

As teachers of English at Harrow High, we want our learners to be critical and enquiring thinkers and readers who are equipped with the knowledge and skills with which to make their own choices and decisions throughout their lives and who are empathetic, creative and reflective. We want our learners to be effective communicators and we believe that mastery of the written and spoken word is fundamental to ensuring our learners have every opportunity to succeed in life.

Subject: English Year 9 Term Two – ‘Macbeth’ by William Shakespeare	
S k i l s	<p>Literature</p> <p>Language analysis (AO2) – Learners will be able to retrieve explicit information from a fiction text and make developed inferences about a character. Learners will be able to identify specific words and phrases used by a writer to present a character and comment on the effect on the audience. Learners will be able to use embedded quotes and subject terminology in their analysis.</p> <p>Analysis of a theme (AO1/AO3) -Learners will be able to retrieve explicit information from a fiction text and make developed inferences about a theme. Learners will be able to develop an informed personal response about a theme. Learners will be able to comment on the relationship between relevant historical context and the text.</p>
K n o w l e d g e	<p>Literature</p> <p>Learners will need to know:</p> <ul style="list-style-type: none"> ● Concept of historical context ● Shakespearean England (theatre, monarchy, supernatural/witchcraft, women) ● Key features/terminology of a play (audience, stage directions, dramatic monologue, soliloquy, dialogue, asides) ● Concept of a Shakespearean tragedy ● Features of a Shakespearean tragedy ● Character types – protagonist and antagonist ● The concept of characterisation ● The concept of a quotation ● Subject terminology to identify language (adjective, verb, noun, adverb, simile, metaphor, personification, specific sentence types, persuasive devices) ● Language of interpretation ● Tentative language ● The concept of a theme (focus on power) ● The concept of power, revenge and corruption ● Structure to develop an argument/personal response
R a t i o n a l e	<p>This unit builds on knowledge obtained in Year 7 and 8 through the Shakespeare units, with the reading of one of the most famous Shakespeare plays, Macbeth. Reading the play in its entirety will allow full engagement with the plot, character and themes, whilst also providing the foundation for studying ‘Romeo and Juliet’ at KS4. Learners will explore the use of Shakespearean language in-depth, identifying key structural and language devices used to present character (Lady Macbeth, in particular) and commenting on their effect on the audience. Opportunities for close analysis of Shakespearean language will develop learners’ confidence to approach Section A of Paper 1 in their GCSE English Literature exam, a skill which learners nationally struggle with. Furthermore, learners will explore complex themes and concepts explored in the play such as power, corruption and revenge. Learners will identify examples/textual evidence in the play where core themes are conveyed and comment on the significance of this, providing practice for approaching Section B of Paper 1 in the English Literature GCSE exam.</p> <p>Learners will also be revisiting Shakespearean context to further develop their understanding of the play, attempting to link this knowledge to produce a well-rounded personal response, another requirement of Section B of the GCSE Lit paper. In this unit, learners will begin to develop their critical writing skills by</p>

learning how to develop an argument in their essays. This will serve to develop their analytical writing across both English Language and Literature, particularly useful when exploring the importance of themes at KS4.

'Macbeth' serves to challenge the learners at every point – the language, characters and themes all provide a means to stretch learners as they approach KS4. For example, the powerful characters provide an opportunity to explore the most extreme human emotions and expose the varying consequences of this. These emotions are often relatable to learners in different contexts, encouraging discussion and debate and contributing moral and spiritual reflection and development. Additionally, the themes explored are complex and multifaceted, remaining relevant in our society today. Reflecting on learners' own contexts, can aid the development of a personal response for any fictional text.