

As teachers of English at Harrow High, we want our learners to be critical and enquiring thinkers and readers who are equipped with the knowledge and skills with which to make their own choices and decisions throughout their lives and who are empathetic, creative and reflective. We want our learners to be effective communicators and we believe that mastery of the written and spoken word is fundamental to ensuring our learners have every opportunity to succeed in life.

Subject: English Year 8 Term Two – ‘The Tempest’ by William Shakespeare

S k i l l s	<p>Literature</p> <p>Language analysis (AO2) – Learners will be able to retrieve explicit information from a fiction text and make developed inferences about a character. Learners will be able to identify specific words and phrases used by a writer to present a character and comment on the effect on the audience. Learners will be able to use embedded quotes and subject terminology in their analysis.</p>
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K n o w l e d g e	<p>Literature</p> <p>Learners will need to know:</p> <ul style="list-style-type: none"> ● Concept of historical context ● Shakespearean England (theatre, monarchy) ● Key features/terminology of a play (audience, stage directions, dramatic monologue, soliloquy, dialogue, asides) ● The concept of a quotation ● Subject terminology to identify language (adjective, verb, noun, adverb, simile, metaphor, personification, specific sentence types, persuasive devices) ● Language of interpretation ● Tentative language ● Structure to develop an argument/personal response ● Developing vocabulary
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R a t i o n a l e	<p>This unit builds on knowledge obtained in Year 7 through the Shakespeare unit, with the reading of The Tempest. By the end of this unit, students will have a working knowledge of key biography, context, characters, events and vocabulary. These are outlined below:</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #1a3d4d; color: white; text-align: center; vertical-align: middle;">B i o g r a p h y</td> <td> <ul style="list-style-type: none"> ● Shakespeare had a family and his wife was called Anne Hathaway. ● Shakespeare was a member of the Lord Chamberlain's Men. ● Shakespeare was an actor as well as a playwright. ● Shakespeare retired from the London theatre in 1611. ● Shakespeare wrote comedies and tragedies. "The Tempest" contains elements of both and can be categorised as a tragicomedy. </td> </tr> <tr> <td style="background-color: #1a3d4d; color: white; text-align: center; vertical-align: middle;">C o n t e x t</td> <td> <ul style="list-style-type: none"> ● Travel was completely different in The Elizabethan Era. ● Sea explorers could become rich and famous but exploration by sea was also very dangerous. ● "The Tempest" contains characters from Italy which had city-states in The Elizabethan Era. Rulers of city-states were rich because of trade and sometimes battled each other over land. ● Christopher Columbus colonised the Americas. ● Exploration can lead to an imbalance of power between the invading forces and the native inhabitants. ● This imbalance is known as colonisation. ● Native people can be exploited during colonisation. </td> </tr> </table>	B i o g r a p h y	<ul style="list-style-type: none"> ● Shakespeare had a family and his wife was called Anne Hathaway. ● Shakespeare was a member of the Lord Chamberlain's Men. ● Shakespeare was an actor as well as a playwright. ● Shakespeare retired from the London theatre in 1611. ● Shakespeare wrote comedies and tragedies. "The Tempest" contains elements of both and can be categorised as a tragicomedy. 	C o n t e x t	<ul style="list-style-type: none"> ● Travel was completely different in The Elizabethan Era. ● Sea explorers could become rich and famous but exploration by sea was also very dangerous. ● "The Tempest" contains characters from Italy which had city-states in The Elizabethan Era. Rulers of city-states were rich because of trade and sometimes battled each other over land. ● Christopher Columbus colonised the Americas. ● Exploration can lead to an imbalance of power between the invading forces and the native inhabitants. ● This imbalance is known as colonisation. ● Native people can be exploited during colonisation.
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C h a r a c t e r s	<ul style="list-style-type: none"> • Alonso – King of Naples (helped Antonio usurp Prospero) • Sebastian – Alonso's brother • Ferdinand – Alonso's son • Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan. • Gonzalo – the old counsellor to the King of Naples • Trinculo – a jester • Stephano – a drunken butler • Prospero – the rightful Duke of Milan • Miranda – Prospero's daughter • Ariel – an airy spirit; a slave of Prospero's who earns his freedom • Caliban – a deformed slave of Prospero's; a native of the island
E v e n t s	<ul style="list-style-type: none"> • There are three main plots in "The Tempest". • Plot 1: The love plot between Miranda and Ferdinand. Miranda is Prospero's daughter with whom he escaped when he fled from Milan. Ferdinand is Alonso's son. On Prospero's command, Ariel makes Ferdinand believe that Alonso is dead. Ferdinand and Miranda fall in love when they first meet. Prospero puts various obstacles in place to test their relationship before allowing them to marry. • Plot 2: The plot to kill Alonso. Antonio convinces Sebastian to try to kill Alonso when he and Gonzalo are asleep. Ariel prevents the murder by magically awakening Alonso and Gonzalo before they are struck. • Plot 3: The plot to kill Prospero. Stephano gives Caliban alcohol which prompts Caliban to worship him. Together with Trinculo, they plan to murder Prospero and take the island from him. They are trapped, punished and eventually released by Ariel.
V o c a b u l a r y	<ul style="list-style-type: none"> • colonialism • usurp • tempest • treason • callous • pathos • nurture • tragicomedy