

**KS4 English Curriculum**

**Year 10 Summer 1 and Year 11 Autumn Term**

***Macbeth alongside Power and Conflict Poetry and various unseen poems.***

**Parental Guide**

**Curriculum Intent**

To introduce students to William Shakespeare’s ‘Macbeth’ and selected poems from the Power and Conflict Poetry Anthology and various unseen poems that compliment ‘Macbeth’ in terms of theme and message. Students will examine how the play’s messages are reflected through a stimulating and challenging range of poetry which will inform their appreciation of Shakespeare’s play and contribute to their wider reading and analytical skills.

Students will also:

* take part in a series of structured, teacher led discussions where the use of academic

language is modelled and scaffolded.

* learn to write powerful, analytical sentences and comparative statements through the

granular ‘Couch to 5k’ approach to extended writing.

* experience regular reading fluency lessons which will focus on mastery and performance of texts.

**Key Skill Areas**

* Construct analytical statements in the form of thesis statements.
* Select and embed relevant textual detail.
* Make use of appositives and ‘excellent epithets’ to signal the direction of extended

analytical writing.

* Analyse the writer’s use of language, structure and form, using subject terminology

accurately and with sophistication.

* Consider the writer’s intentions by making links to wider contextual influences.
* Compare literary texts in relation to literary concepts, ideas and methods.

**Core Knowledge**

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| Content | **Macbeth**  ***Power and Conflict Poetry***  Ozymandias  My Last Duchess  The Charge of the Light Brigade  Storm on the Island  Bayonet Charge  War Photographer  ***Various Unseen Poems***  Success – Ralph Waldo Emerson  What Will Matter – Michael Josephson  Salome – Carol Ann Duffy  Out of the Deep – Cristina Rossetti |
| Context | Shakespeare’s own life and experiences  Life in Jacobean England  King James’ obsession with witchcraft  Regicide in relation to assassination attempts on King James  Tragedy play form and features of this  Great Chain of Being  Divine Right of Kings  Patriarchy and societal view of women  Feminist Critical Interpretations  Romantic Movement: *Ozymandias*  Victorian England and morals: *My Last Duchess*  Heroism and nobility in war: *The Charge of the Light Brigade*  Northern Ireland politics: *Storm on the Island*  WW1 Honour versus reality of war: *Bayonet Charge*  The challenges of those who witness and record conflict: *War Photographer*  Tragic conventions |
| The Universal Human Condition and Experience | Suffering, desperation, jealousy, responsibility, loss and grief, friendship, nature vs nurture, love, vulnerability, privilege, loyalty, betrayal, deception, inequality, depression, guilt, morality, violence, bitterness, frustration, ambition, deception. |
| Methods have Meaning | tragedy, anagnorisis, nemesis, peripeteia, hamartia, soliloquy, aside, protagonist, antagonist, blank verse, prose, stage directions, foreshadowing, parallel, dramatic irony, stanza, dramatic monologue, sonnet, symbolism, simile, semantic field, connotations, rhyme, epithet, juxtaposition, inference, metaphor, repetition, command, motif. |
| Criticism and critical interpretation | Reception of a Jacobean audience as opposed to modern day reception.  Feminist Critical Interpretations of *Macbeth*  Interpretations of propaganda/World War One based on perspective.  Different perspectives on war and conflict. Crimean War, WW1, 1970s’ Northern Ireland  Why is history biased? |
| Mastery of SPAG | Dashes.  Apostrophes for possession and omission. |

**Curriculum Related Expectations**

**Students can define the following terms:**

**Subject terminology:**

Tragedy

Dramatic Irony

Protagonist

Inference

Metaphor

Epithet

Soliloquy

Stage Directions

Antagonist

Foreshadowing

Parallel

Dramatic Monologue

Aside

Stanza

Symbolism

Simile

Semantic field

Connotations

Sonnet

**Topic Vocabulary:**

ambition

blasphemy

duplicity

hallucinate

justice

noble

protagonist

scruple

stanza

traitor

vengeance

apparition

conscience

emasculate

hamartia

manipulative

oppressed

regicide

slaughter

supernatural

tyrannical

violence

assassination

courage

foil

instrument

morality

prophecies

rhyming couplet

soliloquy

superstitious

tyrant

**Students Know:**

* Shakespeare constructed this tragedy play in order to channel a political message regarding regicide
* Shakespeare drew on the political climate at that time following Queen Elizabeth’s death and the fact that King James I of England (King James VI of Scotland) was not a popular King which led to many assassination attempts on his life including the ‘Gunpowder Plot’ involving Guy Fawkes
* The notion of the Great Chain of Being and the Divine Right of Kings (this led to King James ruling over England as well as Scotland as the rightful heir after Elizabeth died)
* How Lady Macbeth does not conform to Jacobean views of women and the concept of patriarchy
* The use of the supernatural and witchcraft in the play
* How to read and interrogate a text.
* The types of effect and tone writers create.
* How writers use specific words and methods to create meaning.
* How to structure analytical and comparative responses.

**Students Can:**

* Evaluate the ways in which the different methods are employed by writers to achieve

different effects.

* Explain the ways in which different contexts can function within and upon a text
* Use tenor, vehicle and ground to evaluate a range of metaphors
* Use excellent epithets to write thesis statements
* Use thesis statements to write topic sentences which proffer alternative interpretations
* Embed textual detail to support arguments
* Analyse a writer’s methods in support of an argument
* Use subordinating conjunctions to introduce alternative interpretations
* Use a range of sentence types to create effects
* Speak with confidence to other students, building on the ideas and comments of others, elevating their vocabulary when challenged to
* Employ different critical positions when interrogating literary texts
* Evaluate the connections between texts

**Revision questions to help you to support your child:**

Encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain a topic from one of their subjects. Listen carefully and don't be afraid to ask them a question if you do not fully understand what they are saying. This will help them to understand the topic themselves through the process of telling you what they know and help with the transferal of knowledge from their short term to long term memory.

* Who is William Shakespeare and what do you know about his life?
* What was life in the Jacobean era like?
* What events inspired Shakespeare to write ‘Macbeth’?
* What is the main message behind the play?
* What happens in the plot of Macbeth?
* What are the key themes in the play?
* What quotations can you remember? What do these tell us?
* What do the motif and light and blood represent in the play?
* Can you define the following words?

- ambition, blasphemy , duplicity, hallucinate, superstitious, tyrant, justice, noble, protagonist, scruple, stanza, traitor, vengeance, apparition, conscience, emasculate, hamartia, manipulative, oppressed, regicide, slaughter, supernatural, tyrannical, violence, assassination, courage, foil, instrument, morality, prophecies, rhyming couplet, soliloquy

* Can you explain what the following literary methods mean?

- Tragedy, Dramatic Irony, Protagonist, Inference, Metaphor, Epithet, Soliloquy, Stage Directions, Antagonist, Foreshadowing, Parallel, Dramatic Monologue, Aside, Stanza, Symbolism, Simile, Semantic field, Connotations, Sonnet.

* How does Shakespeare present Lady Macbeth in the play?
* How does Shakespeare present Macbeth and how he changes throughout the play?
* Who has the most power in Macbeth and lady Macbeth’s relationship?
* How does this power balance change over time?
* What is the poem ‘Ozymandias’ about?
* What is a Romantic poet?
* What kind of themes do their poems include?
* Which other poems have you studied that are written by Romantic poets?
* What is Bayonet Charge about?
* What is The Charge of the Light Brigade about?
* How are these poems’ message different based on the context of the poets?
* What is War Photographer about?
* Why did Duffy write this poem?
* What is her message in the poem?
* What are the key themes in ‘My Last Duchess’?
* What type of person is the duke presented to be?
* How does Browning present him in this way?