

### Curriculum Sequencing Overview Year 8

Unit 2 – Macbeth (Part 2)							
Week	7	8	9	10	11	12	Easter
Date w/b	20 <sup>th</sup> February	27 <sup>th</sup> February	6 <sup>th</sup> March	13 <sup>th</sup> March	20 <sup>th</sup> March	27 <sup>th</sup> March	3 <sup>rd</sup> of April
Home Learning	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Write a second story featuring the three witches where they use their supernatural powers to create more chaos for a new character of your invention. Use 5 of your Bedrock words within your story (highlight them).</li> <li>Watch the Get Ahead session on ‘Witches’ and make detailed notes: <a href="#">A8: The witches in Macbeth - Planet eStream</a></li> <li>Write a letter from Shakespeare to King James, telling him why he should sponsor your newest play, ‘Macbeth’. Use 5 of your Bedrock words within your story (highlight them).</li> </ul>						
KO Sections	Section 2 1-10	Section 3 1-10	Section 1 1-10	Section 2 1-10	Section 3 1-10	Section 1 1-10	Section 2 1-10
Key dates	Year 11 Mock Exams (2)	Year 11 Mock Exams (2)		Year 8 KA (in a Bedrock lesson). Year 10 assessment week	Year 10 predicted data and ATL due	Unit 3 KA data due Year 10 progress report 2	Easter Holidays
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What are the 6 types of literary conflict? What is a theme in literature?						
Whole unit 20%	<ul style="list-style-type: none"> <li><b>Stanchester Super Skills for Reading</b> – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them.</li> <li>All texts exist within and are influenced by a range of <b>contexts</b>.</li> <li><b>Writers make deliberate choices</b> about character, plot and setting in order to explore <b>themes</b></li> <li><b>Theme</b> is an idea or message that is continually linked back to throughout a text</li> <li>Select relevant and concise <b>quotations</b> from a text to support points</li> </ul>						
Lesson topics sequence	<ul style="list-style-type: none"> <li>Understand how women were supposed to behave in Jacobean England. Explain how this links to Coram Boy.</li> <li>Analyse and comment on the way Lady Macbeth breaks the <b>status quo</b>.</li> <li>Analyse and comment on Lady Macbeth’s persuasive speech of Macbeth.</li> <li><b>Explode</b> one quotation from Lady Macbeth’s persuasive speech and write this into an analytical paragraph exploring the question: ‘How is the theme of persuasion presented in Macbeth?’</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write your own description of Lady Macbeth, describing her after Macbeth begins to shut her out.</li> <li>Use: -<b>pathetic fallacy (to create a mood for your piece)</b> -<b>a non-linear narrative structure</b> -<b>a range of noun-phrases</b> -<b>verbs (show don’t tell)</b></li> <li>Improve and redraft your work</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the <b>soliloquy</b> form is employed by Shakespeare to give allow us to understand Macbeth’s thought process.</li> <li>Analyse Macbeth’s dagger <b>soliloquy</b>. Explode one quotation and write a paragraph exploring the question: ‘How is Macbeth presented as a tragic hero throughout the play?’</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on Macbeth’s <b>corruption</b> as King, as demonstrated through the murder of Banquo.</li> <li>Analyse Macbeth’s increasing use of <b>prose</b> (in contrast to his high blown poetic <b>soliloquies written using iambic pentameter</b>).</li> <li>Begin planning an essay that explores the statement:</li> </ul>	Planning for essay: <ul style="list-style-type: none"> <li>Explode three quotations that can be used to support the statement</li> <li>Write a <b>thesis</b> statement</li> <li>Write two analytical paragraphs, using <b>academic voice</b> throughout</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write your own modern retelling of Macbeth</li> <li>Use: -<b>pathetic fallacy (to create a mood for your piece)</b> -<b>a non-linear narrative structure</b> -<b>a range of noun-phrases</b> -<b>verbs (show don’t tell)</b></li> <li>Improve and redraft your work</li> </ul>	Half-term

				'Macbeth is a tragic hero. To what extent do you agree?'			
Key assessments				Year 8 KA (in a Bedrock lesson).			