

Scheme of work



Week	Learning focus	Activities	Differentiation	AOs	Homework ideas	Dynamic Learning (DL)
1	Pre-reading What do students already know about: • GCSE assessment? • Shakespeare and the Globe? • <i>Macbeth</i> ? First impressions: Act 1 Scenes 1–3 • Responses to the opening scene • Macbeth's initial appearance • Introduction of <i>Macbeth</i> Student Activity Sheets	• Shakespeare self-portraits: Discussion (Pre A) • True/false: Group activity (Pre B) • Fair is foul: Thought circling before reading opening scene (Pre C) • Discussion: Initial thoughts about Macbeth • The walk of fame for Macbeth • Role-on-the-wall character impressions: Macbeth, using quotations (1A)	• Shakespeare true/false questions pitched at different levels of sophistication • Chance for students to ask, not just answer, questions	AO1 AO2	• Questions to ask about the opening scenes • Predictions of what might happen, with textual evidence	Support sheet • Role on the Wall 1A(1)
2	Act 1 Scenes 3–6 Exploring character: • Macbeth and Banquo • Lady Macbeth and Macbeth	• Macbeth and Banquo (2A) • Lady Macbeth role-on-the-wall • Macbeth's royal line • Writing about the introduction of Macbeth and Lady Macbeth (2B) • Diagrammatic outline on how to approach planning a response (2C)	• The degree of support for writing can be matched to ability	AO1 AO2 AO3	• Writing about Macbeth and Lady Macbeth Assessment task: Analysing the introduction of Macbeth and Lady Macbeth	Support sheets • Macbeth and Banquo 2A(1) • Writing about Macbeth and Lady Macbeth 2B(1) Challenge sheet • Writing about Macbeth and Lady Macbeth 2B(2) Student responses • Assessment plan 2B(3)
3	Act 1 Scene 7 to Act 2 Scene 2 • Act 1 Scene 7 • Responding to Shakespeare's language: Macbeth's soliloquy • Exploring dramatic tension: The murder of Duncan	• Analysis of language and dramatic impact: Exploring how to analyse a significant extract • Analysing an extract (3A) • Relating an extract to wider aspects of the play (3B) • Killing the King: Exploring dramatic tension (3C)	• Extension activity • Support sheets available via Dynamic Learning	AO1 AO2 AO3	Completion of writing about Macbeth • Preliminary reading of Act 1 Scene 7	Support sheets • Commentary on Macbeth's soliloquy and his conversation with Lady Macbeth, Act 1 Scene 7 • Analysing an extract 3A(1) • Relating an extract to wider aspects of the play 3B(1) Interactive activity • Jumbled comments activity 3A(2) Student responses • Analysing an extract 3A(3) • Relating the extract to wider aspects of the play 3B(2)



4	To the end of Act 3 Scene 1 ● Dramatic structure: The point of the Porter ● The discovery of Duncan's body ● Reactions	● The Porter (4A) ● Framing the moment: discovering Duncan's body ● Analysing the dramatic impact of an extract and its relation to wider aspects of the play: The relationship between Macbeth and Lady Macbeth – assessment (4B)	● The need for physical response challenges all abilities	AO1 AO2 AO3	● Analysis of an extract of dialogue between Macbeth and Lady Macbeth Assessment task: Analysing the dramatic impact of an extract	Support sheets ● Analysing dramatic impact of an extract 4B(1) Student responses ● Assessment plan 4B(2) ● Student responses to assessment 4B(3)
5	Act 3 Scenes 2–6 ● Theme and character: Macbeth ● Plot development: Banquo's murder ● Authorial intention: The banquet scene	● Macbeth, King of Scotland: the royal line revisited ● Who killed Banquo? (5A) ● Situating the author: The banquet scene – exploring the writer's intention	● The need for physical response challenges all abilities ● Scope for abler students to act in role as Shakespeare	AO1 AO2		
6	Act 4 Scenes 1–2 ● Theme: supernatural equivocation ● Audience reaction: The murder of Macduff's family	● Toil and trouble (6A) ● Macduff's family (6B) ● The presentation of the Witches in the play – assessment (6C)	● Support activity ● Extension activity on Elizabethan equivocators	AO1 AO2 AO3	Macbeth and the Witches: ● Analysing an extract ● Relating an extract to the play as a whole Assessment task: Analysing Shakespeare's presentation of Macbeth's relationship with the Witches	Support sheets ● Toil and trouble 6A(1) ● Macduff's family 6B(1) ● Presentation of the Witches 6C(1) Challenge sheet ● Macduff's family 6B(2) Student responses ● Assessment plan 6C(2) ● Sample answers 6C(3)
7	Act 4 Scene 3 ● What is said is not what is meant ● Understanding the Jacobean context: The England scene Act 5 Scene 1 ● Character/theme: Lady Macbeth's madness	● The England scene – thoughtspeak (7A) ● Understanding Shakespeare's chronological context (7B) ● Lady Macbeth's sleepwalking: analysing character – assessment (7C)	● Extension activity on Jacobean attitudes to kingship ● Scope for abler students to act in role as Shakespeare	AO1 AO2	Lady Macbeth: ● Analysing an extract ● Relating an extract to the play as a whole Assessment task: Analysing Shakespeare's use of language to reveal character	Support sheet ● Lady Macbeth's sleepwalking 7C(1) Challenge sheet ● Understanding chronological context 7B(1) Student responses ● Analysing the extract 7C(2) ● Relating the extract to the play as a whole 7C(3)



Week	Learning focus / Assessment opportunities	Activities	Differentiation	AOs	Homework ideas	Dynamic Learning resources
8	Act 5 Scenes 2–5 Character: Macbeth's despair and defiance	- Looking at language and character: Positive and negative (8A) - Revisiting role-on-the-wall activity on Macbeth and Lady Macbeth, using quotations: Analysing character development - Analysing Shakespeare's dramatic use of language to reveal Macbeth's character – assessment (8B)	- Extension activity on exploring Shakespeare's language - Support activity on linking quotations with characters	AO1 AO2 AO3	Macbeth: - Analysing an extract - Relating an extract to the play as a whole Assessment task: - Analysing Shakespeare's presentation of Macbeth in an extract and in the play as a whole	Support sheets - Analysing Shakespeare's dramatic use of language 8B(1) Interactive activity - Quotations 8B(2) Student responses - Analysing the extract 8B(3) - Relating the extract to the play as a whole 8B(4)
9	Act 5 Scenes 6–8 - Macbeth vs Macduff - Audience reaction to Macbeth's death - Malcolm King of Scotland	- Macbeth vs Macduff: Dramatic reading and analysis of authorial intention and technique (9A) - The walk of shame revisited - Then and now: Audience reactions (9B)	The need for spoken response challenges all abilities, but abler students can be in role of Shakespeare	AO1 AO2 AO3		Interactive activity - Drag and drop – likely reaction of an audience 9B(1) Challenge sheet - Then and now 9B(2)
10	Student progress: Targeting improvement - Reviewing progress - Examining <i>Macbeth</i>	- Shakespeare GCSE self-assessment sheet: Student progress and targeting improvement (10A) - Malcolm and the theme of kingship – assessment (10B) - Setting questions: Assessing the assessment (10C)	Group work on responses at different levels of achievement	AO1 AO2 AO3	- Analysing an extract - Relating an extract to the play as a whole Assessment task: - Writing about an extract and the play as a whole – Malcolm as a potential king and the theme of kingship	Student responses - Analysing the extract 10B(1) - Relating the extract to the play as a whole 10B(2)
11	Review and revision: Approaching the exam	Exploring pre-release material: Exemplar student responses		AO1 AO2 AO3		
12	Exam practice: Work on responses at different levels of achievement			AO1 AO2 AO3		

Week 1 Pre-reading activities and Act 1 Scenes 1–3

Students will have studied Shakespeare before, but what they have done may vary considerably.

- Invite students to explore their own thoughts and feelings about studying Shakespeare by creating their own Shakespeare self-portraits using **Student Activity Sheet Pre A**.
- Once students have completed the activity, they can then compare their self-portraits with those of others. Sample the discussions and remind students that their personal responses are important.
- Discuss why they think that Shakespeare has been made compulsory for GCSE, and note the ideas for reference back *after* studying *Macbeth*.

Move thoughts towards the play by giving out the true/false questions on **Student Activity Sheet Pre B**.

To familiarise students with the content and context of *Macbeth*, give small groups of students the opportunity to talk together about the true/false questions (and if they have internet access to do some research) whilst completing the true/false sheets.

For use alongside Student Activity Sheets Pre A–1A

Student Activity Sheet Pre A: Shakespeare self-portraits

Student Activity Sheet Pre B: True or false?

Answers

Student Activity Sheet Pre B

The answers are correct except for the following:

- 3 The writer was Holinshed. His *Chronicles* had been published in Shakespeare's lifetime.
- 6 Elizabeth I died in 1603 and was succeeded by James I. He was already king of Scotland and therefore became the first king of England and Scotland.
- 9 By 1604 Shakespeare's company of players had become The King's Men.
- 10 Shakespeare left his wife Anne Hathaway his 'second-best bed'.
- 14 Although first performed at court, the play was also performed at the Globe.
- 15 The Act of Union was not until 1707, so although the new King James was James I of England and James VI of Scotland, relationships between the two countries were still uncertain when *Macbeth* was written.

Before looking at the opening scene, engage with students' existing knowledge and ideas about key terms from the play by doing the activity on **Student Activity Sheet Pre C**, either as a class or initially in groups and then as a class.

- Two overlapping circles are shown on paper, the board, screen or flip chart.
- FAIR is written in the centre of one circle and FOUL in the other.
- Display the phrases 'Fair is foul' and 'Foul is fair' in the overlapping section. Ask students to suggest words/ideas for the different circles.
- Discuss the responses from students. Some may pick up on 'foul' as a term in football or other sports – you might comment that it is only possible to recognise a foul if you know the rules and see that they have been broken. Macbeth is one who knows, but breaks, the rules about the relationship between a king and his subjects.
- Point out that *Macbeth*, like life, is full of contradictions, and that a central one is that 'Fair is foul and foul is fair'.

Student Activity Sheet Pre C: Fair is foul





Examples from Globe productions of *Macbeth*

Then read/watch and discuss the impact of this eerie, terrifying the opening scenes. If you have access to Dynamic Learning you will find examples from Globe productions of *Macbeth*.

Act 1 Scene 1–3

First impressions

The walk of fame

This activity will help students to explore initial impressions of Macbeth's character during Act 1. You may want to return to it at various points throughout the play to help students see how Macbeth's character changes. At the end of the play it becomes a walk of shame rather than fame.

It is important to build students' confidence in their own responses to words and characters and to familiarise them with the idea that any point made about a character needs to be supported by textual evidence.

- Every student chooses a quotation about Macbeth from Act 1 Scenes 2–3.
- The class form two facing lines with a gap between (i.e. a corridor).
- In turn, each student walks through this corridor as comments with quotations are shouted or whispered by the others.
- The walker rejoins the line and resumes saying their chosen quotation.

As a reminder that Macbeth is a created character, not a person, still photographs of Macbeth taken from different productions could be viewed by groups of students. Each group can decide which photograph fits their image of Macbeth at this stage of the play. Groups then compare choices and defend their own preference by reference to the text. If you have access to Dynamic Learning you will find examples from Globe productions of *Macbeth*.



Examples from Globe productions of *Macbeth*

Student Activity Sheet 1A:
Role-on-the-wall character impressions

Role on the wall: Macbeth

Having seen or read through the opening scenes, carry out the following activity in groups or as a class:

- Draw a large outline portrait of a male head and shoulders (Macbeth) on a sheet of flip-chart paper.
- In pairs students identify two or three words or phrases about Macbeth and write each quotation on a separate sticky note.
- Students come out and add their sticky notes to the outline figure. Suggest that they stick the quotation in an appropriate position, e.g. near the head for thoughts; nearer the heart for feelings.
- Students explain why they thought each quotation was significant.
- Discuss as a class the initial impression that Macbeth might make upon an audience both in Shakespeare's time and now.

If you have access to Dynamic Learning, Student Activity Sheet 1A(1) provides possible quotations which might help less confident students. The outline figure needs to be kept available since it will be added to later and can form a continual point of reference and revision.



Support activity 1A(1) –
Role on the Wall

Student Activity Sheet Pre A

Shakespeare self-portraits

This activity helps you to explore your own thoughts and feelings about studying Shakespeare. You are invited to choose from a bank of statements the ten that best describe your experience of Shakespeare.

- 1 Working with a partner, look through the statements below about studying Shakespeare and decide which ones apply to each of you.
- 2 Talk together about your evidence for deciding what you already know about Shakespeare and how well you read and write about his plays.
- 3 Each take a large sheet of blank paper and either write your name or draw a self-portrait of your face in the middle of the sheet.
- 4 Cut out or write out on sticky notes the top ten comments that apply to you. Ignore comments that you think do not fit you.
- 5 Write any additional comments that you have about Shakespeare on additional notes.
- 6 Stick the comments on the sheet – the more they apply to you the nearer they should be to your name/face.
- 7 Compare your Shakespeare self-portrait with others.

I can understand much of what is said on stage if I am watching a play.	I sometimes understand Shakespeare's words on the page.	I prefer watching the plays on stage or as films rather than just reading them.
I sometimes realise that what characters are saying is not what they really think.	I hardly ever understand Shakespeare's words so I can't write much about his use of language.	I realise that what Shakespeare thinks may be different from what his characters say.
I usually understand Shakespeare's words.	I find it easier to write about the characters in Shakespeare rather than the ideas.	It might make it easier to write about Shakespeare if I knew more big words like <i>soliloquy</i> .
I find it really difficult to talk and write about my own opinions on Shakespeare's characters.	I enjoy talking and writing about Shakespeare and I can find quotations to support my ideas.	I try to remember that Shakespeare's audience would not have seen things the way we do.
I like working out why a theatre director might have presented a scene in a particular way.	I find it hard to write about Shakespeare's methods or ideas.	When I write about Shakespeare's methods and ideas, I try to take into account when the plays were written.
I don't know much about Shakespeare's time or how it might have influenced him.	I can write about Shakespeare's language as well as his methods and ideas.	I struggle if I have to write about Shakespeare's use of language.
I use quotations and refer to details from the play when I am trying to make a point.	I tend to forget that Shakespeare's audience would not have seen things the way we do.	I find it hard to find quotations or refer to details from the play when I am trying to make a point.
I know terms like <i>character</i> , <i>scene</i> , <i>soliloquy</i> , <i>imagery</i> and <i>metaphor</i> that make it easier to write about Shakespeare.	I always try to bear in mind what might be happening on stage.	I never want to think about Shakespeare again.



Student Activity Sheet Pre B

True or false?

This true/false quiz is a quick and quirky way of exploring who knows what about Shakespeare and about *Macbeth*. Work with a partner or group and see how many of the questions you answer correctly.

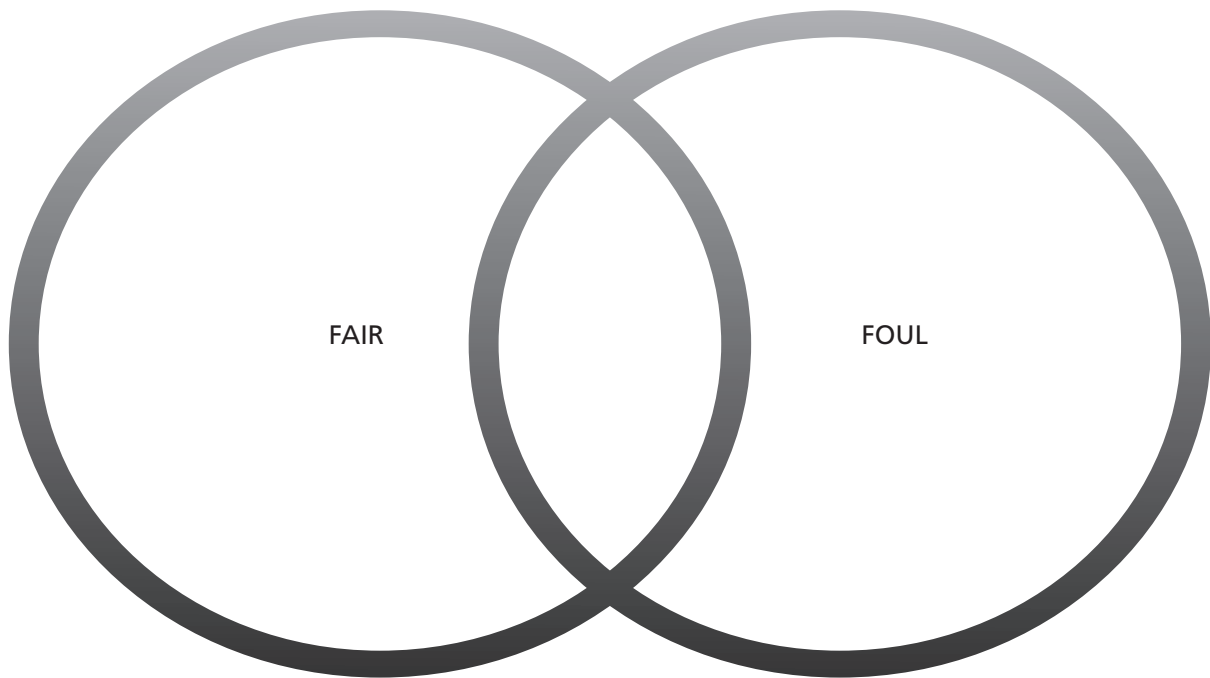
True or false? Circle the correct answer.

- 1 Shakespeare was born in Warwickshire. TRUE/FALSE
- 2 Shakespeare went to a grammar school. TRUE/FALSE
- 3 Shakespeare took the story of *Macbeth* from an earlier writer called Pottingshed. TRUE/FALSE
- 4 There really was a King of Scotland called Macbeth. TRUE/FALSE
- 5 The play *Macbeth* was first performed in 1606. TRUE/FALSE
- 6 Queen Elizabeth I was on the English throne when *Macbeth* was first performed. TRUE/FALSE
- 7 Around 8000 women were burned to death as witches in Scotland in the sixteenth century. TRUE/FALSE
- 8 You could watch a play for a penny in Shakespeare's time. TRUE/FALSE
- 9 By 1604 Shakespeare was part of a company of actors called 'The Queen's Men'. TRUE/FALSE
- 10 The main thing that Shakespeare left his wife in his will was his 'best bed'. TRUE/FALSE
- 11 *Macbeth*, like most of Shakespeare's plays, is written in *iambic pentameters*. TRUE/FALSE
- 12 King James I wrote a book about witchcraft. TRUE/FALSE
- 13 A soliloquy is a speech that an actor makes to the audience which other characters do not hear. TRUE/FALSE
- 14 *Macbeth* was never performed at the Globe Theatre. TRUE/FALSE
- 15 England and Scotland had become one country long before the play was written. TRUE/FALSE

Student Activity Sheet Pre C

Fair is foul

This activity explores your own thoughts about some of the key ideas in the play.



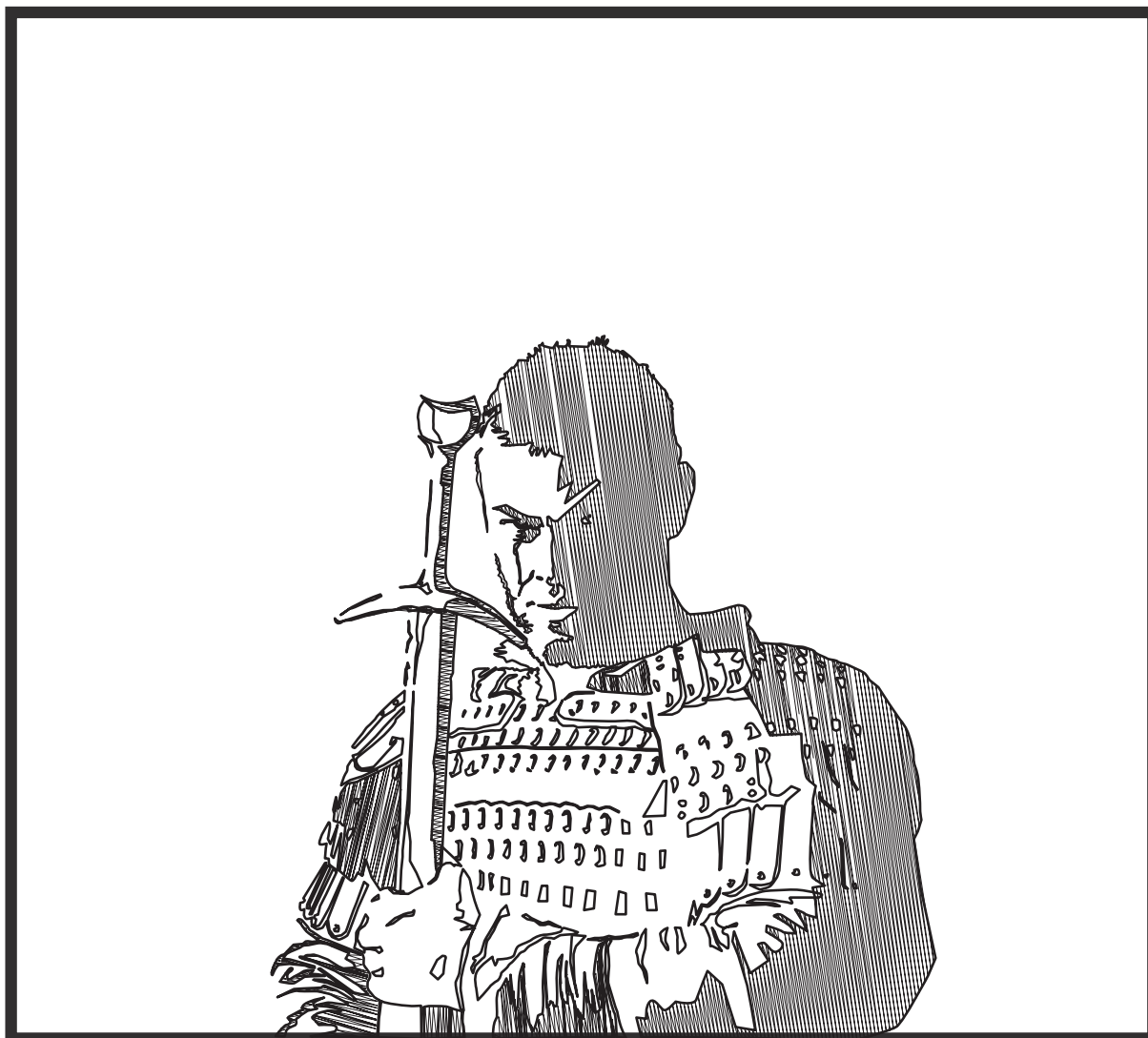
Shown here are two large overlapping circles. **FAIR** is written in the centre of one circle and **FOUL** in the other.

- Think of other words that those two words suggest to you and write them in the appropriate circle.
- Consider the phrases 'Fair is foul' and 'Foul is fair'. Can you suggest words/ideas in response to these phrases? Can something seem foul to some people but fair to others? Put your ideas in the overlap section.
- Talk together about what you know or think about how the terms 'fair' and 'foul' might feature in the play *Macbeth*.



Student Activity Sheet 1A

Role-on-the-wall character impressions



When you have seen or read through the opening scenes, carry out the following:

- Draw a large outline portrait of a male head and shoulders (Macbeth) on a sheet of flip-chart paper.
- In pairs, identify two or three words or phrases about Macbeth and write each quotation on a separate sticky note.
- Add your sticky notes to the outline figure. Stick each quotation in an appropriate position, e.g. near the head for thoughts; nearer the heart for feelings.
- Be ready to explain why you thought each quotation was significant.
- Discuss as a group/class the initial impression that Macbeth might make on an audience, both in Shakespeare's time and now.

Keep the outline figure available since you will be able to add to it later and use it as a continual point of reference and revision.