

Teaching and Learning Content: English Literature – Macbeth

Year Group: 11

Spring Term 1



MEADOW PARK
SCHOOL

Concept: Ambition

Students review and re-read key scenes from 'Macbeth' by William Shakespeare for GCSE English Literature Paper 1 and practise planning and writing a response to the play.

Home Learning:

Students are expected to complete **one hour of English home learning every week** using their knowledge organizer and class materials for support and **one piece of reading or revision home learning every day**.

Key Questions:

- What is the historical importance of James I as king?
- What is the significance of witchcraft in the Jacobean period?
- What do we learn about the roles of men and women at this time?
- What is the significance of the Gunpowder Plot?
- What are the key features of a tragedy and of a tragic hero?
- What is the significance of religion in the Jacobean era?
- What is Macbeth's character like at different parts of the play?
- What is Lady Macbeth's character like at different parts of the play?
- What is the significance of the witches in the play?
- What is the significance of Banquo in the play?
- What is the significance of Macduff and Lady Macduff in the play?
- How is Macbeth presented as a tragic hero?
- What is the significance of symbols and motifs in the play (blood, supernatural, darkness, sleep, animals)?
- How does Shakespeare use soliloquys, dialogue and stage directions to present characters in the play?
- What is the exposition, rising action, climax, falling action and denouement?
- What is the significance of the form i.e. a play?

Diagnosis

- Retrieval activities during Recall It tasks.
- Reading response based on an extract describing Macbeth at the start of the play

Therapy

- Whole-class feedback
- Sharing model responses
- DIRT tasks
- Peer to peer support

Students will:

- Be able to recall relevant information about characters, plot and themes from a text
- Be able to recall specific textual details and quotations to support their ideas about texts
- Be able to make thoughtful and perceptive inferences based on the textual evidence they have chosen
- Be able to use PETAL effectively to structure their ideas in relation a question on the text
- Be able to structure an argument in an extended essay so that it makes sense

Testing

- Students will complete a reading assessment based on a key character or theme