

Year 7 English Unit 2: The Tempest

The Tempest	
Expected Outcomes Learners will: - Explore attitudes towards theatre and compare theatre from the past (including Shakespearean theatre) with theatre today. - Understand the plot and characters in Shakespeare's 'The Tempest'. - Understand the conventions of a comedy play. - Analyse the themes of power and inequality at various points in 'The Tempest'.	
Developmental Focus Opportunities - Increase cultural awareness through a trip to the theatre. - Communication, language and literacy: Discussions and debates about power and colonialism, translate short extracts of Shakespeare into modern English, rehearse and act out key scenes from the play. Reading and writing opportunities as outlined, focusing on building confidence and reducing anxiety surrounding literacy tasks. - PSED: Reflect on how characters such as Ariel and Caliban might feel to develop empathy. - Physical development: Drama activities for gross motor skills and writing activities for fine motor skills. - Mathematics: Explore rhythmic patterns in Shakespeare's verse (iambic pentameter). - Understanding the world: Discuss how different societies interpret themes of power and servitude and how attitudes have changed over time. - Expressive arts and design: Set and costume design.	
Key Learning Points	Powerful Knowledge
- I can understand and compare attitudes towards theatre. - I can understand the conventions of a comedy play and explain the plot of Shakespeare's 'The Tempest' - I can confidently recall the plot of 'The Tempest' and link it to key themes. - I can confidently identify the roles of each of the main characters and their relationship to secondary characters from Shakespeare's 'The Tempest'. - I can analyse the power dynamics between Prospero and Ariel in Shakespeare's 'The Tempest'.	Learners will explore and analyse Shakespeare's 'The Tempest', thereby accessing the literary canon. They will compare and discuss attitudes to theatre and challenge any misconceptions. Learners will understand and analyse the plot, characters and themes of the play and link this to ideas about colonialism.

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- I can analyse the ways Prospero exerts his power over Caliban in Shakespeare's 'The Tempest' and how this might relate to ideas of colonialism. - I can explore how the theme of inequality is presented throughout the play.	
Subject-Specific Vocabulary	Reading Opportunities
Theatre Puritan Mood Plot Character Secondary character Malignant Staging Power Inequality Conventions Superior / inferior Colonialism Enslave	Shakespeare's 'The Tempest'
Possible Misconceptions	Cross-Curricular Links
Learners may think that all Shakespeare plays are serious and cannot be comedies. Learners may feel that theatre is for a particular type or class of person. They may think theatre is outdated or elite and not realise how accessible it was – and still is – to diverse audiences.	History / geography – colonialism History – Elizabethan England

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Learners may not understand how Elizabethan theatre functioned (e.g. open-air, daylight performances, no elaborate scenery).

Learners might feel overwhelmed and assume the text is in a different language, rather than Early Modern English.

Learners may struggle to understand the play's links to colonialism, especially in how Prospero treats Caliban and claims ownership of the island.