

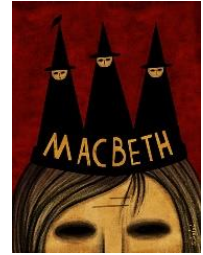


Key Stage Three English - Unit Overview

Year 8 – Spring – ‘The Gothic’

Main – Macbeth

- Resources – available in J drive



Unit rationale	<p>1. This unit will be used to develop pupils' critical reading of Shakespeare's plays. The Y7 'Introduction to Shakespearean Comedies' unit aims to develop students' familiarity with Shakespeare and develop pupils' strategies for accessing the language. The reading demand now increases: inferences and analysis of language and structure (a shift in emphasis towards analysis now in Year 8)</p> <p>2. The unit prepares pupils for studying a whole Shakespearean text (future KS4 demands). Pupils are not required to read the whole text, but pupils should track the relationship between Macbeth and Lady Macbeth via key extracts across the whole of the play. This increased exposure will prepare pupils for future KS3/4 demands</p> <p>3. Studying the play alongside 'Nineteenth-century Gothic Fiction' will develop pupils' understanding of genre and associated conventions</p>	
Assessment (this unit's outcome IS formally assessed)	Unit outcome: Warm task (extract analysis) – How does Lady Macbeth persuade Macbeth to kill King Duncan in this extract from Act 1, Scene VII? Assessment attached	Informal assessment and low-stakes testing: <ul style="list-style-type: none">• Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis• Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be

		applied independently
Core knowledge	<p>1. Contextual knowledge:</p> <ul style="list-style-type: none"> • The Divine Right of Kings • Witchcraft • King James I • Gender roles <p>2. Unit vocabulary (see below)</p> <p>3. Developing knowledge recall from memory (see knowledge organiser)</p>	
Core skills	<p>Students are to continue to develop the skills focused upon during the main Autumn unit – ‘The Modern Novel’ – to increase confidence and independence</p> <p>1. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning</p> <p>2. Retrieval skills: selecting precise, selective evidence to support responses, with a focus on embedding this within written responses</p> <p>3. Reading development – developing analytical skills when reading a Shakespearean play: staging, character, plot, themes, context and language features</p> <p>4. Develop pupils’ analytical writing further. Focused use of the what/how/why approach when approaching extracts. A focus on developing layers of understanding and interpretation</p>	
Key questions for the unit	<ul style="list-style-type: none"> • What inspired Shakespeare to write the play? • How is the opening to the play engaging? • Is Macbeth a hero? • What motivates Macbeth? • How does Macbeth change in the play? • Who is powerful in the play? • What is the role of Lady Macbeth in the play? • How does Lady Macbeth change in the play? • What happens to Banquo? • Why are the witches important? • What is Macduff’s purpose in the play? • How does the theme of the supernatural develop in the play? • How does the play end? 	
Key vocabulary	<p>1. Unit vocabulary - tier 2 vocabulary:</p> <ol style="list-style-type: none"> 1. Ambition 2. Dominant 3. Manipulative 4. Femininity 5. Emasculate 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Soliloquy 2. Monologue 3. Personification 4. Imagery 5. Simile

	6. Regicide 7. Treason 8. Sceptical 9. Betrayal 10. Prophecy	6. Metaphor 7. Blank verse 8. Iambic Pentameter 9. Prose 10. Motif
Homework opportunities	<ul style="list-style-type: none"> • <i>Macbeth</i> menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • The reading 'challenge' in terms of approaching Shakespeare increases in this unit, creating a transition between previous KS3 and subsequent GCSE prose texts. Pupils are to implement previous reading strategies for approaching Shakespeare to focus on developing interpretations and retrieving precise, selective textual evidence to support points of view • Students are to continue to develop the reading skills focused upon during the main Autumn unit – 'The Modern Novel' – to increase confidence and independence • Pupils move beyond reading extracts from Shakespeare to tracking character developments across a whole play • Themes of ambition and the role of the tragic hero can be revisited during Year 9 – Summer Term – 'An Introduction to Shakespearean Tragedies' <p>2. Writing</p> <ul style="list-style-type: none"> • The demands on analytical writing increase in this unit, creating a transition between previous and subsequent KS3 units • Studying the play alongside 'Nineteenth-century Gothic Fiction' will develop pupils' understanding of genre and associated conventions. Students can use conventions of the genre to develop their crafting skills 	

How does Lady Macbeth persuade Macbeth to kill King Duncan in this extract from Act I, Scene VII?

LADY MACBETH enters.

How now! What news?

LADY MACBETH

He has almost supped. Why have you left the chamber?

Enter **LADY MACBETH**.

What news do you have?

LADY MACBETH

He has almost finished dinner. Why did you leave the dining room?

