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**Purpose, Audience and Register**

**Purpose** = The purpose is to describe the character of Lady Macbeth from the perspective of a witch to express her appearance and key characteristics and to entertain the audience. Her ambition, greed, strength and ruthless nature will be exemplified.

**Audience** = The audience is the witching community who listen to the prophecies and stories foretold by the witch.

**Levels of Formality** = An informal register is required to reflect the characteristics of the witch.

**Crofton Junior School**

**English Knowledge Organiser Year 6 Spring 1 Unit 2**

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| **Unit of Work** | Character description from the perspective of a witch through the crystal ball  |
| **Text Type / Genre** | Narrative  |
| **Text Driver the Unit of Work links to** | Macbeth by William Shakespeare  |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will continue to read the text Macbeth with a particular focus on key themes which are intrinsic throughout the text such as fate, ambition and prophesising. They will explore the main characters Lady Macbeth, Macbeth, Banquo and the Weird Sisters through an in-depth case study focusing on their thoughts, actions and motives. Pupils will use this to identify their initial impressions of the characters and the relationship between Lady Macbeth and her husband, Macbeth making comparisons between them, with a particular focus on who is the dominant figure within the relationship. This will enable them to foreshadow and predict the future events within the text. Pupils will recall their knowledge of tense including the simple past tense, present perfect tense, past and present progressive tense along with their knowledge of the purpose and use of semi-colons and colons: they will demonstrate their understanding by applying this to application tasks linked to the text driver. Pupils will explore figurative language techniques to describe settings, characters and atmosphere and they will use their knowledge of Lady Macbeth and the setting from Chapter 3 to note down purposeful phrases and sentences using the following techniques: pathetic fallacy, personification, simile, onomatopoeia, alliteration and metaphor. They will plan and draft a character description of Lady Macbeth from the perspective of a witch looking at her through the crystal ball. Within this, they will draw upon their reading to exemplify her appearance, ambition, greed, strength, ruthless nature and relationship with Macbeth. Pupils will reflect upon their initial draft and make purposeful edits to up level this further with a particular focus on capturing the character of Lady Macbeth skilfully and accurately. Pupils will recall their knowledge of proof reading to proof read their finalised draft for spelling, punctuation and grammatical errors.  |
| **Links to Reading Objectives**  | Pupils will study chapters 1-3 in depth. They will discuss first impressions of the characters Lady Macbeth, Macbeth, Banquo and the Weird Sisters. Pupils will identify and discuss key themes in the text (fate, ambition and prophesising) and how these themes become integral to the story. Pupils will focus on the impressions they gain about the relationship between Lady Macbeth and Macbeth within the text and they will provide reasoned justifications of their views. They will make comparisons between the beliefs, actions and motives of both characters. Pupils will explore the use of figurative language within the text such as similes, metaphors, personification, pathetic fallacy and onomatopoeia along with the impact that this language has on the reader and their perception of key characters, settings and atmosphere.  |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge: * In the autumn term of Year 6, pupils learned about the purpose of semi-colons and colons within sentences and they applied their knowledge to use them in their non-chronological reports and newspaper articles.
* In Year 3, pupils recapped their knowledge of the progressive form of verbs in the present and past tense and they were introduced to the present perfect form of verbs.

Text Type – Character Descriptions* In Year 5, pupils invented and described a fifth and final (undeserving) golden ticket winner in the autumn term. This was inspired by the text: Charlie and the Chocolate Factory.
* In Year 4, pupils described the Ghost of Christmas Past from the perspective of Scrooge in the autumn term. This was inspired by the text: A Christmas Carol.
* In Year 3, pupils described the appearance of Max the hedgehog in the autumn term as part of a missing poster inspired by the text: The Hodgeheg.
* In Year 3, pupils described the character of Om (a Stone-Age child) from a first-person perspective in the spring term. This was inspired by the text: Stone Age Boy.
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| **Text Type Features** **(Character Description)** | * A character description is written in an informal style.
* A character description is a passage of text which specifically outlines what your character looks like and details their personality traits too.
* It includes expanded noun phrases in order to describe the character’s appearance and actions.
* It can include figurative language techniques to describe characters, settings and atmosphere.
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| **Sticky Knowledge** | During the spring term, time is spent revisiting key sticky knowledge from the autumn term to embed this knowledge. The children will learn:* Lady Macbeth is ambitious, powerful, greedy and ruthless. Her intention is to corrupt her husband, Macbeth, so that he murders his cousin, King Duncan, to enable them to become King and Queen.
* The present perfect tense is used for activities that started in the past but are still true now, or have an effect on what is happening now. It is formed from ‘have’ + the ‘ed’ form (past participle) of the main verb.
* The past perfect is formed from ‘had’ + the ‘ed’ form (past participle) of the main verb. It indicates an action that started in the past and continued to another point in the past.
* The progressive tense (sometimes called continuous tense) usually describes verbs and events that are ongoing at a particular point in time. It is formed by combining the verb’s present participle (by adding –ing) with a form of the verb ‘to be’.
* Descriptive and figurative language that creates imagery (a picture in the mind of the reader) is important in descriptions of characters and setting. It often includes figurative language devices like:

**Similes: they**describe something by comparing it to something else, using like or as. (Revision from Year 5)**Metaphors: they** are a word or a phrase used to describe something as if it were something else. (Revision from Year 5)**Personification: it** describes objects as if they are people giving them life-like characteristics. * **Onomatopoeia:** this is the formation of a word from a sound associated with what is named (e.g. *bang, crash*) - this can be used for literary effect (Year 3 revision).
* **Pathetic fallacy:** this is where the author ensures that the weather matches the mood. For example, in order to build tension, thunder and lightning may be described.
* **Alliteration:** This is where the author places two or more words with the same first letter together to create an atmosphere and emphasise certain words and phrases.
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| **New Vocabulary** | **Fate –** a person’s destiny – it is beyond their control **Ambition –** a strong desire to do or achieve something**Benevolent façade –** kind/warm appearance**Personification –** This is where the author describes a non-living object with verbs and adjectives that make it seem as though it is alive.**Alliteration –** This is where the author places two or more words with the same first letter together to create an atmosphere and emphasise certain words and phrases. **Pathetic Fallacy –** This is where the author ensures that the weather matches the mood.  |
| **Post Learning** | * In Year 6, pupils will use their knowledge of writing in the first person in the summer term to write a first-person narrative from the perspective of Michael to describe the island from his viewpoint when he first wakes up on the beach following his ordeal at sea. This will be inspired by the text: Kensuke’s Kingdom.
* In Year 6 in the spring term, pupils will apply their knowledge of figurative language to an extended narrative detailing the ‘Dark Deed’.
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