

Subject	Yea	ar	Term	
English	7		Summer Term 5	
	Тор	oic		
The Tempest				
Content (Intent)				
Prior Learning (Year 6) Some students may have been introduce the language.			nay not have had experience of studying	
This unit begins with the key q	uestion: Who is	Shakespeare?		
<ul> <li>✓ Lessons on Shakespear previous reading units)</li> </ul>		d (developing i	dea of what is 'context' from	
<ul> <li>Lessons will then cover and understanding of t</li> </ul>		ey extracts fror	n the play, modelling analysis	
$\checkmark$ Lesson to consider typical figures in plays – comedy, tragedy, hero and villains.				
<ul> <li>Lesson on magic figures in the play – Prospero, Caliban, Ariel</li> </ul>				
<ul> <li>Lesson on romance – Miranda and Ferdinand, sonnets</li> </ul>				
Future Learning (Topic) Year 9: Study of Romeo and Juliet GCSE: Study of Macbeth How will knowledge and s			ur understanding be	
taught? (Implementation)		assessed & recorded? (Impact)		
Lessons will include: -Reading extracts -Performing extracts -Watching the play -Analysing extracts from the play. -Discussing character and theme.		character in a	essment: Igraph(s) response to a small extract of a scene. Eg. Naracter Miranda presented in	
-Essay writing		End of term a	ssessment (optional):	
		character in T	write an essay based on a he Tempest – the question ed to students the week sessment.	
How can parents help at	home?			
Discussing the play with your of Watching the play/film adapta Watching any Shakespearean Visiting Stratford Upon Avon Discussing the themes and issu	child tion play with your cł			
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Helpful further reading/discussion			
Reading	Vocabulary Lists	Careers Links	
Any of Shakespeare's plays. Shakespeare: The World As A Stage – <i>Bill Bryson</i>	Audience Comedy Iambic Pentameter Revenge Shakespeare Sonnet Tragedy	Author Journalism Librarian Marketing Executive PR Teacher TV and film (director/actor)	