




# SUBJECT: GCSE ENGLISH LITERATURE Year 10 LP3 NEA Unit 3

<p><b>This half term: Skills, Knowledge and Understanding to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Compare and contrast themes and issues across two poems and make links between poems. To be able to write an extended analysis on Shakespeare's presentation of appearance and reality.</li> <li>• <b>Knowledge:</b> Comment on different interpretations, using text to support opinions. To know how the character of Macbeth changes throughout the progression of the play.</li> <li>• <b>Understanding:</b> To understand the key themes, messages, mood, atmosphere and language techniques presented in poetry and Shakespeare's 'Macbeth.'</li> </ul>		<p><b>Key Terms / Words:</b> mood, atmosphere, connections, relationships, innocence, appearance, reality, regicide, eponymous, power, plot, megalomania</p>	
<p><b>LP3 – Week 1 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will sit a GCSE Unit 1 paper.</li> <li>2. Students will understand the requirements of the NEA and make annotations on <i>My Box</i>.</li> <li>3. Students will complete APP1 on <i>My Box</i> and start to make annotations on the poem</li> <li>4. Students will be able to develop an understanding of how to analyse language in <i>A Marriage</i>.</li> </ol> <p>Students will complete an English Language style APP1, consisting of locate and retrieve, deducing word meaning and retrieval practice questions based on <i>My Box</i>.</p>	<p>Assessment →</p> <p>APP1</p> <p>Grade:</p>	<p><b>Success Criteria:</b></p> <p>Be able to understand how poets present ideas and use mood/atmosphere in their poems. Be able to appreciate how writers use language to convey meaning and ideas..</p>	<p><b>Homework LP3</b></p>
<p><b>LP3 – Week 2 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to explore themes across the two poems and begin to compare them.</li> <li>2. Students will analyse and compare the two poems, focusing on similarities and differences.</li> <li>3. Students will be able to analyse and mark model answers in preparation for their NEA.</li> </ol>		<p><b>Success Criteria:</b></p> <p>Be able to demonstrate how to make connections across poems. Be able to use a structure to link themes and plan analysis paragraphs.</p>	<p><b>Homework LP3</b></p>
<p><b>LP3 – Week 3 (Mock Week some disruption expected) Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to prepare for their NEA Poetry Task.</li> <li>2. Students will gain an understanding of the plot of Shakespeare's <i>Macbeth</i> and be able to answer comprehension questions.</li> <li>3. To be able to discuss the meaning of the quotation 'look like the innocent flower but be the serpent under't' and what this reveals about Macbeth.</li> <li>4. To understand the consequences of regicide and analysis Macbeth's thoughts and feelings in Act 1 Scene 6.</li> </ol>		<p><b>Success Criteria:</b></p> <p>To be able to accurately understand the plot moments of Shakespeare's <i>Macbeth</i>. To be able to annotate the NEA question.</p>	<p><b>Homework LP3</b></p> <p>To watch and summarise a video on the plot of <i>Macbeth</i>. (Google Classroom)</p>
<p><b>LP3 – Week 4 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will finalise and prepare for their NEA</li> <li>2. Students will complete the NEA Poetry Section.</li> <li>3. To annotate and discuss Act 1 Scene 7 of the play, examining Macbeth's presentation of his 'false face.'</li> </ol> <p>Students will complete their English Literature GCSE NEA Poetry Comparison,</p>	<p>Assessment →</p> <p>APP2 / NEA</p> <p>Grade:</p>	<p><b>Success Criteria:</b></p> <p><b>NEA Poetry</b> To be able to complete the NEA. To annotate independently and understand Shakespearean language.</p>	<p><b>Homework LP3</b></p> <p>To complete a Shakespearean language quiz and character matching activity.</p>
<p><b>LP3 – Week 5 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to analyse the changing relationship between Macbeth and Banquo.</li> <li>2. Students will know how to write an analytical paragraph independently.</li> <li>3. Students will be able to understand Shakespeare's presentation of appearance vs. Reality in the Banquet scene.</li> <li>4. To continue reading and annotating our <i>Macbeth</i> booklet, developing our understanding of Macbeth's mindset and how this is reflected in his outward actions.</li> </ol>		<p><b>Success Criteria:</b></p> <p>To analyse key scenes that reveal Macbeth's serpentine behaviour. To understand how to analyse an extract successfully.</p>	<p><b>Homework LP3</b></p>

<p><b>LP3 – Week 6 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to evaluate how Macbeth’s relationship with his wife has changed throughout the play.</li> <li>2. Students will be able to mark three model examples and determine Success Criteria for their own NEA.</li> <li>3. Students will be able to structure and plan their NEA response.</li> </ol> <p>[Additional preparation session to be completed prior to students’ completion of the NEA]</p> <p><b>Students will complete their NEA Shakespeare Essay for their SA.</b></p>	<p style="text-align: center;">Assessment </p> <p style="text-align: center; border: 2px solid blue; padding: 2px;">SA / NEA</p> <p style="text-align: center; border: 2px solid red; padding: 2px;">Grade:</p>	<p><b>Success Criteria:</b></p> <p>To chart the change in key relationships throughout the play.  To understand Macbeth’s rise to power and how this is brought about through his wife’s advice.</p> <p>To independently complete the <b>NEA Shakespeare</b> as part of their GCSE English Literature course.</p>	<p style="text-align: center;"><b>Homework LP3</b></p> <p style="text-align: center;">To independently revise and prepare for the GCSE English Literature NEA using your exercise book and suggested revision activities.</p>
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