

English Department

Year 8

Topic: The Tempest Learning Journey

Prior learning:

- Shakespeare: Y7 (Romeo and Juliet)
- character analysis: Animal Farm
- use of language for effect: WWII poetry

	Learning sequence: Topic title								Endpoint
Main learning steps	Historical context; introduction to themes; character introduction	Theme of Power: How is the theme of power introduced in the play?	Theme of Power: How does Shakespeare show relationships between Prospero and Ariel/ Caliban/ Miranda?	Theme of Love: What are the different types of love shown and how?	Comedy: How is comedy shown in the play?	Character development: How does Shakespeare show development?	Theme of reconciliation: What is the significance of reconciliation in the play?	How does Shakespeare present a theme/character in the play? Students will present a director’s journal which will reflect their understanding of themes/characters/power dynamics within the play.	
Key Vocab	characterisation pathetic fallacy foreshadowing symbolism dramatic irony theme climax tension juxtaposition simile metaphor oppression colonialism comedy								
Possible Assessment Topics	Formative Assessment 1: How is power introduced in the play? Whole Class Feedback with WWW and EBI questions (re: methods/ connotation/ effects). Students focus on one EBI to uplevel their response. Formative Assessment 2: Is Caliban victim or villain? How does Shakespeare show him as one or the other through use of language? Diagnostically mark paragraph – WWW/EBI question. Identify one paragraph to uplevel. Students add to their paragraph in purple pen – answer EBI. Refer to success criteria to uplevel identified paragraph.							Presentation to the class, using Speaking & Listening success criteria.	

Where will we use these ideas again:

- Study of Macbeth in year 9

- Study of Romeo and Juliet in year 11