

Y8 The Tempest Curriculum links = perspectives and point of view

What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week 1 Return to school 08/04/24 Genre Context	To explore Shakespeare's life, works and legacy.	To know the differences between comedy, history and tragedy plays.	To explore the context of Italian states.	To situate the theme of travel in <i>The Tempest</i> in the context in which it was written.
Week 2 15/04/24 Symbolism	To examine the symbolism of the shipwreck in Act 1, Scene 1 and its significance to the overall theme of the play. Pages 1-4.	To explore the significance of the island setting in <i>The Tempest</i> . Links to Act 1, Scene 1.	To explore the character of Miranda through her dialogue in Act 1, Scene 2 to understand her innocence and curiosity. Pages 4-10, to "That Wrings mine eyes to't".	To analyse Prospero's character in Act 1, Scene 2 to understand his motives and character development. Pages 10-12, from "Hear a little further" to <i>Miranda sleeps</i> .
Week 3 22/04/24 Usurpation Colonialism	To discuss the relationship between Prospero and Ariel, focusing on Act 1, Scene 2 for insights into their dynamic. Pages 12-17, from [<i>Calling</i>] "Come away, servant" to <i>Exit Ariel</i> .	To discuss the theme of usurpation and rightful rule, as well as the motif of revenge in Act 1, Scene 2 through Prospero's plans for his enemies.	To evaluate Caliban's portrayal in Act 1, Scene 2 and discuss the themes of colonialism and slavery. Pages 17- 20, from [<i>To Miranda</i>] "Awake, dear heart" to [<i>Exit Caliban</i>].	To examine the use of language and imagery in Act 1, Scene 2 to discuss the portrayal of magic and the supernatural. Pages 20-25, from <i>Enter Ferdinand and Ariel invisible</i> , to [<i>Exeunt</i>].

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<p>Week 4 29/04/24 Subplot</p>	<p>Green pen feedback</p>	<p>To evaluate the role of Gonzalo in Act 2, Scene 1 and his commentary on utopian ideals. Pages 27-35, to <i>All sleep except...</i></p>	<p>To explore Act 2, Scene 1. Pages 35-41, from "What, all so soon asleep? to [Exeunt].</p>	<p>To investigate the subplot involving Trinculo, Stephano, and Caliban in Act 2, Scene 2 for its comedic elements. Pages 41-43, from <i>Enter Caliban</i> to "open your chops again".</p>
<p>Week 5 06/05/24 Subplot</p>	<p>Bank holiday 06/05/24</p>	<p>To investigate the subplot involving Trinculo, Stephano, and Caliban in Act 2, Scene 2 for its comedic elements. Pages 44-47.</p>	<p>To analyse the character of Ferdinand and his relationship with Miranda, Act 3, Scene 1. Pages 49-52.</p>	<p>To assess the presentation of gender roles.</p>
<p>Week 6 13/05/24 Motif Foreshadowing</p>	<p>To explore Act 3, Scene 2. Pages 53-55.</p>	<p>To explore Act 3, Scene 2. Pages 56-58.</p>	<p>Green pen feedback</p>	<p>To analyse the motif of dreams and visions in Act 3, Scene 3 and its foreshadowing of events. Pages 59-61, to <i>Thunder and lightning</i>.</p>
<p>Week 7 20/05/24 Half-term WC 27/05 Plot</p>	<p>To evaluate Ariel's manipulation of the characters in Act 3, Scene 3 and its impact on the</p>	<p>To introduce the three plots (To plot to kill Prospero, The love plot, The plot to kill Alonso) and</p>	<p>To examine the effectiveness of the three plots (To plot to kill Prospero, The love plot, The plot to kill Alonso).</p>	<p>PAZ Prep</p>

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	plot. Pages 61-63, from <i>Enter Ariel</i> .	find supporting evidence for each.		
Week 8 03/06/24 Masque	To evaluate the successfulness of the love plot. Act 4, Scene 1. Pages 64-66, to <i>Soft music</i> .	PAZ (data collection due 19/06/24)	To evaluate the character of Iris, Ceres, and Juno in Act 4, Scene 1 and their role in the masque scene. Pages 66-70, from <i>Enter Iris</i> .	To discuss Ariel as Ceres, Act 4, Scene 1. Pages 67-70.
Week 9 10/06/24 Theme	Reading tests TBC	To explore Act 4, Scene 1. Pages 71-72.	To examine Caliban, Stephano and Trinculo, Act 4, Scene 1. Pages 73-76.	To explore the significance of the masque scene in Act 4, Scene 1 and its thematic implications.
Week 10 17/06/24 Theme Symbolism Motif	PAZ Feedback	To examine the theme of forgiveness and reconciliation in Act 5, Scene 1 through Prospero's speech. Pages 77-81, to <i>Ariel sings, and helps to attire him</i> .	To evaluate the symbolism of music in Act 5, Scene 1 and its role in the play's resolution.	To explore the motif of imprisonment and freedom in Act 5, Scene 1. Page 81 Ariel to <i>Exit</i> .
Week 11 24/06/24 Theme Illusion	To investigate the theme of illusion versus reality in Act 5, Scene 1 through Prospero's manipulation of perception. Pages 81-84,	To discuss the portrayal of masculinity and femininity in Act 5, Scene 1 through Miranda and Ferdinand's relationship.	To explore the theme of redemption and salvation in Act 5, Scene 1 through Prospero's transformation. Pages 86-87.	To examine the theme of transformation in Act 5, Scene 1 as characters undergo personal change. Pages 88-89, to [<i>Exeunt</i>

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	from Gonzalo "All torment" to "As much as me my Dukedom".	Pages 84-85, from Here Prospero to Alonso "I say 'amen, Gonzalo".		<i>Caliban, Stephano, and Trinculo]</i>
Week 12 01/07/24 Theme Symbolism Epilogue	To investigate the theme of knowledge and wisdom in Act 5, Scene 1 through Prospero's reflections. Pages 89-90, from "Sir, I invite your..."	To consider the symbolism of the enchanted isle in Act 5, Scene 1 and its significance to the characters.	To explore the theme of freedom in Act 5, Scene 1.	To discuss the Epilogue. Page 91.
Week 13 08/07/24 Epilogue	To analyse the Epilogue in Act 5, Scene 1 and its reflection on the nature of theatre and art.	To evaluate the character of Ariel and his journey towards freedom.	Green pen feedback	To evaluate the character of Prospero.
Week 14 15/07/24 Usurpation	To discuss the theme of usurpation and rightful rule in <i>The Tempest</i> .	To investigate the theme of reconciliation in the conclusion of <i>The Tempest</i> .	To analyse the structure of <i>The Tempest</i> .	To explore the three plots and comment on the impact of the play's ending to each.
Week 15 22/07/24	Flamingo land	In school events	Summer	Summer

Curriculum Intent:

Pupils will read and perform Shakespeare's *The Tempest*. Teaching *The Tempest* means creating a space for classroom conversations about race, power, indigeneity and slavery.

Curricular Links:

Links to subject content, culture, and themes in 'In the Sea there are Crocodiles', 'The Crossing' and poetry from different cultures.

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Key Vocabulary:

Genre, context, symbolism, usurpation, colonialism, subplot, motif, soliloquy, aside, monologue, utopia, foreshadowing, plot, masque, theme, illusion, epilogue, exposition, rising action, climax, falling action, resolution, denouement.