

Topic: Y8 – The Tempest		Duration: 15 lessons		Composite: Essay – How is Caliban presented in the extract and in the rest of the play?	
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics	
<ul style="list-style-type: none"> Colonialism To usurp Dual nature Tempest Treason Callous Pathos Nurture Tragicomedy 	<ul style="list-style-type: none"> The Elizabethan age of exploration Colonialism Nature / nurture The form of a comedy Subplots Soliloquy and monologue 		<ul style="list-style-type: none"> Construct a developed analytical paragraph Analyse metaphors Close reading of an extract, with annotation. Answer extract-based questions Make text references Compose a response to an essay question 	Links to Elizabethan society, genre of comedy and subplots established in Y7 'A Midsummer Night's Dream'. Further strengthens student exposure to, and understanding of, Shakespearean texts ahead of GCSE Shakespeare text.	
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Reading a challenging drama text. Applying knowledge of newly-acquired vocabulary items when reading texts. 		<ul style="list-style-type: none"> Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> Constructing high quality analytical paragraphs. Constructing a formal essay – including linking paragraphs using appropriate discourse markers. Developing clear, accurate and precise summaries and explanations. 	<ul style="list-style-type: none"> To develop the confidence to write about a challenging drama text. 	<p>Employability: Developing clear explanations Working as part of a team Working independently Following guidance</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>
SEND					
<ul style="list-style-type: none"> The text is used to support cultural capital later in KS3 and at KS4 by preparing SEND learners for the context of the Elizabethan / Jacobean era, as well as themes such as early exploration, colonialism and Italian city-states. In every lesson the 'Do Now' activity and end of lesson 'Mastery Quiz', plus the 'Fortnightly Quizzes', provide opportunities for retrieval practice and building on prior knowledge. Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Links to prior learning – particularly 'A Midsummer Night's Dream', metaphors and constructing analytical paragraphs, all in Y7 – explicitly highlighted to support non-verbal reasoning. 					

- Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence.
- Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. Use of audio clips to support written documents.