



	Lessons Sequence		
<p>TOPIC (S) The Tempest</p>	<ol style="list-style-type: none"> 1. Shakespeare's Life: To explain what life was like during Shakespeare's lifetime. 2. Shakespeare's Performances: To identify context behind Shakespeare's life and performances. 3. Shakespeare's Language: To analyse Shakespeare's language. 4. Elizabethan Life: To create a description using sensory language. 5. Storms: To analyse the effect of language in a poem. 6. Nature Descriptive Writing: To create an effective description based on nature. 7. Act 1 Scene 1: To identify Shakespeare's methods. 8. Act 1 Scene 1 Analysis: To analyse the opening of the play. 9. Act 1 Scene 1:: To assess the relationship between Prospero and Miranda. 10. Miranda: To analyse Shakespeare's presentation of Miranda. 11. Act 1 Scene 2: To analyse the relationship between Prospero and Miranda. 12. Misuse of Power: To evaluate Prospero's actions. 13. Witchcraft: To apply contextual understanding to the text. 14. Caliban: To analyse the presentation of Caliban. 	<ol style="list-style-type: none"> 15. Nature versus Nurture: To evaluate the character of Caliban. 16. Conventions of a Speech: To identify and analyse the conventions of a speech. 17. Planning a Speech: to create a speech, following conventions. 18. Assessment 1 - Caliban Speech: to create a persuasive speech 19. Love at First Sight: to analyse the language used by Miranda and Ferdinand. 20. Shipwreck/Survival: To create a journal on the theme of survival. 21. Good versus Evil: To compare the theme of Good versus Evil. 22. The Greatest Showman: To identify a writer's viewpoint and perspective. 23. Descriptive Writing: To develop descriptive writing skills. 24. Character Description: To create a description of a character 25. Monstrosity: To analyse the concept of monstrosity. 26. Oppression: To analyse Shakespeare's presentation of Caliban. 27. Female Roles: To apply contextual understanding to the text. 28. Female Power: To evaluate Miranda as a powerful woman. 	<ol style="list-style-type: none"> 29. Heroes and Villains: To identify hero and villain archetypes. 30. Supernatural: To analyse the theme of the supernatural. 31. Narrative Writing: To develop narrative writing skills 32. Assessment: To create a narrative including elements of the supernatural 33. Role Models: To analyse the relationship between Prospero and Ferdinand 34. Education: To evaluate the theme of education. 35. Prospero's soliloquy: To evaluate Prospero's change throughout the play. 36. Punishment and Rehabilitation: To analyse and evaluate Prospero's final soliloquy. 37. The Tempest Reimagined: To create a modernised version of <i>The Tempest</i>. 38. Topic Test: To recall key knowledge and understanding from the unit.

Knowledge & Skills development	<ul style="list-style-type: none"> • Explore a range of texts, not limited to Shakespeare. Students will understand how to analyse texts, plot, characterisation, language. • Take inspiration from Shakespeare's work, creating their own examples of script writing. • Read and respond to poetry and extracts from other novels, such as Mary Shelley's <i>Frankenstein</i>. • Write and redraft a range of original writing such as a journal, a speech, a description and a narrative. • Explore and debate a range of ideas such as gender, punishment, and oppression. • Contextual understanding of Jacobean England. • Contextual understanding of the Great Chain of Being. • Develop an understanding of beliefs in witchcraft and the supernatural in Jacobean England. • Consider why Shakespeare has presented the play in this way – what does it reflect about society at the time? 					
Assessment / Feedback Opportunities	Checkpoint Activity Lesson 8: To analyse Shakespeare's opening of the play.	Assessment Lesson 18: To create a persuasive speech on Nature versus Nurture.	Checkpoint Activity Lesson 24: To create a character description.	Checkpoint Activity Lesson 25: To identify hero and villain archetypes.	Assessment Lesson 32: To create a narrative involving supernatural happening.	Topic Test: To recall key knowledge and understanding from across the unit.
Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	As part of the department's ongoing vision for students to develop a love of literature, this unit continues to develop this. Students will not only continue to read a range of fiction texts and make links to other works of fiction they have read, students will have the opportunity to develop their own works of narrative and descriptive writing.					

Reading opportunities	<ul style="list-style-type: none"> • <i>Storm on the Island</i> by Seamus Heaney • <i>We Wear the Mask</i> by Paul Laurence Dunbar • <i>Frankenstein</i> by Mary Shelley 					
Key Vocabulary	Freedom	Confinement	Resilience	Adversity	Oppression	Gender
	Power	Survival	Nature versus Nurture	Courage	Love	Adventure
	Punishment	Rehabilitation	Magic	Good versus Evil	Hero	Villain
	Family	Identity	Education	Foreboding	Tension	Suspense
	Symbolism	Morality	Conflict	Hope	Persuade	Figurative Language
	Sensory language	Similes	Metaphors	Onomatopoeia	Personification	Pathetic Fallacy
	Analyse	Evaluate	Compare	Stanza	Adjective	Adverb
	Verb	Noun	Pronoun	Dramatic Irony	Stage Directions	Actor
	Protagonist	Antagonist	Comedy			
Digital Literacy	Visual stimulus for each lesson Opportunities to engage with digital learning across the scheme (lessons: 2, 7, 12, 16, 34)					
Cross-Curricular Links	History: Elizabethan/Jacobean England Drama: Reading/performance of a play					
Careers	Author, publisher, lawyer, teacher, historian, journalist.					