

	Macbeth Year 8 English					
	Autumn Term 1 Macbeth 1	Autumn Term 2 Macbeth 2	Spring Term 1 Blood Brothers	Spring Term 2 Diverse Poetry	Summer Term 2 Lord of the Flies 1	Summer Term 2 Lord of the Flies 2
BIG Q Content <i>(max 5)</i> Please log into Bedrock/GCSE POD to support your child to understand this learning.	1. Explore historical factors including hierarchy, religion and gender 2. How does Shakespeare present the witches in the opening scene of the play? 3. An examination of writer's methods: language, structure and dramatic conventions 4. Explore how Lady Macbeth is presented as a powerful character 5. How does Shakespeare present Macbeth as an ambitious character?	1. Explore characterisation and development of characters. 2. Compare the characterisation of Macbeth and Banquo. 3. How does Shakespeare present Macbeth's ambition in the play? 4. Explore the relationship between Macbeth and Lady Macbeth 5. How does Shakespeare present Macbeth's transformation from honour to treachery.	1. Explore contextual factors including social class, gender, fate, marriage, education and prejudice. 2. How does the playwright characterise Mrs Johnstone? 3. Compare the presentation of Mrs Lyons and Mrs Johnstone. 4. Exploring purpose and audience. 5. Write for a specific audience and purpose: A speech challenging discrimination and prejudice.	1. Poetic techniques: language, form and structure. 2. Contextual factors in the poems studied: links to identity and culture. 3. In 'Still I Rise' how does the poet present ideas about discrimination and injustice? 4. In 'Blessing' how does the poet present ideas about poverty and wealth? 5. Compare and contrast writer's feelings and ideas.	1. Explore the Cold War historical context. 2. Explore the idea of society and 'Nature v Nurture' 3. Write the opening of a narrative in which the character is lost in an unknown location. 4. Exploring the presentation of characters and evaluating their role in the book. 5. 'Golding effectively portrays the boys' different personalities in the opening of the novel. However, it is clear that Jack is the leader'. To what extent do you agree with this statement?	1. How are characters presented and how do they descend into savagery? 2. How does Golding use Jack to represent the darker side of human nature? 3. How does Golding use the island to show the importance of rules for survival? 4. Explore the purpose, audience and key conventions of newspaper articles. 5. Argue your viewpoint on the statement: "Sometimes doing the wrong thing can be justified for the right reason & society does not need strict rules."
Vocabulary <i>(max 10)</i> Please log into MAPPER to support your child to learn these words	1. Ambition 2. Fatal flaw 3. Great Chain of Being 4. Patriarchal 5. Prophecy 6. Tragedy 7. Soliloquy 8. Supernatural 9. Unconventional 10. Emasculate	1. Transition 2.Dominance 3. Manipulation 4.Betrayal 5.Honour 6. Treachery 7. Treason 8. Regicide 9.Tragedy 10. Tragic Hero	1. Stage directions 2. Dramatic Irony 3. Prologue 4. Social hierarchy 5. Inequality 6. Juxtaposition 7. Fate 8. Allegory 9.Stereotype 10 Prejudice	1.Stanza 2. Dramatic Monologue 3. Sonnet 4. Free verse 5. Rhyme 6. Mood 7. Tone 8. Caesura 9. Identity 10. Culture	1. Narrative 2. Uncivilised 3. Symbolism 4. Irrational 5. Savagery 6. Summarise 7. Religious imagery 8. Rational 9. Declarative 10. Exclamative	1. Utopia 2. Dystopia 3. Barbarity 4. Antithesis 5. Survival of the fittest 6. Natural selection 7. Audience 8. Purpose 9. Broadsheet 10. Tabloid
Catholic Link	Life and Dignity of the human person	Rights and Responsibilities	Call to Family, Community	Solidarity	Call to Community and Participation	Option for the Vulnerable
Careers Link	Military officer	Politician	Social worker	Counsellor	Leadership role	Naval officer

Ways to enrich the year 8 curriculum at home...*(max 3)*

- Find three famous Shakespeare quotations and discuss what they might mean in modern English.
- Watch an adaptation of one of the texts (Film or theatre)
- Pre-reading of set texts

