**Colton Hills Community School medium term planning - English**

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| **Topic title:**  The Tempest | **Year:** 7 **Term:** Autumn | **Why we teach this:** Students will explore the English heritage of Shakespeare and characterisation based in historical texts and themes. | **Why we teach this here:** Students will learn important skills in inference, consolidating their KS2 knowledge of terminology with skills of inference, how to use textual references and analysis. | |
| **Big Question:**  How does Shakespeare present the island and its characters as magical?  **Small Questions:**   1. How can we make inferences about how an environment impacts on a character? 2. What can we learn about Prospero’s relationship with his family? 3. How does Shakespeare use language to create a strange and unusual atmosphere in the play? 4. Why are stories that are set on a deserted island interesting? 5. How are different versions of love portrayed in *The Tempest*? 6. How can a scene hold an audience’s attention? 7. What methods and language devices can a writer use to create a good ending for their story? | | **Builds on previous topics:** New to school.  Building on our investigation into Heroes and villains. Developing skills on language used in Year 6. How are heroes and villains created in texts? | **Links to future topics:**  Some covered themes found in The Tempest. What makes a hero or a villain and can someone be both – this will link into The Tempest and the discussion around heroes and villains in the text.  Further literature exploration through developing understanding of the plot, characters, themes and context. Considering themes and looking at non-fiction articles around those themes – nature/nurture debate, gangs, betrayal, etc. Themes can be linked back later in the year from the class reader and Oliver Twist. | |
| **Key knowledge:**   * Biographical information about Shakespeare * Contextual information about Elizabethan/Jacobean England * Key characters in The Tempest * Key themes in The Tempest linked into the small questions * Key scenes in The Tempest * Understanding various literary techniques that are used by writers/poets in their texts * Understanding various dramatic techniques that are used by writers/poets in their texts * Understanding various structural techniques that are used by writers/poets in their texts | **Key knowledge continued:**  Texts studied to complement The Tempest:   * Sea shanty * Chasing ocean storm description * Newspaper article on surviving 15 days on a raft at sea * The Wreck of the Hesperus poem * Newspaper article on family betrayal * The Haunting of Hill House description * The Turn of the Screw extract * How Shakespeare presents the supernatural in Hamlet. * Colonisation extract and timeline * Lord of the Flies desert island description * Love and marriage in Pride and Prejudice * Theatre review * Newspaper article on ‘Power of forgiveness’ | |
| **Skills developed:**   * Reading for information and comprehension and narrative production. * Producing a response to a given stimulus and reading a narrative for information and comprehension. | |
| **Mini/Interim assessments:**  Creative Writing - What methods and language devices can a writer use to create a good ending for their story?  **Termly summative assessment:**  Writing Assessment - How does Shakespeare use language to create a strange and unusual atmosphere in the play?  PiRA | | **Independent study tasks/resources:**  Bedrock Vocabulary  Online knowledge quiz | **Key vocabulary 1:**   * Aetiological * Allusion * Archetypal * Hubris * Metamorphosis * Moral * Mortal * Myth * Nemesis * Stereotypical * Temptation * Vengeance | **Key vocabulary 2:**   * Analyse * Inference * Quote |
| **Cultural capital opportunities:** | | **Whole school Curricular Concept links:** |

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| **Week/ Phase** | **Key Features** | |
| 1/2 | **Small Questions:** | |
| **Key Activities/Resources:** … | **Retrieval focus:**  …  **Independent study:**  … |
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| 3/4 | **Small Questions:** | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 5/6 | **Small Questions:** | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
| **Week/ Phase** | **Key Features** | |
| 7/8 | **Small Questions:** | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 9/10 | **Small Questions:** | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 11/12 | **Small Questions:** | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |