

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)
Week 33 02/06/25 Terminology: Utopia	PAZ.	LI: To evaluate the role of Gonzalo in Act 2, Scene 1 and his commentary on utopian ideals. Pages 27-35, to All sleep except... WINTMTL: To describe Gonzalo's vision of a perfect society. To explain how his ideas contrast with other characters. To explore what Shakespeare might be saying about power and leadership. RC: How does Gonzalo compare to other characters in the same situation and what might Shakespeare be saying about power and leadership?	LI: To explore Act 2, Scene 1. Pages 35-41, from "What, all so soon asleep? to [Exeunt]. WINTMTL: To summarise the key events in this part of the scene. To identify conflicts between characters. To explain how Antonio is presented. RC: How is Antonio presented?
Week 34 09/06/25 Terminology: Subplot	LI: To investigate the subplot involving Trinculo, Stephano, and Caliban in Act 2, Scene 2 for its comedic elements. Pages 41-47. WINTMTL: To describe what happens in this scene.	LI: To analyse the character of Ferdinand and his relationship with Miranda, Act 3, Scene 1. Pages 49-52. WINTMTL: To describe Ferdinand's character.	PAZ Green pen feedback

	<p>To identify elements of comedy. To explain how this subplot contrasts with the main story. RC: How does Shakespeare create pathos for Caliban in Act 2 Scene 2?</p>	<p>To explain how he and Miranda's relationship develops. To explore how their love fits into the themes of the play. RC: How is the relationship between Ferdinand and Miranda developing in Act 3?</p>	
<p>Week 35 16/06/25 Terminology: Motif Foreshadowing Plot</p>	<p>LI: To explore Act 3, Scene 2. Pages 53-58. WINTMTL: To summarise key events in this scene. To explain how the subplot develops. To explore themes of power and ambition. RC: What have you learned about Caliban from his monologue?</p>	<p>LI: To analyse the motif of dreams and visions in Act 3, Scene 3 and its foreshadowing of events. Pages 59-61, to Thunder and lightning. WINTMTL: To identify references to dreams and visions. To explain how these moments affect characters. To discuss what they foreshadow later in the play. RC: Do you believe that the dreams and visions in Act 3, Scene 3 will foreshadow later events in the play?</p>	<p>LI: To evaluate Ariel's manipulation of the characters in Act 3, Scene 3 and its impact on the plot. Pages 61-63, from Enter Ariel. WINTMTL: To describe how Ariel interacts with other characters. To explain why Ariel's actions are important to the plot. To discuss how Ariel represents justice or manipulation. RC: Does Ariel represent justice or manipulation?</p>
<p>Week 36 23/06/25 Terminology: Masque</p>	<p>LI: To evaluate the successfulness of the love plot. Act 4, Scene 1. Pages 64-66, to Soft music.</p>	<p>LI: To evaluate the character of Iris, Ceres, and Juno in Act 4, Scene 1 and their role in the</p>	<p>LI: To explore Act 4, Scene 1. Pages 71-72 and to examine Caliban, Stephano and Trinculo, Act 4, Scene 1. Pages 73-76.</p>

	<p>WINTMTL: To describe how Ferdinand and Miranda's love story develops in this scene. To explain how Prospero influences their relationship. To assess whether the love plot is convincing and how it fits into the themes of the play. RC: How successful is the love plot in the play <i>The Tempest</i>?</p>	<p>masque scene. Pages 66-70, from Enter Iris. WINTMTL: To identify who Iris, Ceres, and Juno are and their roles in the masque. To explain how their appearance reflects themes of nature, harmony, and marriage. To discuss why the masque is important in the play and how it relates to Prospero's character. RC: What do the choice of Gods highlight about Prospero's mood? You are the producer of 'The Tempest'. How would you stage Ariel as Ceres? Write a letter to your production team outlining how this character should act and dress.</p>	<p>WINTMTL: To summarise what happens in this section of the scene. To explain how this moment builds tension or contributes to character development. To describe the relationship between Caliban, Stephano, and Trinculo in this scene. To discuss if there has been a change in Prospero's character. RC: Has there been a change in Prospero's character in play so far?</p>
<p>Week 37 30/06/25 Terminology: Theme Illusion Allusion</p>	<p>LI: To examine the theme of forgiveness and reconciliation in Act 5, Scene 1 through Prospero's speech. Pages 77-81, to Ariel sings, and helps to attire him. Marked piece</p>	<p>LI: To explore the motif of imprisonment and freedom and the theme of illusion versus reality in Act 5, Scene 1. Pages 81-84, from Gonzalo "All torment" to "As much as me my Dukedom".</p>	<p>LI: To discuss the portrayal of masculinity and femininity in Act 5, Scene 1 through Miranda and Ferdinand's relationship. Pages 84-85, from Here Prospero to Alonso "I say 'amen, Gonzalo".</p>

	<p>WINTMTL: To identify moments of forgiveness in Prospero's speech. To explain why reconciliation is a key theme. To discuss whether all characters truly change. RC: How are the themes of reconciliation and forgiveness presented in Prospero's speech?</p>	<p>WINTMTL: To describe Ariel's journey. To discuss whether Ariel is truly free at the end. To identify moments where illusion and reality are blurred. To explain how Prospero manipulates perception. To discuss what the play suggests about truth and deception. RC: What does the play suggest about truth and deception?</p>	<p>WINTMTL: To explain how Shakespeare portrays traditional gender roles through their dialogue and actions. To analyse whether their relationship challenges or reinforces ideas of masculinity and femininity in the play. RC: How has Shakespeare presented Miranda and Ferdinand's relationship in this part of the play? Does their relationship challenge or reinforce ideas of masculinity and femininity in the play?</p>
<p>Week 38 07/07/25 Terminology: Epilogue</p>	<p>LI: To examine the theme of transformation in Act 5, Scene 1 as characters undergo personal change. Pages 86-90. WINTMTL: To identify key moments where characters show personal change in this scene. To explain how Shakespeare uses dialogue and action to show transformation. To evaluate whether the transformations are genuine or</p>	<p>LI: To discuss the Epilogue. Page 91. WINTMTL: To summarise what Prospero says in the epilogue. To explain how it links to the themes of the play. To explore how it connects to Shakespeare's own farewell to the stage. RC: Write your own epilogue for <i>The Tempest</i>, from the point of view of an alternative character E.g., Ariel.</p>	<p>Green pen-feedback on marked piece RC: How are the themes of reconciliation and forgiveness presented in Prospero's speech? WINTMTL: To identify moments of forgiveness in Prospero's speech. To explain why reconciliation is a key theme. To discuss whether all characters truly change.</p>

	whether some characters remain unchanged. RC: Has Prospero redeemed himself through this speech?		
Week 39 14/07/25 18/07/25- Closed for Summer	ENRICHMENT WEEK	ENRICHMENT WEEK	ENRICHMENT WEEK

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.