

# English

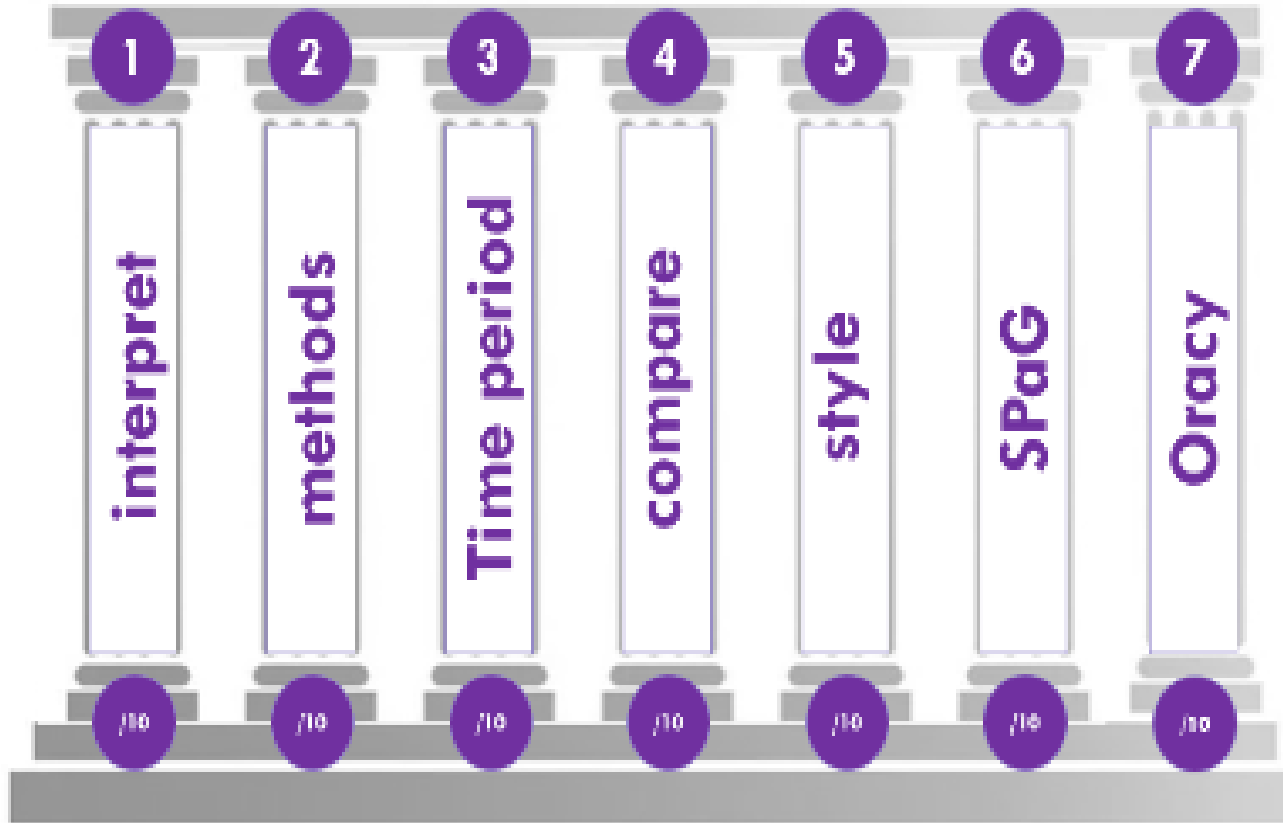
## Year 7: (Tragedy)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Personalised:</p> <p>Big Write (% marked for Pillars 5,6) : Write a speech arguing- “Lady Macbeth is most responsible for King Duncan’s death.”</p> <p>Writing from Lady Macbeth’s perspective.</p> <p>Collective:</p> <p>Vocabulary Assessment (% marked): Subversion, Exploit, Revenge, Betrayal, Fragility, Paranoia, Manipulate, Remorse, Ambition, Desire. sentence.</p>	<p>Reading Shakespeare’s <i>Macbeth</i></p>	<ul style="list-style-type: none"> <li>- Research</li> <li>- History</li> <li>- Actor</li> <li>- Political links</li> </ul>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

# The Pillars of English



**Pillar 1 'Interpret':** This assesses a student's ability to make personal inferences about characters and plot events they are studying.

**Pillar 2 'Methods':** This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

**Pillar 3 'Time Period':** This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

**Pillar 4 'Compare':** This assesses a student's ability to make connections between texts- both similarities and differences.

**Pillar 5 'Style':** In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

**Pillar 6 'Spag':** This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

**Pillar 7 'Oracy':** This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

	Assessment tasks	Tier 2 Vocabulary Assessment.	
<ul style="list-style-type: none"> <li>Conventions of tragedy</li> <li>Supernatural in 1500s</li> <li>Metaphorical language</li> <li>Shakespearean context</li> <li>Play conventions.</li> <li>Tragedy conventions</li> <li>Writing to persuade</li> <li>Speech conventions</li> </ul>	<p>16: Vocabulary Assessment. Big Write: Write a speech arguing that Lady Macbeth is most responsible for King Duncan's death. Structure taught in class.</p> <p><b>ALL STUDENTS TO USE THIS TERM'S VOCABULARY.</b></p> <p><b>Homework:</b> In first HT, students will complete reading tasks eliciting a love of independent reading. They should complete one task per week for second HT, self-assessing and the teacher checking.</p>	<p><b>subversion</b></p>	<p><b>paranoia</b></p>
		<p><b>exploit</b></p>	<p><b>manipulate</b></p>
		<p><b>revenge</b></p>	<p><b>remorse</b></p>
		<p><b>betrayal</b></p>	<p><b>ambition</b></p>
		<p><b>fragility</b></p>	<p><b>desire</b></p>

Lesson	Learning objective	Prepare for learning	New information	Clarify understanding	Apply learning	Review learning	Homework
1	<b>TBAT: explore ideas about the theme of tragedy.</b>	<p>What does the term 'tragedy' mean to you?</p> <p>Where do we see tragedy in our world today?</p>	Introduction to Aristotle and the idea of a 'tragic flaw'	Comprehension questions.	Explain feelings about anagnorisis	What do you think playwrights want to teach their audiences?	Reading booklet – week one
2	<b>TBAT: examine Shakespeare's life and how it</b>	Reduce information about Shakespeare	Contextual factors linked to Shakespeare	Mind map and retelling	Summarise information as a means of reteaching to others.	Peer to identify the adjectives in their peers' work.	

	influenced his writing.						
3	TBAT: consolidate understanding in a fact file.	x4 areas of influence regarding Shakespeare's writing	Presentation of information and conventions of leaflet form	Subheadings and accuracy of information selection	Write, to engage a reader with new information	Self-assess	
4	TBAT: summarise key information about theatre through time.	What does the word 'theatre' mean to you?  What comes to mind when you think of 'theatre'?	Exploration of writer's purpose and audience engagement	Knowledge Test 'So far...'	Write a first-hand account applying knowledge from today.	Highlight all the adjectives and similes you have included in your answer today.	Reading booklet – week two
5	TBAT: explore conventions of tragedy genre.	Vocab definitions	5/10 New Vocabulary	What we mean when we talk about genre; tragedy, comedy, history.	Summarising and condensing learning. Sentence starters provided.	Self-assess	
6	TBAT: discuss ideas about tragedy in Shakespeare.	Description of an image	Exploring R&J prologue	Discussing connotations of imagery	Answering a WHW question on the theme of tragedy in R&J's prologue.	Self-assess	
7	TBAT: explore and discuss the plot of <i>Macbeth</i> .	What does the word 'guilty' mean? What might, 'guilty by association' mean?	Concept of 'guilt by association' Plot of <i>Macbeth</i> .	Plot sort.	Write our first impressions of the play. Link to idea of <i>The Tragic Hero</i> .	Discuss ideas of other student's, making links to our own thoughts.	Reading booklet – week three
8	TBAT: interpret how an audience would react to the witches.	What do you know about witches? What do you associate witches with? Can you name any witches in literature?	Contextual links to witchcraft and the Jacobean era.	Idea rank- choice of options that need to be justified.	Developing our ideas on why we think people believed in witches and accused others of witchcraft.	Self-assess	
9	TBAT: apply contextual	What do you remember about how	1.1 reading and examination.	Guided questions throughout PPT extract	If people feared witchcraft and the	Self-assess	

	information not Shakespearean text.	society viewed witches? Why might Shakespeare have included these characters in his play?			supernatural so much – how might audiences have reacted to this opening scene?	
10	TBAT: identify the expectations of women over time.	Correct the sentence below: <i>shakespear wrote many plays about tragady (4)</i> 2. Copy, and circle the adjectives in the sentence below: <i>They were exciting and had interesting characters. (2)</i> 3. Copy, and circle the correct homophone: <i>Macbeth is about (won/one) man's tragic downfall. (1)</i>	Conventions, conforming and subverting	Class annotation of the impact of language in creating tension.  Answering questions as we read over expectations of women through the ages.	<b>Discussion task:</b>  “Women are not equal to men.”  Do you agree or disagree?	Reading booklet – week four
11	TBAT: make inferences about Lady Macbeth's character.	Vocab. Definitions. Green pen mark answers.	Gender roles in context. Reading 1.5	Reduce the information down to four of the most important words.	How is Lady Macbeth presented?	
12	TBAT: examine how Lady Macbeth is presented in 1.5.	“Behind every great man, there's an even greater woman”. What does this mean?  What might it suggest about women?	Close read of 1.5 Lady Macbeth “The raven himself...” monologue.	Think back to your writing last lesson. Write down 3 alternative ways this scene could potentially end.	How does Lady Macbeth challenge these ideas?	Success criteria

13	<b>TBAT: evaluate how Macbeth meets Elizabethan expectations.</b>	<p><i>“Head of the household”</i>            What does this phrase mean to you?            Who do you think stereotypically or historically has occupied this role?</p>	Male expectations and conventions in Elizabethan era. Patriarchal society.	Captain’s speech about Macbeth read and analysed to show understanding of conventions.	Which words or phrases show Macbeth as a traditional Elizabethan man: powerful, brave and honourable?	Did you consider these important ideas?	Reading booklet – week five
14	<b>TBAT: evaluate Macbeths motives in 1.7.</b>	<p><b>Copy and correct:</b>  <i>mcbeth is someone an audience sees as a brave warior at the begining of the play [6]</i>  <i>this is what a audience would expect the main character to be like [5]</i></p>	Exploration of a soliloquy.	Video and Q.s linked to content	Write as if you are Macbeth. Explain how you feel about everything happening.	Class-assessed	
15	<b>TBAT: read and discuss ideas about the play, so far.</b>	<p>So far, which character/s do you think are more powerful and why?</p> <p>The Three Witches            Macbeth            Lady Macbeth            King Duncan</p>	Close reading of Act 1.	Link key vocabulary to the work today.	<p>Why is the setting so important?            What are our initial impressions of the characters?            Who is in control or power?            When does this change?</p>		
16 Vocab Assessment	<b>TBAT: apply knowledge of key vocabulary.</b>	Prepare for the vocabulary test.	Complete the HT vocabulary assessment.	Teacher-led reflection on Section A of assessment in green pen.			
17	<b>TBAT: explore how Lady</b>	Write down SEVEN words to describe Lady Macbeth.	Persuasive techniques	Read, annotate and explain	How does Lady Macbeth subvert our expectations?		

	<b>Macbeth is persuasive.</b>					
<b>18</b>	<b>TBAT: reflect on vocabulary assessment</b>	Book Audit	Use green pen to reflect on targets for each section of the Vocubular Assessment			
<b>19</b>	<b>TBAT: discuss what guilt means, and how it links to <i>Macbeth</i>.</b>	Complete the grammar test. What does the word 'guilt' actually mean? Why might you feel guilty? Do you think any character feels guilt so far in <i>Macbeth</i> ?	Read to the end of Act 2.	Why is the Macbeth speaking so much? What are our initial impressions of what he is saying? Do you think he is in control or feels powerful?	Let us read Macbeth's soliloquy together. Find lines to match to the following pictures! What does this soliloquy tell us about Macbeth's state of mind?	Self-reflect: have students applied subject terminology? Have students written down their interpretations of the words?
<b>20</b>	<b>TBAT: consider and track Macbeth's conscience in 2.2</b>	Write down three adjectives to describe Macbeth. Write down three adjectives to describe Lady Macbeth What was one reason Macbeth was hesitant to kill the king. What was one reason Macbeth was eager to kill the king.	Focused read on 2.2.	Recap of text so far.	Rank these quotes in your books to reveal which quote you think displays Macbeth's guilt the most to least. With explanation.	Self-assess
<b>21</b>	<b>TBAT: examine language used to show Macbeth's conscience</b>	After reading Act 2, Scene 2 who do you think is responsible for King Duncan's death?	Look at a selection of quotations from this scene. As we read them, can you explore the language used?	Explain how Macbeth's guilt is presented.	Diary entry from Macbeth's perspective.	Self-assess

Reading booklet – week seven

			How might it show how the character is feeling? Think about the idea of guilt.				
22	<b>TBAT: consider Macbeth's conscience in 3.4</b>	Is it right, or wrong, to... ...say you are sick when you are not? ...steal some food because you are starving? ...do something that will make you richer, but someone else poorer?	Understanding of Banquo... and Macbeth's motives	Quotation exploration	Why do you think Macbeth has Banquo's sons killed?	Class success criteria	Issue homework project.  Students will need to read chapters 23 and 24 in a literacy lesson this week.
23	<b>TBAT: develop an understanding for a character's motives.</b>	Rank Macbeth's actions in order of heinousness.	Close read of 3.4	In pairs, work through the extract quotations, thinking about the presentation of emotion, as well as linking to this term's vocabulary.	What emotions does Macbeth feel in 3.4?		
24	<b>TBAT: consider the impact of the three apparitions on Macbeth.</b>	What did the witches plan the last time we met them? What was did they foreshadow would happen to Macbeth?	Explore the three apparitions in text form.	Transform them into sketches, using quotes to label.	What do you think they could <b>represent</b> ? Is Shakespeare referring to what has happened so far in the play, or hinting about what is to come?	In green pen, improve or edit previous writing based on extract given today.	
25	<b>TBAT: consider Lady Macbeth's character.</b>	Lady Macbeth's mental health suffers as the play concludes.	Mental Health and information regarding how we are affected by it in our own lives.	Make links to Shakesperean time and the ideas presented regarding medicine.	Developing idea of Lady Macbeth's character flaws.		Allow time in lessons for students to review what



		What does mental health mean? How can we look after our own mental health?	Elizabethan medical theories. Extract from 5.1.				they have done, so far. They must complete the week-by-week account. Use this time to identify any issues and talk to any students who are not contributing enough.	
26	<b>TBAT: apply knowledge of Lady Macbeth's mental state whilst reading 5.1</b>	Design symbols linked to themes from the play.	Reading in detail, 5.1	How are the character's feelings shown? What are our initial impressions of what they're saying? Do you think they're in control or feel powerful?	Debate and discussion connected to thematic focus of the week.			
27	<b>TBAT: examine the language used to present character's feelings and emotions.</b>	We know Lady Macbeth's mental health suffers as the play ends. Why doesn't she just ask for help? What things did she do, during the play?	Quotations linked to Lady Macbeth	Comprehension tasks, developing opinion on the character and how they are presented.	Writing from a character's perspective: "How does Lady Macbeth feel?"			
28	<b>TBAT: identify the important aspects of the play's ending.</b>	Language and image linked to conclusion of the play.	Final scenes of <i>Macbeth</i> .	Conversations linked to the effectiveness of the ending.	Discuss modelled examples regarding opinion.			
29	<b>TBAT: create a first draft of our speech</b>	Students to have full hour dedicated to producing the first draft of their speech.						
30	<b>TBAT: establish clarity between editing and proof-reading</b>	Spot the errors in my writing!	You will now be shown a series of persuasive techniques. Write down what you notice about the effectiveness of each one.	<b>What is the difference between editing and proofreading?</b>	Students swap work for peer-marking.	Students to read the feedback left by their peer.		

31	TBAT: draw on the advice given by our peers to improve our first draft.	Find in your work: 1. A rhetorical question 2. 3 examples of emotive language 3. An anecdote 4. Effective punctuation.	Students to have the remainder of the lesson to re-write task from the top, incorporating new ideas, feedback and editing.				
32	TBAT: use our knowledge of editing to improve a model speech.	Answer the questions, linked to each character from the play.	Listening to other's opinions and viewpoints.	Designing symbols linked to character and theme.	Presenting ideas to the class.	Peer-mark: suggestions and compliments.	
33	TBAT: plan my writing for my final 'Big Write' speech assessment.	What skills have you acquired this term to make you a better persuasive writer? In your answer, you may wish to mention: Language features Persuasive techniques Punctuation for effect	Use your book to complete a guide on the final written task, for future students.	Complete personal plan for final assessment.	Finished? You may start your opening paragraph.	Pause- Have you included ideas linked to the play? Have you included any of our Tier 2 vocabulary? What persuasive techniques have you used?	
Final Piece	<p style="text-align: center;"><b>TBAT: Complete the first draft of your assessment.</b></p> <p style="text-align: center;"><b>FINAL SUBMISSION OF BIG WRITE</b></p> <p style="text-align: center;">TBAT: Respond to student feedback to produce a second and final assessment piece.</p>						