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Finding your way around the curriculum pack

The pack aims to provide creative teaching ideas within a structured sequence of lessons complete with supporting resources. The pack contains ten structured sessions made up of starter activities, main teaching activities, plenary sessions, and extension/homework suggestions. Where appropriate, cross-curricular learning opportunities are incorporated into each of the teaching sessions.

The pack lends itself to be used in different ways. It could form the basis of a two-week mini project or form a teaching sequence for a term's work.

We've included links within the sessions to each separate resource included in this pack. Lots of the resources in this pack are Word documents, but we've also included links to PowerPoints. Please log in first in order to access any of these PowerPoint resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Introducing Shakespeare Pack](#) page on Teachit Primary (please log in to access this!).

Please note that, at the time of publishing, all external links referenced within the pack are fully functioning. However, Teachit Primary cannot take responsibility for the maintenance of external websites.

Curriculum coverage and mapping

This pack matches the requirements of the statutory guidance in the New Curriculum for September 2014 for English upper Key Stage 2 – years 5 and 6 as follows:

Spoken language

- Participate in discussions, presentations, performances, role play, improvisations and debates.

Reading comprehension

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Making comparisons within and across books.
- Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Summarising the main ideas drawn from more than one paragraph.

Writing composition

- Identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- Assessing the effectiveness of their own and others' writing.

Vocabulary, grammar and punctuation (Y5/6)

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using expanded noun phrases to convey complicated information concisely.
- Indicating degrees of possibility using modal verbs.
- Using relative clauses.
- Punctuating bullet points consistently.
- How words are related by meaning as synonyms and antonyms.
- Linking ideas across paragraphs using adverbials of time, place and number, or tense choices.

Vocabulary, grammar and punctuation (Y3/4)

- Using and punctuating direct speech.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using commas after fronted adverbials.

Statutory requirements as set out above

Curriculum coverage	1	2	3	4	5	6	7	8	9	10
<i>Spoken language:</i>										
Participate in discussions, presentations, performances, role play, improvisations and debates.										
<i>Reading comprehension:</i>										
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.										
Making comparisons within and across books.										
Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context.										
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence										
Summarising the main ideas drawn from more than one paragraph.										
<i>Writing composition:</i>										
Identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.										
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning										
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action										
Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.										
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Curriculum coverage	1	2	3	4	5	6	7	8	9	10
<i>Vocabulary, grammar and punctuation (Y5/6):</i>										
Using relative clauses.										
Punctuating bullet points consistently.										
How words are related by meaning as synonyms and antonyms										
Linking ideas across paragraphs using adverbials of time, place and number, or tense choices										
<i>Vocabulary, grammar and punctuation (Y3/4):</i>										
Using and punctuating direct speech.										
Indicating possession by using the possessive apostrophe with plural nouns.										
Using commas after fronted adverbials.										
<i>Cross-curricular:</i>										
Art										
Computing										
Design Technology										
Geography										
History										
Maths										
Music										
PE										
PSHE										

Session 1: *Macbeth* – Witches

(Statutory requirements covered: 3)

English curriculum coverage:

Spoken language:

Pupils should be taught to:

- participate in discussions, presentations, performances, role play, improvisations and debates.

Reading – comprehension:

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Writing – composition:

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Getting ready:

Before you begin this unit of work, please ensure you have introduced your class to the story of *Macbeth*, using one of the following books:

- *Shakespeare Stories* by Leon Garfield
- *Stories from Shakespeare* by Geraldine McCaughrean
- *Illustrated Stories from Shakespeare* by Usborne (this is a much simpler version, helpful for less able readers)

Plot Focus: The witches' prophecies (Act I, Scenes I–III).

Curriculum Focus: Spoken language: performance; Writing composition: using figurative language to create effect (similes).

Cross-curricular: Art: sculpture; History: select and organise information; Computing: use search technologies effectively.

Getting started:

- **Performance: The witches in the storm (Act I, Scene I).** Ask children to work in groups of three to read out a short excerpt from the witches' opening speech, [Macbeth – Resource 1](#). To add some atmosphere, choose children to create storm sound effects e.g. using hands and feet to build up storm sound effects or by using instruments such as cymbals, shakers and drums. Alternatively play a storm soundtrack.
- **Rhyme cauldron:** Display the PowerPoint of the witches' opening speech (Act I, Scene I), [Macbeth – Resource 2](#), and ask children to identify the rhyme pattern (rhyming couplets). Choose children to type the rhyming words into the witches' cauldron on-screen. In pairs or table groups, challenge the children to come up with as many words as they can that rhyme with the words already in the cauldron (e.g. 'death' with 'Macbeth', or 'pain' with 'rain'). Set a short time limit (three minutes) and reward the winning pair / table. Provide each trio with a sugar paper cauldron and ask them to see how many rhyming words they can write on it before the time is up.

Getting into the detail:

- **Group task: Performing the witches' prophecies (Act I, Scene III).** In this scene, the three witches prophesise that Macbeth shall become Thane of Cawdor, and then shall become King. Divide the class into groups of four or five (the three witches, Macbeth and Banquo if numbers allow). Ask them to try and convey the scene without using any dialogue. Can they show what is happening just through their actions and facial expressions? Encourage them to shape their bodies according to their characters, e.g. the witches may be hunched and twisted. Ask each group to perform their scene to the class. Can the audience tell which character is which? How would they improve each performance?
- **Independent task: Exploring character through simile (Act I, Scene III).** From one of the children's versions of the play, read aloud the section of the story where Macbeth hears the witches' predictions for his future. How does Macbeth feel and react when the first of the predictions, that he would become Thane of Cawdor, immediately comes true? Ask the children to annotate the drawing of Macbeth on the accompanying sheet, [Macbeth – Resource 3](#), using interesting similes to describe how different parts of his body respond e.g. 'his mind was swirling like the stormy sea, his fists were clenched as tight as knots'.
- **Differentiation:** Challenge more able writers to ensure that their similes fit the atmosphere of the scene (e.g. his heart is hammering like thunder; his eyes flash with greed like lightning bolts).

Rounding things up:

- **If I met the witches...** For Macbeth, being told he would become King was the most wonderful thing imaginable. If the children bumped into the witches, what prophecy would they like to hear? (e.g. That they will become a striker for England women's football team? That they will write a book as successful as *Harry Potter*?) Children could use the witches' prophecies sheet to record their ideas, [Macbeth – Resource 4](#). Choose some children to share their prophecies with the class. Alternatively, to encourage positive relationships within the class, pair the children at random, and ask them to think of an exciting prophecy for their partner.
- **Class simile poem:** Following on from the simile activity, ask children to choose their best simile to share with the class. Compile these in a class list-poem on the IWB or flipchart. A copy of this poem could be displayed on the Working Wall for children to use as inspiration in future writing.

Taking it further:

- **Art: Scene-in-a-box:** Working independently or in pairs, ask children to use a shoebox turned on its side to create a diorama model of the three witches telling Banquo and Macbeth their prophecies. Ask children to consider carefully what colour they will paint the inside of the boxes to help create a moody atmosphere for their scene. Depending on the availability of resources children could collect, or teachers could provide, a selection of natural objects – leaves, twigs, branches, moss and pebbles – for the children to use to build a landscape within their box. Cotton wool, pulled thinly, could be used to suggest mist swirling around the characters.
- **History/Computing: What do we know about witches?** Explain to the children that between the 15th and 18th centuries, women believed to be witches were put on trial, tortured, and even put to death. Allocate research topics to pairs or groups [Macbeth – Resource 5](#) provides the tools for this task and includes a list of suggested websites. Remind children of e-safety considerations when researching information online. Set a time limit, e.g. 20 minutes, for internet-based research and note-making, and then another time limit, e.g. 15 minutes, for the children to assemble a short presentation to give to the class. At the end of the presentations, give each child a sticky note for them to write on their favourite fact they have learned from another group's work. These sticky notes could be stuck onto a paper cut-out of a cauldron for a quick, interactive classroom display.

Resources contained within Session 1

<u>Macbeth – Resource 1</u>	13
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<u>Macbeth – Resource 3</u>	15
<u>Macbeth – Resource 4</u>	16
<u>Macbeth – Resource 5</u>	17

Teachit sample

Macbeth: The witches' opening speech

1. In groups of three, act out the scene below.

Macbeth: Act I, Scene I: An open place

[Thunder and lightning.]

[Enter three Witches.]



1st Witch: When shall we three meet again?
In thunder, lightning, or in rain?

2nd Witch: When the hurlyburly's done,
When the battle's lost and won.

3rd Witch: That will be ere* the set of sun.

1st Witch: Where the place?

2nd Witch: Upon the heath.

3rd Witch: There to meet with Macbeth.

1st Witch: I come, Graymalkin**.

2nd Witch: Paddock*** calls.

3rd Witch: Anon!

All: Fair is foul, and foul is fair:
Hover through fog and filthy air.

[Witches vanish.]

* 'ere' means 'before', i.e. 'Before the sun sets.'


** Graymalkin is a cat, and is this witch's familiar – an enchanted animal who helps her with her spells.

*** Paddock is a toad, and is the second witch's familiar.



To download this PowerPoint, go to the following page:
 Teachit Primary members:
www.teachitprimary.co.uk/introducing-shakespeare-ks2-powerpoints

Macbeth: Act I, Scene I: An open place



[Thunder and lightning.]
[Enter three Witches.]

1st WITCH: When shall we three meet again?
 In thunder, lightning, or in rain?

2nd WITCH: When the hurlyburly's done,
 When the battle's lost and won.

3rd WITCH: That will be ere^{*} the set of sun.

1st WITCH: Where the place?

2nd WITCH: Upon the heath.

3rd WITCH: There to meet with Macbeth.

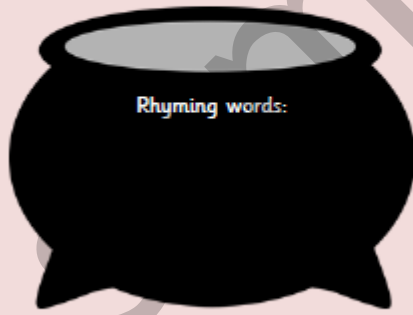
1st WITCH: I come, Graymalkin^{**}.

2nd WITCH: Paddock^{***} calls.

3rd WITCH: Anon!

ALL: Fair is foul, and foul is fair:
 Hover through fog and filthy air.

[Witches vanish.]



Rhyming words:

* 'ere' means 'before', i.e. 'Before the sun sets.'
 ** Graymalkin is a cat, and is this witch's familiar
 = an enchanted animal who helps her with her spells.
 *** Paddock is a toad, and is the second witch's familiar.

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Name: Date:

Exploring character through simile

Instructions:

1. Think about how Macbeth feels when the first of the witches' predictions comes true.
2. How does he respond on the outside, and on the inside?
3. Annotate this drawing of Macbeth with similes to show his reactions. An example has been given to help you.

His mind is swirling in confusion like a stormy sea.



Sir Henry Irving (John Henry Brodribb) as Macbeth / Credit: National Portrait Gallery / Universal Images Group / Copyright © National Portrait Gallery / For Education Use Only. This and millions of other educational images are available through Britannica Image Quest. For a free trial, please visit www.britannica.co.uk/trial

Name:

Date:.....

If I met the witches...

Instructions:

1. When Macbeth met the witches and they told him he would become King, it was the most wonderful thing he could imagine.
2. If you met the three witches, what wonderful prophecies would you like to hear?
3. Write what you would like to hear the witches say in the following boxes.

Witch number 1



.....

.....

.....

.....

.....

Witch number 2



.....

.....

.....

.....

.....

Witch number 3



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.....

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Witch research

1. Cut up the following sheet of research topics and distribute to pairs or trios of children.
2. Give the children a 20-minute limit for online research and then a further 15 minutes to put together a short presentation of the information they have found to share with the class.

The following links are examples of websites to direct children to for their research.

- www.historic-uk.com/CultureUK/Witches-in-Britain/
- www.educationscotland.gov.uk/scotlandshistory/unioncrownsparliaments/northberwickwitchtrials/index.asp
- www.medieval-life-and-times.info/medieval-torture-and-punishment/ducking-stool.htm
- en.wikipedia.org/wiki/Agnes_Waterhouse
- www.elizabethan-era.org.uk/elizabethan-witchcraft-and-witches.htm
- www.museumofwitchcraft.com/tour_mow.php?num=15

Witches' familiars	The Witchfinder General	Devil's marks
Ducking stool	Wise women and white witches	The North Berwick witch trials
Medieval spells and superstitions	Burning witches at the stake	Witches and thumb screws
Witch cake	Agnes Waterhouse	Mother Shipton
Witches and black magic	Witch trials	The witch's bridle

