



## Year 7 – ‘The Tempest’

### L1: What I will know and understand:

- Key contextual information about **how** plays were performed in Shakespeare's time such as:
  - The **Globe** was an **open-air** theatre.
  - **Rich** members of the audience would sit in the **gallery**.
  - **Poor** members of the audience would stand in the **pit** and were known as '**Groundlings**.'
  - Plays took place during the **daytime only**.
  - Boys played female roles.
  - 'The Tempest' is a **Jacobean** play and the audience referred to as Jacobeans.
- Terms – **protagonist, antagonist, comedic characters** and **stock characters**.
- Who **Prospero, Miranda, Alonso, Ferdinand, Antonio, Sebastian, Gonzalo, Caliban, Ariel, Stephano** and **Trinculo** are and their roles within the play.

### I will be able to:

- Show what I know about Shakespeare and the historical context through a quiz.
- Answer questions about who the main characters are and whether they are a **protagonist, antagonist, comedic character** or **stock character**.

### L2: What I will know and understand about the plot:

- The key terms: **depose, enslave, liberate, renounce** and **rebuke** and their significance to the plot.
- The **summary** of the entire plot, split into the five Acts.

### I will be able to:

- Complete a **cloze activity** showing understanding of **Act 1**.
- Work with a partner to answer a **quiz** on **Act 2**.
- **Illustrate** the **key event** of **Act 3** followed by **Act 4**.
- Complete **comprehension** questions on **Act 5**.

### L3: What I will know and understand about the play using a ‘whoosh.’

- What a **‘whoosh’** activity is.
- What the **plot** of the play is.
- Key characters **relationships**, the **problem** and the **solution** of the play

### I will be able to:

- **Stand up** and take on the **role** of a key character.
- Show the key **actions** of the character being portrayed in the whoosh.
- **Read key lines** (these may be on the board to see what the character says aloud.)
- At the end of each section, when ‘whoosh’ is said, sit down and continue with new students in role.

### L4: What I will know and understand about structure:

- The key terms **Structure, Act, Scene, Mood, Evoke, Juxtapose** and **Juxtaposition**.
- How and why Shakespeare juxtaposes scenes in his plays through looking at stills from ‘Romeo and Juliet.’
- What **themes** emerge and **relationships** develop in the play.
- The **structure** of the play and why scenes with a different **tone** have been placed next to each other.

### I will be able to:

- Use the ‘Summary of Scenes’ sheet to colour-code the scenes according to what mood Shakespeare evokes.
- Explain the juxtaposition of different scenes through answering the following question: How does Shakespeare combine tension, humour and romance to entertain the audience?



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## L5: What I will know and understand about Miranda and the context:

- The historical context of the play, including: The **patriarchy, marriage** (the business-like nature, the role of fathers, husbands and wives), **women's rights** and women's expected roles in marriage and the home.
- Key terms associated with and expected of Jacobean women: **compassionate, virtuous/moral, obedient/subservient** and **modest/humble**.
- Miranda's **characterisation** in Act 1, Scene 2 (Lines 1-13) and the typical traits of a **Jacobean woman** presented.

### I will be able to:

- Explain the historical context of the play through a cloze activity.
- **Annotate** the scene, commenting on how Miranda is presented.
- Write two **big idea** sentences to answer the following question '**How is Miranda presented in this scene?**' with **evidence** for each.

## L6: What I will know and understand about analysis of Miranda:

- Some of the key components of analytical paragraphs from The Purbeck Writing mat: **Big Idea, Context, Evidence** and **Analysis**.
- Key adjectives used to describe Miranda: **compassionate, virtuous/moral, obedient/subservient** and **modest/humble**.
- How to structure an analytical paragraph.

### I will be able to:

- Work with peers to explain how Miranda presented in her opening speech through an **exploratory talk**.
- Explore one of the planned big ideas to write the answer to the following question: **How is Miranda presented in her opening speech?** Including: **Big Idea, Context, Evidence** and **Analysis**.

## L7: What I will know and understand:

- The key context of **father/daughter relationships in Jacobean England**.
- The **relationship of Prospero and Miranda** presented through different paintings.
- The **relationship of Prospero and Miranda presented by Shakespeare in Act 1, Scene 2** – line 13 ('*Be collected*') to line 55 ('*...thy remembrance.*')
- How Shakespeare uses **imperatives, emotive language, terms of address** and **imagery** to present their relationship.
- The terms **authoritative, deferential, subservient** and **compassionate** and where they are presented in the scene and relationship.

### I will be able to:

- Work with peers to identify key quotations in Act 1, Scene 2 – line 13 ('*Be collected*') to line 55 ('*...thy remembrance*') that present the relationship between Prospero and Miranda.
- Work with peers to explain how the relationship is presented.
- Identify where Shakespeare has used different methods in the given quotations.

## L8: What I will know and understand:

- The key components of analytical paragraphs from The Purbeck Writing mat: **Big Idea, Context, Evidence** and **Analysis of Method**.
- How Shakespeare presents the relationship in a given pair of quotations.

### I will be able to:

- Work with peers to explain how Shakespeare presents the relationship between Prospero and Miranda in the pair of quotations through an exploratory talk. (These quotations cannot be used in my assessment.)
- Go through The Purbeck School writing mat stage by stage, practising an analytical paragraph ready for my assessment.
- Ensure my big idea sentences are detailed using words **when** and/or **because**.
- **Recycle the question, comment on Shakespeare's language, analyse what Shakespeare may be implying/suggesting, link this to the context.**

*Kindness, Aspiration, Perseverance*



## L9/10: Assessment: How does Shakespeare present the relationship between Prospero and Miranda?

### I will be able to:

- Plan and write an essay that includes **two paragraphs** using the features of **The Purbeck School analytical writing mat – Big Ideas, Evidence, Writers Intension, Method and Context.**

### L13: What I will know and understand further about the conventions of comedy in the play:

- The role of **love** in the play.
- The relationship between Ferdinand and Miranda presented through different paintings.
- How Shakespeare presents the emerging relationship in Act 1, Scene 2 from line 409 (*'The fringed curtains of thine eye advance...'*) to the end of the scene.
- What a **lexical field** is and the use of **religious** lexical field.

### I will be able to:

- **Identify** quotations that show Miranda is attracted to Ferdinand and vice versa.
- Work with peers to explain how Shakespeare uses **lexical fields** to present the love between Ferdinand and Miranda in the pair of quotations through an exploratory talk.
- Go through The Purbeck School writing mat stage by stage, practising an analytical paragraph ready for my assessment.
- Ensure my big idea sentences are detailed using words **when** and/or **because**.
- **Recycle the question, comment on Shakespeare's language, analyse what Shakespeare may be implying/suggesting, link this to the context.**

### L14: What I will know and understand further about the conventions of comedy in the play:

- What a **convention** is and why a **fairy tale** convention has been used in a comedy.
- How and why Prospero tests Ferdinand.
- Prospero is characterised as a **complex character**.

### I will be able to:

- Work with peers to explain why Shakespeare uses the conventions of fairy tales through an exploratory talk.
- Answer the following question to show my understanding of convention here: 'A student said, 'Shakespeare uses many fairy tale conventions in The Tempest to make the story seem more magical.' To what extent do you agree? Explain why.'

### L15: What I will know and understand about colonialism and its significance in the play:

- The key terms **colonialism, colony, exploit, prejudice** and **immoral**.
- What happened during **The Age of Discovery**.
- What Elizabethan explorers like **Sir Walter Raleigh** and **Sir Francis Drake** found on their travels and **popular beliefs** propagated by colonists.
- The **cruelty** of colonialism and **Sir Francis Drake's** central role in **enslaving people**.

### I will be able to:

- Work with peers to explain how this is relevant to 'The Tempest' through an exploratory talk.
- Answer the following question to show my understanding of context: 'How is this historical context relevant to 'The Tempest?'

### L16: What I will know and understand about colonialism and its significance in Caliban's introduction:

- 'The Tempest' has often been interpreted as a **play about colonialism** because Prospero comes to **Sycorax's** island
- How characters are presented as **prejudiced** towards **Caliban**.
- It is believed Caliban is an anagram of the Spanish word 'canibal.'
- How Caliban is introduced by Shakespeare in Act 1, Scene 2 from line 368 (*'We'll visit Caliban, my slave...'*) to line 416 (*'In mine own cell.'*)



**I will be able to:**

- Explain the different interpretations of Caliban in painting and on stage.
- Answer the comprehension questions to show my understanding of Caliban's introduction and Prospero's treatment of him.

**L17: What I will know and understand about colonialism and its significance in Caliban's introduction:**

- The key terms **exploit, befriend, flatter, govern** and **pathos**.
- Shakespeare reflects European colonists would treat native people when they arrived at a new land through quotations spoken by Caliban.
- The **difference** in how modern and Elizabethan audiences may feel about Prospero's treatment of Caliban.

**I will be able to:**

- Work with peers to explain what each of the quotations spoken by Caliban show about the way European colonists would treat native people through an exploratory talk.
- Answer the following question: How does Shakespeare create pathos for Caliban?

**L18: What I will know and understand about descriptive writing:**

- The key methods to revisit: **ambitious adjectives** and **adverbs, expanded noun phrases, sensory details, auditory imagery** and **visual imagery**.
- The types of auditory imagery: **alliteration** and **onomatopoeia**
- The types of visual imagery: **metaphor, simile** and **personification**.
- What **similance** is and how it is used.
- How writers create different **tones** through looking at different models.

**I will be able to:**

- Write a **detailed** paragraph describing a beach of an island much like that of 'The Tempest.'
- Use revisited and newly introduced descriptive methods.
- Use a variety of sentence forms found on The Purbeck School writing mat.

**L19: Assessment: Write a detailed descriptive piece of writing describing Prospero's island from Ferdinand's perspective.**

**I will be able to:**

- Write **two** detailed paragraphs about the island in 'The Tempest.'
- Write as Ferdinand in **past tense**.
- Use all descriptive methods and sentence forms found on The Purbeck School writing mat.