

Overall outcomes

Children will hold a debate to discuss, at the end of the topic, whether they feel that Macbeth was master of his own destiny, or did other facts affect his decision making process and subsequent actions? They will also consider this question from a personal perspective in modern day circumstances.

Hooks: Literacy: AS Creatives will introduce the themes of Macbeth through a drama workshop

Curriculum areas that will be covered in stand-alone units during this topic:

RE, Music, French, Science, PSHE, ICT

Y6 Spring 1: Medium Term Plan



Texts: Macbeth- William Shakespeare, BBC Radio version, Andrew Williams version

Key Vocabulary: genre, tragedy, warrior, superstition, soothsayer, prediction, geographical, source, mountain, county, country, heath, coastal, destiny, persuasion, conscience, integrity.

Areas of learning (theme/subject)

Literacy, Geography, Art, DT,

Resources

Online resources

See Literacy planning for detailed list

Significant individuals

William Shakespeare

Year 6: Are we masters of our own destinies?

GLOBAL GOAL 16 : Peace, Justice and Strong Institutions

Curriculum

What will we learn?

Children will be able to:

- Identify and describe the key geographical features and locate the counties, towns and cities of the UK.
- Research the hills and mountains, seas and coasts and the major rivers of the UK.
- Recognise the key elements of a play and be able to identify some unique features of a Shakespearean play
- Understand how to use figurative language to bring a piece of writing to life.
- Recount the plot of Macbeth and recognise significant moments in the play when difficult decisions have to be made.
- Explain their opinions about actions taken at significant points in the play by key characters, using evidence from the play.
- Recognise the features of persuasion and use them in a written piece.
- Relate their understanding about issues in the play to real life every day dilemmas.

Creativity: *How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

Create an evocative description of a heath setting, (using the senses) drawing on knowledge of Scene 1.

Show understanding of plot and underlying messages by writing a letter in character.

Create a newspaper article to describe Duncan's death.

Write a balanced argument - was Macbeth a hero or a villain?

Debate significant issues in the play using vehicles such as conscience alley.

In the style of artist Jan Pienkowski, create art work to reflect a scene in the play and use this to construct a 3D model.

Using pneumatics, construct a 3D moving model of a toad for the witches' cauldron.

Connections *What are the connections to our curriculum past and present?*

Connections to previous learning

In Year 1 and 2

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Name and locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding seas.

Year 3 and 4:

Describe and understand key aspects of human geography, including economic activity including trade links.

Describe and understand key aspects of human geography, including types of settlement and land use.

Describe and understand key aspects of physical geography including rivers.

Connections to Future learning

Local study summer term

Compassion

What feelings to we wish to evoke?

Allow children to appreciate the importance of using personal integrity when they are making decisions. Use debate and discussion platform to consider decision making of different characters in the story and whether they acted with integrity. Make comparisons with modern life.

Understanding that people can be very easily influenced to make bad choices.

Realisation that it is important to stop and think carefully if your inner voice is telling you that you are about to do something you shouldn't. Relate this to real life situations.

Community

What links can we develop 'Near and Far'?

Begin to understand the geographical features of the UK and how they apply to our local area. This will be developed further in the local study unit of work.