary – two stars and a wish.</p>	<p>Reflect Examine Assemble Design Construct.</p>
Week 12	<p>PELE. Students should be given time to find their favourite quote from the text – less able students should be given a choice of three.</p> <p>Each student should then highlight the key word from their quote – this word should then be placed into a circle map where they should explore all the facts and meanings about it (including word type).</p> <p>As a class the PELE structure should be explored. Students should compare</p>	<p>Provide reason Construct Analyse</p>

	<p>this to the PEE structure to examine the differences. The class should then develop a model PELE, highlighting the different parts in different colours.</p> <p>Students should then construct one of their own – sentence starters may be given.</p> <p>Plenary – reflection – what did they find easy? What did they find difficult?</p>	
<p>Week 13</p>	<p>Creative writing. Display the two task options on the board:</p> <ol style="list-style-type: none"> 1. You are Macbeth's attorney – you need to develop a speech to explain Macbeth's actions/crimes to the court. You must save him from being punished. 2. You are Macbeth – you can see the forest approaching your home write a monologue. You must use your red hats – feelings/emotions. <p>Students should select their task and then plan their response using one of the thinking maps.</p> <p>A clear success criteria must be shared with all students before they can construct their response.</p> <p>Plenary – question - do you think Macbeth deserved to die? Why?</p>	<p>Design Construct Reflect Provide reason</p>
<p>The final lessons of the term – students can watch the original film of Macbeth (please ensure it is the correct version and not modernised as this may cause confusion).</p>		

<https://www.youtube.com/watch?v=2wZ2erlRVkA>