

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
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Year 11 – Half-term 1 & 2	<p>Students have studied many of the key themes extensively, and experienced Shakespeare at different stages through KS3. This has allowed students to grow familiar with the language used in Shakespeare.</p> <p>HAMLET: Y8 Contextual factors such as Patriarchy and The Great Chain of Being have been explored here, alongside key terminology such as regicide and duplicity.</p> <p>ROMEO AND JULIET: Y9 Contextual factors continued to be explored here, but further work on extract and essay style questions has taken place, with extensive focus on analytical paragraphs and quotation work.</p> <p>Through both plays, Macbeth has been referenced continuously, linked characters like Ophelia and Juliet to Lady Macbeth and themes of madness/violence in Hamlet/Romeo to Macbeth as a character.</p> <p>OUTSIDE SHAKESPEARE: Conflict as a theme has been explored in THE OUTSIDERS (Y7), CONFLICT POETRY (Y7).</p> <p>The Supernatural has been explored in THE WOMAN IN BLACK (Y8).</p> <p>Understanding elements of a play and the effect of audience has also been a key focus when studying A SMALL ISLAND (Y9).</p>	<p><b>Context:</b></p> <ul style="list-style-type: none"> <li>Macbeth was written in 1606.</li> <li>King James 1<sup>st</sup> was King when Macbeth was published, so it is Jacobean.</li> <li>King James was descended from the real Banquo.</li> <li>The Gunpowder Plot occurred in 1605. A <b>failed assassination attempt</b> against King James. <b>Disgruntled Catholics</b> planned to blow up the House of Lords, leading him to take a much stronger disliking to Catholicism.</li> <li>King James wrote a book called Daemonologie about witchcraft and other supernatural elements, inspired by his own beliefs and experiences.</li> <li>People in Shakespeare’s time believed in witches and the <b>supernatural</b>.</li> <li><b>The Great Chain of Being- hierarchy</b> with <b>the monarch</b> chosen by God, with the belief that chaos and destruction would be brought on those who defied this order.</li> <li>Written in a <b>patriarchal society</b>; men in control and expected to be breadwinners, show strength and little emotion while women expected to fulfil certain roles. Women viewed as future mothers, important factor to consider regarding LM.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li><b>Regicide</b> – killing of the <b>monarch</b>/ against the natural order. Link to the unnatural events after Duncan’s death.</li> <li><b>Equivocation</b> – <b>inversion</b> of values, false appearance. (How the witches use this in their language)</li> <li><b>Hamartia</b>- fatal flaw. Macbeth’s fatal flaw is his ambition.</li> <li><b>Catharsis</b>- the process of releasing, and thereby providing relief from, strong or repressed emotions. Audience response to a tragedy.</li> <li><b>Supernatural</b>- representation of the witches, Banquo’s ghost, floating dagger.</li> </ul> <p><b>Act 1:</b></p> <ul style="list-style-type: none"> <li>The Witches set the atmosphere of the play immediately – dark and evil.</li> <li>Macbeth and Banquo save Scotland from invasion by the Norwegians – he is a ruthless but loyal soldier.</li> <li>On his way back, with Banquo, he meets the witches who offer three prophecies – impact’s him and fuels his ambition.</li> <li>Macbeth informs his wife of these prophecies and she is also inspired to fulfil her own ambitions.</li> <li>The Macbeths plot to kill Duncan, with Lady Macbeth orchestrating events and manipulating/encouraging her husband to be bold and commit regicide.</li> </ul> <p><b>CHARACTER TRAITS</b> The Witches: <b>Chaotic, Evil, Deceitful, Cunning, Dark</b> Macbeth: <b>Brutal, Ruthless, Violent, Loyal, Conflicted, Victimised, Sinful, Hesitant</b> Lady Macbeth: <b>Ambitious, Power-Hungry, Despicable, Manipulative, Deceitful, Cunning, Violent, Devoted</b> Duncan: <b>Loyal, Naive, Respected, Just, Compassionate, Generous</b> Banquo: <b>Ruthless, Loyal, Sceptical, Modest, Noble, Strategic</b></p> <p><b>THEMES:</b> The Supernatural: <i>The witches are introduced as presented as evil and devilish creatures determined to create chaos through their prophecies.</i> Conflict/Violence: <i>The play starts with violence and conflict, introducing Macbeth as a ruthless warrior who tackles his problems through violent means. Macbeth is also in conflict with himself throughout the Act, questioning whether he should or should not kill Duncan.</i> Ambition: <i>Macbeth and Lady Macbeth begin to allow their ambition for power to consume them, becoming Macbeth’s hamartia.</i></p>	<ul style="list-style-type: none"> <li>Structure an analytical paragraph correctly, improving work previously done in KS3.</li> <li>Comment on how Shakespeare conveys meaning through his language choices.</li> <li>Write in an <b>academic style</b>, avoiding informal language and strengthening vocabulary.</li> <li>Comment on the effect individual words have on the <b>audience</b>, both in the Jacobean era and today.</li> <li>Comment on the effect of <b>techniques on the audience (i.e. Dramatic Irony)</b>.</li> <li>Comment on the structure of the play.</li> <li>Comment on stagecraft and how this emphasises certain elements of the play.</li> <li>Comment on the structure and length of the <b>dialogue</b>.</li> <li>Comment on how themes and ideas are presented throughout the entire play.</li> <li>Comment on <b>contextual factors</b> linked to the play.</li> <li>Comment on the impact on the audience across key moments in the play.</li> </ul>	<ul style="list-style-type: none"> <li>Not commenting on language in the extract, and getting capped in Band 2 (descriptive).</li> <li>Short comments on individual language choice, failing to elaborate effectively.</li> <li>Context for part b is missing.</li> <li>Confusion over characters - who’s who (particularly minor characters).</li> <li>Confusion over characters that begin with M – Macduff/Malcolm.</li> <li>Confusing King Duncan and King James I.</li> <li>It is a Jacobean play – not an Elizabethan play. This is important to emphasise as students have studied plays written by Shakespeare in the Elizabethan era.</li> <li>Macduff/Malcolm scene can confuse students and needs breaking down.</li> <li>The Porter scene can be confusing – also needs breaking down and discussing where possible.</li> </ul>	<ol style="list-style-type: none"> <li>What is required for the extract question on the exam paper?</li> <li>What is required for the essay question on the exam paper?</li> <li>Why did Shakespeare write the play?</li> <li>What era was the play written in?</li> <li>What was the Gunpowder Plot and how does it link to the play?</li> <li>What was the Great Chain of Being?</li> <li>What was the effect of the supernatural on Elizabethan audiences?</li> <li>What was expected of women at this time?</li> <li>How does regicide link to the play?</li> <li>How do the witches use equivocation?</li> <li>What is Macbeth’s hamartia?</li> <li>What is Lady Macbeth’s hamartia?</li> <li>What happens in Act 1?</li> <li>What happens in Act 2?</li> <li>What happens in Act 3?</li> <li>What happens in Act 4?</li> <li>What happens in Act 5?</li> <li>How is guilt presented in the play?</li> <li>How is the supernatural presented in the play?</li> <li>How is conflict presented in the play?</li> <li>How is death presented in the play?</li> <li>How is ambition presented in the play?</li> <li>What is Scotland like under King Duncan’s rule?</li> <li>What is Scotland like under Macbeth’s rule?</li> <li>Why is it important that Malcolm becomes King at the end?</li> <li>Who is the Porter and why is he significant?</li> <li>Who kills Macbeth?</li> <li>What does [INSERT QUOTE HERE] suggest about [THEME/CHARACTER]?</li> </ol>	<p>1 x extract question (AO2)</p> <p>1 x essay question (AO1 + AO3)</p> <p>(a) Explore how Shakespeare presents Macbeth in this scene. (20)</p> <p>(b) Explain the importance of guilt elsewhere in the play. In your answer, you must consider: • where guilt is shown • how guilt affects those involved. You must refer to the context of the play in your answer. (20)</p>

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		<p>Gender: <i>Clear stereotypes of masculinity are prevalent throughout Act 1, with violence and conflict being viewed as honourable at the beginning. Lady Macbeth uses this sense of masculinity to manipulate Macbeth while fighting against her own femininity and the expectations placed on her as a woman.</i></p> <p>Kingship: <i>King Duncan is presented as an idyllic and well-beloved King representing many of the best qualities of a leader.</i></p> <p>Guilt: <i>Macbeth's hesitation to confront his true thoughts in Scene 4 and then his back-tracking Scene 7 highlight his own moral guilt for his evil intentions.</i></p> <p><b>IMPORTANT QUOTES:</b></p> <ul style="list-style-type: none"> <li>• 'Fair is foul and foul is fair' – <b>The Witches, 1.1</b></li> <li>• 'For Brave Macbeth – well he deserves that name' – <b>Sergeant, 1.2</b></li> <li>• 'Stars, hide your fires, let not light see my black and deep desires' - <b>Macbeth 1.4</b></li> <li>• 'Unsex me here, and fill me from the toe top-full of direst cruelty' – <b>Lady Macbeth, 1.5</b></li> <li>• 'I have no spur to prick the sides of my intent, but only vaulting ambition, which o'erleaps itself and falls on the other' - <b>Macbeth, 1.7</b></li> <li>• 'When you durst do it, then you were a man' – <b>Lady Macbeth, 1.7</b></li> <li>• 'pluck'd my nipple from his boneless gums and dash'd the brains out, had I so sworn as you have done to this' – <b>Lady Macbeth, 1.7</b></li> </ul> <p><b>Act 2:</b></p> <ul style="list-style-type: none"> <li>• Macbeth coralls himself to embrace his ambition and murder the King, hallucinating a dagger before him as he approaches the sleeping King's chamber.</li> <li>• Duncan is murdered. Macbeth is overwhelmed with guilt and Lady Macbeth, showing an unaffected grit, deals with the aftermath.</li> <li>• The Porter of Macbeth's castle relieves the high moments of stress with humour, while at the same time reminding the audience that Macbeth has now committed a mortal sin and will end up in 'hells-gate'.</li> <li>• A servant is blamed, Macduff is horrified and Duncan's son flee Scotland in fear.</li> <li>• Macbeth becomes King of Scotland.</li> <li>• Banquo and Macduff suspect Macbeth, and Scotland shows immediate signs of falling apart.</li> </ul> <p><b>CHARACTER TRAITS</b>  Macbeth: <i>Guilt-ridden, Remorseful, Overwhelmed, Ambitious, Cowardly, Sinful, Nihilistic, Indecisive</i>  Lady Macbeth: <i>Controlling, Manipulative, Decisive, Frustrated, Remorseless, Ruthless</i>  Macduff: <i>Distraught, Sceptical, Noble, Loyal</i>  Banquo: <i>Strategic, Godly, Noble, Loyal</i>  Porter: <i>Foreshadower, Drunk, Comic Relief</i>  Malcolm: <i>Fearful, Paranoid</i></p> <p><b>THEMES:</b>  The Supernatural: <i>Macbeth hallucinates a dagger before him, either a result of his loosening mind or an apparition by the witches to pull him towards chaos.</i>  Conflict/Violence: <i>The act of violence itself is off-screen but the blood and effects of violence are clear. Furthermore, Macbeth conflicts with himself and finds himself in conflict with God.</i>  Ambition: <i>Macbeth allows his ambition to guide him, emphasise Shakespeare's core message about how ambition can poison even the best of men. Lady Macbeth's ambition dulls her own guilt and allows her to take control of the situation.</i>  Gender: <i>Lady Macbeth and Macbeth reverse gender roles somewhat throughout Act 2, with Lady Macbeth being in control and guiding the relationship. Both however use their traditionally masculine and feminine roles to deceive others (Macbeth murdering the guards, Lady Macbeth fainting).</i>  Kingship: <i>Macduff and the other Thaners are distraught when Duncan is found dead – emphasising how impactful a King he has been. While Macbeth is a leader he is compared more to the Devil than a God.</i>  Guilt: <i>Macbeth is consumed by his guilt immediately after killing Duncan, revealing his true feelings towards the act and how conflicted he has been to fulfil it.</i></p> <p><b>IMPORTANT QUOTES:</b>  'art thou a dagger of the mind, a false creation, proceeding from the heat-oppressed brain?' – Macbeth 2.1</p>				

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		<p>'words to the heat of deeds too cold breath gives' – Macbeth 2.1            'I could not say 'Amen' – Macbeth, 2.2            'Will all great Neptune's ocean wash this blood clean from my hand?' – Macbeth 2.2            'A little water clears us of this deed' – Lady Macbeth 2.2            'My hands are of our colour, but I shame to wear a heart so white' – Lady Macbeth 2.2            'If a man were porter of hell-gate, he should have old turning the key' – The Porter 2.3            'O Horror, Horror, Horror! Tongue nor heart cannot conceive nor name thee!' – Macduff 2.3            'Duncan's horses...beauteous and swift...turned wild in nature...tis said they ate each other' – Ross and Old Man 2.4</p> <p><b>Act 3:</b></p> <ul style="list-style-type: none"> <li>Banquo suspects Macbeth as murdering Duncan.</li> <li>Macbeth kills Banquo (through assassins) out of paranoia and fear for his power.</li> <li>Fleance, Banquo's son escapes.</li> <li>Banquo's ghost haunts Macbeth – a sign of his guilt.</li> <li>Macbeth decides to lean into his destructive attitude to holding onto power, and Scotland suffers as a result.</li> </ul> <p><b>CHARACTER TRAITS</b>            Macbeth: <i>Paranoid, Indecisive, Unstable, Sleepless, Evil,</i>            Lady Macbeth: <i>Anxious, Abandoned, Discreet, Decisive, Powerless, Paranoid</i>            Banquo: <i>Fearlessly loyal, Noble, Intelligent, Moral</i></p> <p><b>THEMES:</b>            The Supernatural: <i>Banquo's ghost haunts Macbeth during this Act, highlighting his guilt and the deterioration of his mental state. This scene unsettles Macbeth enough to revisit the witches and so could be argued that they have again conjured an apparition to drive him towards more chaotic actions.</i>            Conflict/Violence: <i>Macbeth orders for the murder of his loyal and worthy friend Banquo, and while clearly conflicted with himself enough to not commit the murder himself, his paranoia pushes him to have three men attempt to kill Banquo and his son.</i>            Ambition: <i>Macbeth's ambition now changes from becoming King to holding onto the crown. His ambition is now about safety – an arguably impossible ambition to hold as the King of a country. This continues to drive his paranoia and push him to make rash and violent actions throughout the act.</i>            Gender: <i>The relationship between Macbeth and Lady Macbeth somewhat reverts to expectations, with Macbeth – now King – distancing himself from Lady Macbeth and refusing to tell her his inner thoughts or listen to her criticisms. Lady Macbeth attempts to hold onto her unusual power over Macbeth when he sees the ghost, but her role as a woman in this period confines her ability to do so.</i>            Kingship: <i>Macbeth as King is entirely opposite to that of Duncan, and his constant obsession with his own power is clear in that there is no conversation about his duties of King outside of his desire to hold onto the position. While he is respected by his thanes during the banquet, the fact that Macduff is missing and that they experience their leader shouting at an empty chair makes it clear that Scotland is a dire position – further emphasising the chaos caused by the breaking of the Great Chain of Being.</i>            Guilt: <i>Macbeth's guilt continues to haunt him throughout Act 3, physically represented by Banquo's Ghost. By the end of the Act, Macbeth decides that he has lost all hope of being moral or Godly and embraces the fact he must be evil to maintain his power.</i></p> <p><b>IMPORTANT QUOTES:</b>            'And I fear thou played'st most foully for't' – Banquo 3.1            'To be thus is nothing, but to be safely thus' – Macbeth 3.1            'Oh full of Scorpions is my mind, dear wife!' – Macbeth 3.1            'Nought's had, all's spent' – Lady Macbeth, 3.2            'We have scorched the snake, not killed it' – Macbeth 3.2            'Be innocent of the knowledge, dearest chuck' – Macbeth 3.2            'Thou canst not say I did it – never shake thy gory locks at me' – Macbeth 3.4            'Ay, and a bold one, that dare look on that which might appal the devil' – Macbeth 3.4            'I am in blood stepped in so far that should I wade no more, returning were as tedious as go o'er' – Macbeth 3.4</p>				

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		<p>Act 4:</p> <ul style="list-style-type: none"> <li>Witches warn Macbeth about Macduff, and creates a sense of security for Macbeth through more equivocated prophecies.</li> <li>Macbeth sends murderers to kill Macduff's wife and son.</li> <li>Macduff convinced Malcolm he is not a traitor and supports him in taking Scotland back from Macbeth, also finding out about his family's demise and promising revenge.</li> </ul> <p><b>CHARACTER TRAITS</b>  Macbeth: <b>Violent, Ruthless, Evil, Immoral, Sinful, Tyrannical</b>  Lady Macbeth: <b>Unseen, Unheard, Powerless</b>  The Witches: <b>Manipulative, Determined, Deceitful</b>  Malcolm: <b>Inquisitive, Kingly, Lawful, Idealistic</b>  Macduff: <b>Sensitive, Patriotic, Naive, Selfish, Selfless, Loyal, Noble</b></p> <p><b>THEMES:</b>  The Supernatural: <i>Macbeth confronts the witches again, commanding them to reveal his future. His behaviour highlights how evil he has become and reveals how the witches continue to be equivocators across the play.</i>  Conflict/Violence: <i>Macbeth orders for the violent slaughter of Macduff's innocent family, emphasising his complete deterioration from a noble, brave warrior.</i>  Ambition: <i>Macbeth's ambition has consumed him completely, and the witches play on this ambition to further the chaos in both Macbeth and Scotland.</i>  Gender: <i>Macduff feels the death of his family openly and explains why this makes him more a man, suggesting that being emotional and feeling pain is a cathartic experience that helps fuel his revenge.</i>  Kingship: <i>Macduff and Malcolm discuss the positive and negative traits of a leader, using this to not only discuss Macbeth's poisoned reign but also Duncan's time as King and how Malcolm would make a valuable King and reunite Scotland with God.</i>  Guilt: <i>Macduff feels guilt for abandoning his family, whereas Macbeth shows very little guilt during the first scene, cementing the antithesis of both characters.</i></p> <p><b>IMPORTANT QUOTES:</b>  'How now, you secret, black and midnight hags? What is't you do?' – Macbeth, Act 4.1  'I will be satisfied. Deny me this, and an eternal curse fall on you. Let me know!' – Macbeth, Act 4.1  'Black Macbeth will seem as pure as snow, and the poor state esteem him as a lamb, being compared with my confineless harms' – Act 4.3  'All my pretty ones? Did you say all? O Hell-kite! All? What, all my pretty chickens and their dam at one fell swoop?' – Macduff Act 4.3  'But I must also feel it as a man' – Macduff Act 4.3</p> <p><b>Act 5:</b></p> <ul style="list-style-type: none"> <li>Lady Macbeth goes mad – overwhelmed with guilt.</li> <li>Malcolm gathers an army and moves towards the wood.</li> <li>Macbeth is left alone – finds out LM is dead and ponders the very meaning of his life/life in general.</li> <li>Macduff kills Macbeth.</li> <li>Malcolm becomes King of Scotland.</li> </ul> <p><b>CHARACTER TRAITS</b>  Macbeth: <b>Violent, Determined, Ruthless, Brave, Dejected, Dispirited, Nihilistic</b>  Lady Macbeth: <b>Incoherent, Paranoid, Guilty, Alien, Insane, Powerless</b>  Macduff: <b>Vengeful, Just, Noble, Skilled, Violent</b>  Malcolm: <b>Hopeful, Idealistic, Restorative</b></p> <p><b>THEMES:</b>  The Supernatural: <i>Macbeth begins to realise the witches have fooled him and struggles</i>  Conflict/Violence: <i>Various violent battles occur, cementing the blood-thirsty nature of war and Macbeth's strength as a character through his warrior-like determination. He is also conflicted with himself once Lady Macbeth dies.</i>  Ambition: <i>Macbeth's ambition finally results in his death, as it changes in the final moments to simply fighting until he can do so no longer.</i>  Gender: <i>Lady Macbeth reverts to the feminine stereotype of being unable to deal with the murders her husband has conflicted on others, eventually leading to her death. All the work in previous acts to highlight her as a strong, independent female character are broken down in her final scene and suicide.</i></p>				

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		<p>Kingship: <i>Malcolm takes the throne and promises to bring peace back to Scotland, reinstating the Great Chain of Being.</i>            Guilt: <i>Lady Macbeth is consumed by her guilt and fear and cannot suppress her feelings in her sleep.</i></p> <p><b>IMPORTANT QUOTES:</b>            All the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh! – Lady Macbeth, Act 5.1            Out, out brief candle! Life's but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more' – Macbeth, Act 5.5</p> <p><b>SPIRITUALITY LINKS:</b></p> <p><b>Windows:</b> What do you notice about how Macbeth is admired at the beginning of the play? How does Shakespeare present the King in Act 1? How does this link to the Great Chain of Being? What type of virtuous characteristics do characters have, especially Banquo and Duncan? What poisons Macbeth's mind and causes him to embrace darker, more evil thoughts? Why does Lady Macbeth embrace evil instead of stand against it? Who is to blame for the King's murder? Which characters stand as a foil for Macbeth, showing a more virtuous, respectful and selfless attitude? How does Macbeth deal with his guilt? What does his guilt say about him? What do you notice about Macbeth after he becomes King? What happens to Macbeth at the end of the play?</p> <p><b>Mirrors:</b> Do you sympathize with any of the characters? Can you understand why Macbeth allows his ambition to guide him? What would you do in his position? What would you do in Lady Macbeth's position? How does Macbeth's actions throughout the play make you feel/think?</p> <p><b>Doors:</b> How does Shakespeare present loyalty and selflessness as important in this play? Has reading the play made you re-think your own obsessions with the future? Is there a balance to be made between your own ambition as the people it may effect?</p>				

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Half-term 3 and 4	<p>Understanding of social class and disparity between upper and working class in The Outsiders (Year 7), Animal Farm (Year 9), A Small Island (Year 9) and A Christmas Carol (Year 10).</p> <p>Exploration of the effects of a patriarchal society in Sherlock Holmes (Year 8), Hamlet (Year 8), Romeo and Juliet (Year 9) and Macbeth (Year 10).</p>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>Life in 1945 was very different to 1912. It was immediately after WW2 and a time of immense change.</li> <li>Life in 1912 was organised by a strict <b>class system</b>. The working class were treated very unfairly.</li> <li><b>Capitalism</b> is an <b>economic system</b> that favours profit over people. The government adopted a <b>laissez-faire</b> approach to business.</li> <li><b>Socialism</b> is an economic system that ensures that everyone has an acceptable basic standard of living. The NHS and benefit system are elements of socialism.</li> <li>Priestley wrote the play to encourage people to adopt <b>socialist</b> values.</li> </ul> <p><b>ACT ONE</b></p> <p><u>Plot</u></p> <p><u>Character Traits</u></p> <p><u>Themes</u></p> <p><u>Important Quotations</u></p> <p><b>ACT TWO</b></p> <p><u>Plot</u></p> <p><u>Character Traits</u></p> <p><u>Themes</u></p> <p><u>Important Quotations</u></p> <p><b>ACT THREE</b></p> <p><u>Plot</u></p> <p><u>Character Traits</u></p> <p><u>Themes</u></p>	<ul style="list-style-type: none"> <li>Comment on the plot and characters within the play.</li> <li>Explain how all the characters contributed to the death of Eva Smith.</li> <li>Comment on the context of the play, including the author's intentions.</li> <li>Produce a well-structured essay that includes a thesis statement to find clear ideas that link different parts of the essay.</li> <li>Write in an academic style: using appropriate vocabulary and a variety of sentence structures.</li> <li>Explain Priestley's microcosm and which group of society each character represents.</li> </ul>	<ul style="list-style-type: none"> <li>Eva's relationship with Eric/Gerald was prostitution.</li> <li>Confusing the characters of Eric and Gerald</li> <li>Not understanding how WW1 and WW2 fit around events in the play.</li> <li>A lack of <b>empathy</b> for Eva's situation – what life was really like prior to the NHS/benefit system safety net.</li> <li>Understanding the format of a play and the <b>implied audience</b>.</li> <li>Only writing about the quotations given in the question and not understanding they can write about anything.</li> </ul>	<ol style="list-style-type: none"> <li>1. What was life like in 1945?</li> <li>2. What was life like in 1912?</li> <li>3. Why is the play set in 1912?</li> <li>4. How did Mr Birling <b>contribute</b> to the death of Eva Smith?</li> <li>5. How did Mrs Birling contribute to the death of Eva Smith?</li> <li>6. How did Sheila Birling contribute to the death of Eva Smith?</li> <li>7. How did Eric Birling contribute to the death of Eva Smith?</li> <li>8. How did Gerald Croft contribute to the death of Eva Smith?</li> <li>9. Why do the <b>younger generation</b> change their views, whereas the <b>older generation</b> do not?</li> <li>10. How does the Inspector represent Priestley's socialist views?</li> <li>10. How does the audience know the play is set at a time where there is a <b>patriarchal society</b>?</li> <li>11. What is <b>dramatic irony</b>?</li> <li>12. Why doesn't it matter whether Inspector Goole is real or not?</li> <li>13. How are the working-class presented in the play?</li> <li>14. How does Inspector Goole behave when <b>interrogating</b> The Birlings &amp; Gerald?</li> <li>15. How does Priestley use the character of Inspector Goole to reflect his socialist views?</li> </ol>	<p>Exam style -essay question: Eric: Because you're not the kind of father a chap could go to when he's in trouble.</p> <p>Explore the importance of the <b>Birling family relationships</b> in An Inspector Calls.</p> <p>You must refer to the <b>context</b> of the play in your answer. (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation) (Total for Question 7 = 40 marks)</p>

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		<p><b><u>Important Quotations</u></b></p> <p><b><u>Characters</u></b></p> <ul style="list-style-type: none"> <li>• Eva Smith and Daisy Renton are the same person.</li> <li>• Mr Birling fired Eva Smith for causing a strike at his work.</li> <li>• Sheila Birling asked the manager of Millwards to sack Eva as Sheila thought she had been rude to her.</li> <li>• Gerald Croft had an affair with Daisy Renton whilst engaged to Sheila.</li> <li>• Eric got Daisy pregnant and was stealing money from his father.</li> <li>• Daisy/Eva asked Mrs Birling's charity for money as she didn't want to accept stolen money. Mrs Birling refused.</li> <li>• Eva/Daisy committed suicide by drinking disinfectant.</li> </ul> <p><b><u>Key Themes/Ideas</u></b></p> <ul style="list-style-type: none"> <li>• The older generation do not change their attitude, whereas the younger generation adopt a more socialist <b>perspective</b> by the end, which shows hope for the future.</li> <li>• Priestley adds a twist at the end, that shows the older generation do not change.</li> <li>• It is questioned whether the Inspector was real or not. Priestley does this to show that when it comes to morals, it doesn't matter whether something is <b>illegal</b> or <b>immoral</b>.</li> <li>• The play is a <b>construct</b> and Priestley creates a <b>microcosm</b> of society with each character representing a group of people.</li> <li>• Eva is never seen/heard in the play and Edna has four lines to reflect the <b>marginalisation</b> of the working class in society.</li> </ul>				

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Half-term 5 and 6	<p>Students will have studied novels before and will have looked at 19<sup>th</sup> century extracts as part of GCSE English Language and in KS3.</p> <p>Following the KS3 English curriculum development, students will have studied several texts and techniques that would aid them in exploring ACC.</p>	<p><b>Context</b> NB – context is not formally assessed for this text. However, this small section of context has been included to help students understand the text and make links to prior learning. This should be taught throughout and not explicitly at the beginning to reinforce the idea that it should be linked to analysis and understanding of the text.</p> <ul style="list-style-type: none"> <li>Dickens father was sent to <b>debtors' prison</b> when he was 12- this impacted on his future views of <b>poverty</b>.</li> <li>Dickens' writing <b>criticised economic, social, and moral</b> issues in the Victorian era.</li> <li>1834 The New Poor Law- government made the poor live in workhouses. Dickens hated the concept.</li> <li><i>A Christmas Carol</i> was published in December 1843.</li> <li>Dickens helped to <b>popularise</b> many of the <b>cultural elements</b> we associate with Christmas (the food, the decorations, the music). Christmas based on good will, <b>benevolence</b> and forgiveness.</li> <li>Dickens' <b>intention</b> is to draw readers' attention to the <b>plight</b> of the poor.</li> <li>Dickens felt it was never too late for change and <b>redemption</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on how Dickens conveys meaning through his language choices.</li> <li>Write in an <b>academic style</b>.</li> <li>Structure GCSE Extract and Essay responses appropriately.</li> <li>Comment on the effect individual words.</li> <li>Comment on the effect of techniques.</li> <li>Comment on the structure of the novella.</li> <li>Comment on the structure of the dialogue.</li> <li>Comment on how themes and ideas are presented throughout the entire novella.</li> <li>Comment on the impact on the reader.</li> <li>Create clear thesis statements that help structure a response.</li> <li>Find clear links that run throughout an extract or essay.</li> <li>Show alternative understandings of language, character and themes.</li> <li>Use ambitious vocabulary in extract and essay responses.</li> </ul>	<ul style="list-style-type: none"> <li>Things that happen in the animated version that do not happen in the book e.g. Scrooge taking the coins off Marley's deceased body.</li> <li>Only focusing on the main plot, and missing lots of the detail e.g. Stave 3 – description of the miners, lighthouse keeper and sailors; Stave 4 – Caroline Stave 2 – Ali Baba etc.</li> <li>The Cratchits are not technically working class, they are a lower class to Scrooge, lower-middle class due to Bob's job.</li> </ul>	<ol style="list-style-type: none"> <li>What happens in Stave 1?</li> <li>What happens in Stave 2?</li> <li>What happens in Stave 3?</li> <li>What happens in Stave 4?</li> <li>What happens in Stave 5?</li> <li>What is the first clue in Stave 2 that Scrooge is beginning to change?</li> <li>The Ghost of Christmas Present shows lots of different people demonstrating Christmas spirit. Who does he show and why does Dickens include these people?</li> <li>How does Dickens use fires to reflect the character of Scrooge?</li> <li>Who is Caroline and why is she happy at Scrooge's death?</li> <li>In stave 2, who is Ali Baba? What does his <b>presence</b> reveal about Scrooge?</li> <li>What does Scrooge learn from Fezziwig?</li> <li>Why does the Ghost of Christmas Past show Belle as a grandmother with her family?</li> <li>How does Scrooge respond to the news that Tiny Tim will not live in Stave 3?</li> <li>Why does the Ghost of Christmas Present have 1800 other brothers?</li> <li>How does Dickens show Marley's <b>sins</b>?</li> <li>Why is time an important <b>theme</b>? Where is it shown in the <b>novella</b>?</li> <li>Why is poverty an important <b>theme</b>? Where is it shown in the <b>novella</b>?</li> <li>Why is family an important <b>theme</b>? Where is it shown in the <b>novella</b>?</li> <li>What do the children <b>ignorance</b> and <b>Want</b> represent?</li> <li>Where are children shown in the <b>novella</b>?</li> <li>Why is death an important <b>theme</b>? Where is it shown in the <b>novella</b>?</li> <li>How is Christmas presented in the <b>novella</b>?</li> <li>Why is the supernatural an important <b>theme</b>? Where is it shown in the <b>novella</b>?</li> <li>What errors are there in the film? Which parts happen in the film, but not the <b>novella</b>?</li> <li>What actions does Scrooge take in Stave 5 to show his <b>transformation</b>?</li> <li>What message is Dickens trying to give his readers?</li> </ol>	<p>1 x extract question (AO2) 1 x essay question (AO1) E.g. (a) Explore how Dickens presents Scrooge in this extract. Give examples from the extract to support your ideas. (20) (b) In this extract, Scrooge shows a lack of consideration for others. Explain how Scrooge is unkind to other characters elsewhere in the novel. In your answer, you must consider: • Scrooge's poor treatment of other people • how Scrooge's lack of consideration affects other people. (20)</p>
		<p><b>STAVE ONE</b> <b>Plot</b></p>	<p><b>Character Traits</b></p>	<p><b>Themes</b></p>	<p><b>Important Quotations</b></p>	
		<p><b>STAVE TWO</b> <b>Plot</b></p>	<p><b>Character Traits</b></p>	<p><b>Themes</b></p>	<p><b>Important Quotations</b></p>	
		<p><b>STAVE THREE</b> <b>Plot</b></p>	<p><b>Character Traits</b></p>	<p><b>Themes</b></p>	<p><b>Important Quotations</b></p>	
		<p><b>STAVE FOUR</b> <b>Plot</b></p>	<p><b>Character Traits</b></p>	<p><b>Themes</b></p>	<p><b>Important Quotations</b></p>	
<p><b>STAVE FIVE</b></p>	<p><b>Character Traits</b></p>	<p><b>Themes</b></p>	<p><b>Important Quotations</b></p>			

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		<p><u>Plot</u></p> <p><u>Character Traits</u></p> <p><u>Themes</u></p> <p><u>Important Quotations</u></p> <p><u>Characters</u></p> <ul style="list-style-type: none"> <li>Ebenezer Scrooge: A selfish businessman who transforms into a <b>charitable philanthropist</b>. Our <b>protagonist</b>.</li> <li>Fred: Scrooge's nephew whose party invitation he declines. Represents forgiveness and family. Son of Fan. He is the <b>antithesis</b> of Scrooge.</li> <li>Jacob Marley: Scrooge's dead partner who returns to warn Scrooge to change his ways.</li> <li>Bob Cratchit: Scrooge's clerk. He loves his family and is shown to be happy and <b>morally upright</b>. He has love but not wealth.</li> <li>Tiny Tim: Bob's son whose story plays a part in inspiring Scrooge's transformation. Represents the victims of poverty.</li> <li>The Ghost of Christmas Past: A strange combination of young and old, wearing white robes and looking like a candle.</li> <li>The Ghost of Christmas Present: A <b>portly, jovial</b> gentleman surrounded by a warm glow. He brings joy to the neediest.</li> <li>The Ghost of Christmas Yet to Come: A robed and hooded spirit who confronts Scrooge with his own tombstone.</li> <li>Fezziwig: Scrooge's ex-employer. A representation of a good employer and <b>generosity of spirit</b>.</li> <li>Belle: Scrooge's fiancé as a young man. She breaks up with him because he has become too greedy and obsessed with money.</li> <li>Fan: Scrooge's sister who is said to have died young. She is the mother of Fred.</li> </ul> <p><u>Key Terminology:</u></p> <ul style="list-style-type: none"> <li><b>Covetous:</b> Having or showing a great desire to possess something belonging to someone else.</li> <li><b>Novella:</b> A short novel.</li> <li><b>Misanthropist:</b> A person who dislikes mankind (such as Scrooge).</li> <li><b>Omniscient:</b> All knowing.</li> <li><b>Miser:</b> A person who hoards money.</li> <li><b>Misanthropic:</b> Having or showing a dislike of other people; unsociable.</li> <li><b>Social injustice:</b> Actions are taken that infringe upon a group's rights and treat them unfairly</li> <li><b>Avaricious:</b> Having or showing an extreme greed for wealth or material gain.</li> <li><b>Impoverished:</b> something that has been made poor</li> <li><b>Antithesis:</b> a person or thing that is the direct opposite or someone or something</li> <li><b>Foil Character:</b> device used to contrast or reflect another character's traits</li> <li><b>Redemption:</b> the action of being saved from sin, error or evil</li> <li><b>Foreboding:</b> a feeling that something bad will happen</li> <li><b>Parsimonious:</b> very unwilling to spend money or use resources</li> <li><b>Virtuous:</b> having or showing high moral standards</li> <li><b>Ominous:</b> Giving the worrying impression that something bad is going to happen; threateningly inauspicious.</li> <li><b>Deftly:</b> in a way that is neatly skilful and quick in movement.</li> <li><b>Aspiration:</b> A hope or ambition of achieving something.</li> <li><b>Phantom:</b> A ghost.</li> <li><b>Surplus:</b> An amount of something left over when requirements have been met.</li> <li><b>Shroud:</b> A thing that envelops or obscures something.</li> <li><b>Sage:</b> Someone who has attained wisdom.</li> <li><b>Jovial:</b> Cheerful and friendly.</li> <li><b>Benevolence:</b> kindness/ the quality of being well meaning.</li> <li><b>Ignorance:</b> to not understand or ignore something or someone</li> <li><b>Diatribes:</b> to verbally attack or harm someone</li> <li><b>Atonement:</b> an act to make up for a wrong-doing in your life</li> </ul> <p><u>Themes:</u></p> <ul style="list-style-type: none"> <li>Christmas: The story is set at Christmas and demonstrates the <b>compassion</b> and <b>generosity</b> that is shared during this time.</li> <li><b>Redemption:</b> Scrooge must achieve redemption (the act of being saved from sin). The ghosts <b>facilitate</b> this through their visits.</li> </ul>				

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		<ul style="list-style-type: none"> <li>Charity: Scrooge refuses to give to the charity collectors at the start of the <b>novella</b>. Dickens highlights how we should show <b>compassion</b> to those who are poor and <b>destitute</b> (e.g the Cratchits).</li> <li><b>Isolation</b>: Scrooge is described as '<b>solitary</b> as an oyster', and his past demonstrates him as a lonely child. His own greed has kept him isolated from those around him.</li> <li><b>Social Injustice</b>: The children of Want and Ignorance <b>symbolise</b> how society has forgotten about the poor. Dickens states how this is a problem for all <b>humankind</b></li> </ul>				