

Assessment and Homelearning overview		Term 3	Year 8
English			
Assessment	Time	Assessment Details	
AP3: May /June 2026	30 minutes	60 Mins 20 Marks: knowledge and applying knowledge 30 marks: analytical essay.	
Task: To write an analytical essay on an extract studied in class from Shakespeare's. 'The Tempest'			
Key online resources:			
Knowledge Organiser:			

Date	Knowledge retrieval task	Activity/ Help resource
20/4/26	<p>Complete SPARX Reader- you must achieve 100% (300 SRP)</p> <p>LCSWC</p> <p>What do you need to know?</p> <ul style="list-style-type: none"> Learn the plot of the Tempest You will need to know the order of the events in which they happen 	<p>Plot Summary</p> <p>The Tempest (1-1) Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.</p> <p>After the Storm (1-1) From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past; he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realize his brother Antonio was stealing power from him. One night, Antonio ordered sailors to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.</p> <p>Ariel and Caliban (1-1, 1-1) Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after the last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.</p> <p>King Alonso (1-1) King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso swears as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.</p>
27/4/26	<p>Complete SPARX Reader- you must achieve 100% (300 SRP)</p>	
5/5/26	<p>Complete SPARX Reader- you must achieve 100% (300 SRP)</p> <p>LCSWC</p> <p>What do you need to know?</p> <ul style="list-style-type: none"> Learn the context of the play What is happening at the time? Why is Shakespeare writing this text? 	<p>Context</p> <p>The Play</p> <ul style="list-style-type: none"> The Tempest was written between 1610-1611 and was the last play that Shakespeare wrote on his own. In 1609, an English ship, the "Sea Venture", on a journey to colonise Virginia in America was shipwrecked and the travel accounts of this voyage is said to have inspired 'The Tempest.' <p>The Era</p> <ul style="list-style-type: none"> The Tempest was written and performed during an age of global exploration. As a consequence of this exploration, Europeans were creating new territories around the world and establishing colonies. With each act of colonisation, European countries expanded their political, economic, and cultural influence and gained power over the native people. Shakespeare's audiences would have been very interested in England's effort to colonise distant lands. England was fast becoming a world power and Shakespeare explores the problematic relationship between coloniser and native people through Prospero and Caliban. <p>Shakespeare</p> <ul style="list-style-type: none"> Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

11/5/26	Complete SPARX Reader- you must achieve 100% (300 SRP)											
18/5/26	<p>Complete SPARX Reader- you must achieve 100% (300 SRP)</p> <p>LCSWC</p> <p>What do you need to know?</p> <ul style="list-style-type: none"> Learn the key terminology on your KO Learn the key themes 	<table border="1"> <thead> <tr> <th colspan="2">Key Terminology</th> </tr> </thead> <tbody> <tr> <td>Aside</td> <td>when a character briefly says something which the audience hears but other characters do not</td> </tr> <tr> <td>Soliloquy</td> <td>a speech delivered by a single character alone on stage; they often give the audience a privileged insight into the character's thoughts and feelings</td> </tr> <tr> <td>Monologue</td> <td>a speech presented by a single character, most often to express their thoughts aloud</td> </tr> <tr> <td>Sub-plot</td> <td>a secondary plot in the play, adding complications and extra obstacles in the way</td> </tr> </tbody> </table> <p>Key Themes</p> <p>Power</p> <hr/> <p>Freedom</p> <hr/> <p>Magic</p> <hr/> <p>Loyalty</p> <hr/> <p>Love</p>	Key Terminology		Aside	when a character briefly says something which the audience hears but other characters do not	Soliloquy	a speech delivered by a single character alone on stage; they often give the audience a privileged insight into the character's thoughts and feelings	Monologue	a speech presented by a single character, most often to express their thoughts aloud	Sub-plot	a secondary plot in the play, adding complications and extra obstacles in the way
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8/6/2026	<p>Complete SPARX Reader- you must achieve 100% (300 SRP)</p> <p>LCSWC</p> <p>What do you need to know?</p> <ul style="list-style-type: none"> Learn the key information about Victorian London 	<p style="text-align: right;">Section One</p> <p>Contextual information you need to know</p> <p>Social Classes</p> <ul style="list-style-type: none"> The Victorian society was divided up into classes: Upper class, Middle class and Working class. The upper class was decided by inheritance or royal ranking; for centuries the families of the upper class has been gathering enough money for them to live a luxurious work free lifestyle. Upper classes were privately tutored. They got their clothes imported from countries in Europe. The Industrial Revolution saw a rise in the number of middle class people, it opened up job opportunities for more people. Working class were hostile towards Middle and Upper classes. Working class was categorised into skilled and unskilled, meaning The Industrial revolution pushed them apart. Unskilled working class were unemployed and homeless meaning they were likely to be exploited. <p>Victorian London</p> <ul style="list-style-type: none"> Extreme social inequality, industrialisation pushed classes further apart. The dark shadow of the workhouse loomed over the unemployed and destitute. <p>Crime & Punishment</p> <ul style="list-style-type: none"> Unemployment led to rise in crime rates in the Victorian era The increasing population in towns and cities led to an increase in crime because of overcrowding and increased poverty. One way to tackle crime was to make the punishments severe; such as hanging. The end of the 1700s, many people had become very angry at the number of people hanged for petty crimes. 										
15/6/2026	Complete SPARX Reader- you must achieve 100% (300 SRP)											

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<p>6/7/2026</p>	<p>Complete SPARX Reader- you must achieve 100% (300 SRP)</p> <p>LCSWC</p> <p>What do you need to know?</p> <p>Learn the 2nd half of the key vocab</p>	<p>Section Two Key vocabulary</p> <ul style="list-style-type: none"> • Adverbial starts – the adverb is placed at the front of the sentence e.g. slowly, they advanced • Antonym – a word that means the opposite of another e.g. beautiful is the antonym of ugly • Colloquial – language used in everyday conversation • Connectives – Words or phrases that link sentences (or clauses) together. Connectives can be conjunctions, prepositions, or adverbs. • Counter argument: an argument or set of reasons put forward to oppose an idea in another argument • Direct Address – using 'you' to address the audience to make them feel more involved. • Emotive language – the use of descriptive language, often adjectives to evoke an emotional response in the reader. • Explicit meaning – information that is stated clearly and leaves no room for doubt or confusion • Formal letter – a letter written to somebody you do not know well • Imperatives – verbs that give a command to a person e.g. shut that door! • Implicit meaning – information that is suggested but not directly expressed • Informal letter – a letter written to someone you know well e.g. family or friend • Modal verbs – an auxiliary verb that expresses necessity or possibility. English modal verbs include must, shall, will, should, would, can, could, may, and might. • Rhetorical Question – a question asked for dramatic effect rather than to get an answer. • Semantic field: a set of words related in meaning • Subversion – undermining the authority of an established 	