

Provision: A Team - Autumn Scheme of Work	
Rationale and Context for A Team Provision	Specific Core Knowledge and skills
<ol style="list-style-type: none"> 1. Why is this provision offered at ASHS (how does it link with your intent i.e. John 10:10)? I have come, that they may have life, and that they may have <i>it</i> more abundantly. 2. Explain what prior learning is built on eg KS2 or KS3 Units? 3. What future learning does it underpin? 4. Why is it taught in this order? Sequencing This unit has been designed to compliment the humanities and RS units that are exploring the Tudor period and the relationship between the Monarchy and the Church) 5. Where in this scheme is a good opportunity to link to John 10:10 <p>This term (Autumn) we will be studying Shakespeare’s play ‘Macbeth’. Prior to starting the play we will be exploring (in depth) the Edwardian period.</p> <p>Due to COVID the A-team students have had a disrupted and disjointed learning experience and many of them come into high school with limited academic and cultural knowledge. This unit aims to correct/fill any contextualised knowledge gaps which in turn will support students when they are studying Shakespeare in key stage 4. By covering the Elizabethan period in a number of subjects (a blended learning approach) the aim is to move this knowledge into the long term memory thus making retrieval easier in key stage 4.</p> <p>One of the main aims of this unit is to create or expand on existing knowledge of the Elizabethan period and how this period influenced Shakspeare’s plays. This knowledge will also be built upon in History where they will explore the Tudor period and Religious Studies where they will explore the relationship between the Monarchy and the Church.</p> <p>Having gained a comprehensive and contextualised understanding of the Elizabethan period students will begin studying Macbeth and analyse Shakspeare’s text in greater depth.</p>	<ul style="list-style-type: none"> ● Understanding the different types of literature and how and why these different types are used ● Identifying Key geographical locations in the UK and how some of these relate to Shakespeare and Macbeth ● Understanding a playscript (stage directions, narrator, audience reaction, actors, characters) ● Analysing key quotes from the text and (making inferences, using quotations, identifying language and structural devices) ● performance (stage presence, body language, volume, props, levels) ● imaginative writing (descriptive writing, diary entries) ● How to consider the impact of the play on the audience <p>Students will use these skills in English in KS3 and beyond into GCSE, they are skills that will continue to be developed through the study of English literature and language. Additionally, many of these skills will be used in other subjects as students progress through the years.</p>

The focus of this unit will be on the plot of Macbeth, how a play is structured and key quotes from the text.

Some students have limited experience of Shakespeare (if any) and this unit will explore key concepts such as themes, Genre, language to familiarise themselves and gain a functional knowledge of Shakespeare they can build on in year 8.

Considering John 10:10 ; by equipping students with this core knowledge and embedding it, students will not only be able to access and engage with the content but they will gain a confidence and love of learning that will take them to the next stage in their education and allow them to reach their full potential, without this knowledge a student can never truly explore academic subjects to their fullest.

Overt John 10:10 links:

The Pendle Witches - was it fair and just? - The Supernatural - Emotions and conflict

Challenge and Support

Students will be taught key academic vocabulary and regularly tested on the definition of this vocabulary. This learning by rote will move the vocabulary into the long term memory which students will be able to access in key stage 4 when they study more challenging texts.

As well as exploring the plot of Macbeth students will be analysing key contextual concepts such as the role of women in Elizabethan society, how power can corrupt and the relationship between the Church and the state. This will be delivered in the form of debates, to enable every student to participate and ensure literacy is not a barrier to knowledge and thought.

Stretch: Students will be taught key quotes and soliloquies from Macbeth. They will analyse the language, the relevance of the quote and the author's craft.

To further embed learning, students will need the opportunity to i) see the play and ii) perform the play.

To support the SEN of the A-Team this will be taught over a full term (14 weeks), to ensure that areas of difficulty are repeatedly covered before we move onto the next Act.

Common misconceptions

LAP students can sometimes believe Macbeth existed

Students can believe that adaptations are 100% accurate. When showing an adaptation LAP can become confused and unable to understand the interpretation. It is important that the teacher highlights these interpretations and where the adaptation deviates from the original.

'Playscripts are supposed to be read' - we will challenge this misconception through acting.

'Stage directions are not important' - we will explore the importance of stage directions and how they instruct actors to function on stage. We will consider what they teach us about characters and how they contribute to the meaning making process.

A visit to the Globe theatre will be arranged where students will participate in an interactive workshop with the Royal Shakespeare Company		
Assessment and Homework		Careers, Information, Advice, and Guidance
Summative/formative assessments ?	<ol style="list-style-type: none"> 1. Starter/plenary formative mini quizzes recapping on prior learning and reinforcing vocabulary definitions. 2. Half termly summative multiple choice questionnaire. 3. Creative summative assessment - creative writing. Write a diary entry from the perspective of either Macbeth, The Witches or Lady Macbeth (students will be expected to capture key points from the play) 	Looking at employment opportunities in the creative arts industries. https://discovercreative.careers/#/
Co-curricular links		Opportunities for Spiritual, Moral, Social and Cultural Development
Link with History and the Tudor period Link with Religious studies and belief in Heaven, Evil and Hell, the theme of guilt and link with Pontius Pilot. Link with PSHE and gender roles and the role of power Link with Geography - Capital cities and continents		Spiritual - explore the religious beliefs of Elizabethan and modern society and how these reflect their own beliefs. Moral - Debate how women were treated and if this has changed Social - Explore the differences between rich and poor during Elizabethan times. Has this changed. Cultural - students to gain an understanding of the impact Shakespeare had on literature and language.

Week	Key question/s	Learning objectives	Activities to support Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
1	What is literature?	Students can distinguish between the different forms of literature; plays, poetry, and prose.	Students are given examples of prose, plays, and non-fiction texts. Task identify the similarities and differences. Look at a short play - what is the purpose	Off/on stage Stage Direction Playwright Script	https://www.bbc.co.uk/bitesize/guides/z9wpfrd/rev	

		Challenge: Students can identify the conventions of a play.	of a play (to entertain). How is a play layed out?	Audience Groundlings	sion/1	
2	What are the capital cities in the UK?	Students can identify the capital cities of England, Scotland, Wales and Ireland. Students can describe how one or more of these cities are represented in literature.	Students are given an atlas to identify continents.Students can describe what a continent is. Students can identify that the UK belongs to Europe. Students are given a map of the UK and can identify the capital Cities of the UK.	London Cardiff Edinburgh Dublin Belfast (NI) Continent	http://projectbritain.com/capitals.htm	
3	Who was Shakespeare? Why is Shakespeare so important?	Students can explain who Shakespeare was and identify plays he has written. Challenge: Students can analyse the impact that Shakespeare had on Literature.	All About Shakespeare... Mind maps - what do you know? Sharing activity - what does the class know? Extract key information and facts and create a 60 second script all about Shakespeare Complete comprehension reading and questioning activity.	Elizabethan Sonnets Playwright	PPT 00- All About Shakespeare Differentiated Questions LAP	
4	What Was life like during the Elizabethan period?	Students can describe life for poor/rich citizens during the Elizabethan period. Challenge - students can analyse how an Elizabethans lifestyle was based around class.	Venn Diagram - what was different or the same between the rich and the poor Diary entries from different perspectives	Class Poverty Groundlings	https://www.youtube.com/watch?v=2gWiGuQvPsY https://www.youtube.com/watch?v=n1r3qvzaOGU	
5	What is a monarchy? What is regicide?	Students can explain what a monarchy is. Challenge: Students can	Students take notes and create a fact file on the British monarchy. Dual coding - students create an image (or	Monarchy Regicide Root word '...cide'	https://www.youtube.com/watch?v=jNgP6d9Hral	

		analyse the relationship between the monarchy and the church.	images) that reminds them what 'Regicide' means. Students create a chronology of the tudy Monarchs.			
6	What were Religious beliefs during Elizabethan times? What was the great chain of being?	Students can identify the Christian beliefs beliefs Elizabethans held. Students can analyse how breaking ' the great chain of Being' affected the natural order in Macbeth	Students draw a poster of the great chain of being.	Great chain of being. Angels/demons	https://www.bbc.co.uk/bitesize/guides/zmjnb9q/revision/2	
7	What is the plot, themes, main characters of Macbeth	Students can describe the plot of Macbeth. Challenge: Who was to blame for Macbeth's downfall?	Students draw a storyboard. Using Key quotes. Students to act out Act 1. EMphasise the unnatural sound of the witches speech. As a class, create an abridged play of the whole plot.	Regicide Prophecy	https://www.youtube.com/watch?v=zt13FbL1xyw https://www.bbc.co.uk/bitesize/guides/zgv7hyc/revision/1	
8	What was the view of witches during Shakespeare's time? Why did Shakespeare include them in his play?	Core Knowledge: Why did people believe in witches? Why were there witch hunts? Challenge: Were witch hunts fair and just? Why do you think that?	King James and Witches Social Historical Context activity SKILL: Extracting evidence from The Pendle Witches Case. Building on this case. Providing an opinion with reasoning.	Iambic pentameter Supernatural Pathetic Fallacy	PPT 01 PPT 02- King James and the Witches The Story of the Pendle Witches	
9	Why is Macbeth presented as a hero in Act 1?	Students can identify the key quotes/actions that show Macbeth is a Hero.	Students to mind map key Vocabulary around Macbeth's character in Act 1	'Brave Macbeth well he deserves that		

		Challenge: Students can analyse how the quote 'Too Full of the milk of Human kindness...' relates to Macbeth being a hero.		name' 'Too full of the milk of human kindness'		
10	How is Lady Macbeth presented as powerful in Act 2?	Students can identify how Lady Macbeth has power in Act 2 Challenge: Students can analyse how LM character was not typical for a woman during the Elizabethan period	Students to create their own soliloquy (topic of their choice) Students choose one side of an argument LM is evil (She's talking to the spirits) or LM is good (she is trying to help her husband) Draw a picture of LM surrounded by keywords from her Soliloquy	Soliloquy	https://www.sparknotes.com/nofear/shakespeare/macbeth/page_32/	
11	Why does Macbeth betray Banquo in Act 3?	Students can explain why Macbeth plans the murder of Banquo. Challenge: Students can analyse how Banquo's prophecy may influence Macbeth's decision	Students describe a best friend (what are the important qualities?) Draw and label a picture of an Elizabethan man (what qualities is he expected to have). Students list the qualities of Macbeth and Banquo and compare them	Betrayal Assassinations Paranoia		
12	What effect does the 2nd Prophecy in Act 4 have on Macbeth?	Students can describe the three apparitions and their prophecies. Challenge: Students can analyse how these prophecies make Macbeth feel and how they influence his actions.	Draw and label the three apparitions	Apparition		
13	How does Macbeth's Fatal Flaw lead to his	Students can identify key points in the play where Macbeth's Ambition is	Students create a graph pinpointing the rise and fall of Macbeth. Challenge: Overlap with other characters	Fatal Flaw Ambition Cyclical		

	<p>downfall in Act 5? How is Macbeth presented as a tragic hero?</p>	<p>evident.</p> <p>Challenge: Students can analyse how Macbeth has gone from a hero to a tragic hero. Identifying key changes in his behaviour and actions.</p>	<p>rise and fall (LM and Banquo)</p> <p>Students create a picture depicting Macbeth at the beginning and the end of the play and label each picture with key quotes from the text.</p>	narrative		
14	Summative Assessment	Students to write a diary entry from the perspective of Macbeth, Lady Macbeth or the Witches				