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? ATD sheet only. WWW tick-list + EBI question. Students answer EBI question in purple pen.
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 shown so far in the play? Verbal feedback – teacher asks probing questions re: methods/ connotation/ effects Students add to annotations in purple pen							

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	
Students add to their paragraph in purple pen – answer EBI. Refer to success criteria	

Where will we use these ideas again:

- Victorian literature (next SOW): character analysis, analysis of methods and effects, linking to overall themes and messages,