

**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

	<b>Learning sequence: Topic title</b>							<b>Endpoint</b>
<b>Main learning steps</b>	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 <b>present a director's journal</b> which will reflect their understanding of themes/characters/power dynamics within the play.
<b>Key Vocab</b>	characterisation simile	pathetic fallacy metaphor	foreshadowing colonialism	symbolism comedy	dramatic irony	theme	climax	tension juxtaposition
<b>Possible Assessment Topics</b>	<p>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.</p> <p>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.</p>							<p>Presentation to the class, using Speaking &amp; Listening success criteria.</p>

***Where will we use these ideas again:***

***- Study of Macbeth in year 9***

***- Study of Romeo and Juliet in year 11***