

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)
<p>Week 28 Return to school 22/04/25 Terminology: Genre Context</p>	<p>Monday 21st April 2025-Bank holiday.</p>	<p>LI: To explore Shakespeare's life, works and legacy and to know the differences between comedy, history and tragedy plays. WINTMTL: To describe key facts about Shakespeare's life and why he is important. To explain the differences between comedy, history, and tragedy plays.</p> <p>RC: Why is the study of Shakespeare important? What are the differences between comedy, tragedy and history plays?</p>	<p>LI: To explore the context of Italian states. WINTMTL: To describe what the Italian states were during Shakespeare's time. To explain why Italy was an important setting for many plays. To link the context of the Italian states to <i>The Tempest</i>.</p> <p>RC: How is the context of Italian city states important to the play, <i>The Tempest</i>?</p>
<p>Week 29 28/04/25 Terminology: Symbolism</p>	<p>LI: To situate the theme of travel in <i>The Tempest</i> in the context in which it was written. WINTMTL: To explain why travel and exploration were important in Shakespeare's time.</p>	<p>LI: 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. WINTMTL: To describe what happens in the shipwreck scene.</p>	<p>LI: To explore the significance of the island setting in <i>The Tempest</i>. Links to Act 1, Scene 1. Marked piece WINTMTL: To describe key features of the island setting.</p>

	<p>To describe how travel influences the plot of <i>The Tempest</i>. To create a description using the five senses. RC: Imagine you are on this ship. How would you feel?</p>	<p>To explain what the storm might symbolise. To discuss how the storm impacts characters. RC: How might each character feel about the storm and why?</p>	<p>To explain how the island is important to the story. To discuss how the island represents isolation and control. RC: How important is setting to the play <i>The Tempest</i>?</p>
<p>Week 30 05/05/25 Terminology: Dialogue</p>	<p>5th May 2025-Bank Holiday</p>	<p>LI: 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". WINTMTL: To describe Miranda's personality based on her dialogue. To explain how her innocence is shown in this scene. To explore how Miranda is presented. RC: How does Shakespeare present the character of Miranda in Act 1 Scene 2?</p>	<p>Green pen-feedback on marked piece RC: How important is setting to the play <i>The Tempest</i>? WINTMTL: To describe key features of the island setting. To explain how the island is important to the story. To discuss how the island represents isolation and control.</p>
<p>Week 31 12/05/25 Terminology: Usurpation</p>	<p>LI: To analyse Prospero's character in Act 1, Scene 2 to understand his motives and character development. Pages 10-</p>	<p>LI: To discuss the relationship between Prospero and Ariel, focusing on Act 1, Scene 2 for insights into their dynamic. Pages</p>	<p>LI: 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. Marked piece.</p>

	<p>12, from "Hear a little further" to Miranda sleeps.</p> <p>WINTMTL:</p> <p>To describe Prospero's role in the play.</p> <p>To explain what motivates Prospero's actions.</p> <p>To discuss how Prospero's character develops in this scene.</p> <p>RC: Prospero behaves in the same way any other man would in the same situation. Do you agree or disagree with this statement?</p>	<p>12-17, from [Calling] "Come away, servant" to Exit Ariel.</p> <p>WINTMTL:</p> <p>To describe Ariel's role in the play.</p> <p>To explain how Ariel and Prospero's relationship is shown.</p> <p>To explore themes of power and loyalty in their interactions.</p> <p>RC: How is the relationship between Ariel and Prospero presented?</p>	<p>WINTMTL:</p> <p>To explain what usurpation means and how it applies to Prospero.</p> <p>To discuss how revenge is an important theme in the play.</p> <p>To explore whether Prospero's plans are justified.</p> <p>RC: What kind of character is Prospero? Think about the ways that Prospero treats Miranda and Ariel.</p>
<p>Week 32</p> <p>19/05/25</p> <p>Terminology:</p> <p>Colonialism</p> <p>26th - 1st June</p> <p>Half Term</p>	<p>LI: To evaluate Caliban's portrayal in Act 1, Scene 2 and discuss the themes of colonialism and slavery. Pages 17- 20, from [To Miranda] "Awake, dear heart" to [Exit Caliban].</p> <p>WINTMTL:</p> <p>To describe how Caliban is introduced in this scene.</p> <p>To explain how colonialism is reflected in his character.</p> <p>To discuss whether Caliban is portrayed as a victim or a villain.</p>	<p>LI: 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 Enter Ferdinand and Ariel invisible, to [Exeunt].</p> <p>WINTMTL:</p> <p>To identify examples of magic and supernatural imagery.</p> <p>To explain how Shakespeare uses language to create mystery.</p> <p>To discuss how magic influences the characters.</p>	<p>Green pen-feedback on marked piece</p> <p>RC: What kind of character is Prospero? Think about the ways that Prospero treats Miranda and Ariel.</p> <p>WINTMTL:</p> <p>To explain what usurpation means and how it applies to Prospero.</p> <p>To discuss how revenge is an important theme in the play.</p> <p>To explore whether Prospero's plans are justified.</p>

		RC: How is magic and the supernatural portrayed in Act 1, Scene 2?	
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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' and poetry from around the World.

Key Vocabulary:

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

HOMEWORK= 1 piece of homework selected by class teacher weekly from the homework menu assigned to the unit= WIB Takeaway homework menu.