

What? When? Why?	Lesson One Learning intentions (what can a student do at the end of the lesson)	Lesson Two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week 28 Return to school 22/04/25 Terminology: Genre Tragedy Tragic hero	Monday 21 st April 2025-Bank holiday.	LI: To explore Shakespeare's life, works and legacy. To know the differences between comedy, history and tragedy plays. WINTMTL: To describe key facts about Shakespeare's life and why he is important. To explain the differences between comedy, history, and tragedy plays. RC: Why is the study of Shakespeare important? What are the differences between comedy, tragedy and history plays?	LI: To understand the conventions of tragedy plays and of a tragic hero. WINTMTL: To define the key conventions of a Shakespearean tragedy. To identify characteristics of a tragic hero in Shakespeare's plays. To apply this knowledge to Hamlet's character. RC: Create a character profile for Hamlet, including the tragic conventions that you think will apply to his character and justify why.
Week 29 28/04/25 Terminology: Plot Symbol Foreboding	LI: To explore the plot of Hamlet and to know key characters in the play. WINTMTL: To summarise the main plot of Hamlet.	LI: To analyse the ghost's appearance as a symbol of unsettled history and the mood of foreboding. Act 1 Scene 1 WINTMTL:	LI: To examine the introduction of the court and the political tension that exposes corruption. Act 1 Scene 2 Marked Piece WINTMTL: To identify Claudius's speech and actions in court.

	<p>To identify key characters and their relationships. To explain the role each character plays in the plot. RC: What roles do the characters play in the plot?</p>	<p>To find key quotes describing the Ghost's appearance. To explain how the Ghost represents Denmark's political unrest. To analyse the mood of fear and uncertainty created by Shakespeare's language. RC: How does Shakespeare present the mood of fear and uncertainty?</p>	<p>To explain how the scene introduces themes of corruption and power. To analyse Hamlet's reaction to Claudius's rule. RC: Write a short monologue from Hamlet's perspective, explaining his true feelings about Claudius and the situation at court.</p>
<p>Week 30 05/05/25 Terminology: Theme</p>	<p>5th May 2025-Bank Holiday</p>	<p>LI: To consider Laertes' and Ophelia's exchanges to explore themes of familial duty, societal expectations, and the warnings about love and reputation. Act 1 Scene 3 WINTMTL: To identify key advice given by Laertes and Polonius to Ophelia. To explain how their warnings reflect gender expectations. To analyse how Ophelia responds and what this suggests about her character. RC: Write a short modern-day text message exchange between</p>	<p>Green pen-feedback on marked piece RC: Write a short monologue from Hamlet's perspective, explaining his true feelings about Claudius and the situation at court. WINTMTL: To analyse Hamlet's reaction to Claudius's rule.</p>

		Ophelia and a friend where she expresses her true thoughts on Laertes and Polonius's warnings.	
Week 31 12/05/25 Terminology: Theme Surveillance Deception	LI: To analyse how Hamlet's first encounter with the ghost deepens his internal conflict and initiates his quest for truth and revenge. Act 1 Scene 4 WINTMTL: To describe how Hamlet reacts to the Ghost. To explain what the Ghost's appearance suggests about Hamlet's internal struggle. To analyse how this moment shapes Hamlet's quest for truth and revenge. RC: 1 How does the Ghost's presence push Hamlet towards revenge? 2 What does Hamlet's choice to follow the Ghost reveal about his character? 3 How does this moment set up the central conflict of the play?	LI: To explore the ghost's revelation of King Hamlet's murder as the catalyst for the unfolding revenge plot and its moral implications. Act 1 Scene 5 Marked Piece WINTMTL: To summarise what the Ghost reveals about his murder. To explain how this drives Hamlet's motivations. To analyse the moral implications of revenge in this scene. RC: Do you believe revenge is the right path to take?	LI: To investigate Polonius's instructions to Reynaldo and Ophelia's account of Hamlet's odd behaviour, highlighting themes of surveillance and deception in the court. Act 2 Scene 1 WINTMTL: To identify Polonius's instructions to Reynaldo and Ophelia's description of Hamlet. To explain how this reflects themes of surveillance and control. To analyse whether Hamlet's madness is genuine or feigned. RC: Write a short script of a conversation between Hamlet and Horatio, where Hamlet explains whether or not he is truly mad.

Week 32 19/05/25 Terminology: Rising action 26 th - 1 st June Half Term	LI: To analyse the introduction of Rosencrantz and Guildenstern and examine Polonius's theories about Hamlet's madness. Act 2 Scene 2 Pages 41-48 WINTMTL: To identify why Rosencrantz and Guildenstern are summoned. To explain Polonius's theory about Hamlet's madness. To analyse how deception and manipulation are key to this scene. RC: Who is the most manipulative character in this scene? Why?	LI: To explore Hamlet's interaction with Rosencrantz and Guildenstern. Act 2 Scene 2 Pages 49-55 WINTMTL: To find evidence of Hamlet's suspicion toward his friends. To explain how Hamlet tests their loyalty. To analyse how this deepens the theme of betrayal. RC: How does Hamlet's suspicion of Rosencrantz and Guildenstern contribute to the play's broader theme of betrayal?	Green pen-feedback on marked piece RC: Write a short speech as Hamlet, explaining whether or not you believe revenge is the right path to take. WINTMTL: To analyse the moral implications of revenge in this scene.
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Curriculum Intent:

Pupils will read and perform Shakespeare's tragedy play, *Hamlet*. This will allow Year 9 to experience a second Shakespearean play and refine the skill of analysing, in preparation for their study of *Macbeth* in Years 10 and 11.

Curricular Links:

Links to the study of *The Tempest*, that this cohort studied in year 8.

Key Vocabulary:

Genre, tragedy, tragic hero, soliloquy, hamartia, monologue, irony, rhetoric, depiction, villain, ethos, pathos, logos, context, theme, catharsis, tragic waste, external conflict, internal conflict, supernatural, poetic justice, comic relief, exposition, rising action, climax, falling action, resolution, denouement.

English Year 9 Learning Intentions - *Hamlet*

WINTMTL= What I Need To Master This Learning

RC=Red zone Chat/Collaboration

HOMEWORK= 1 piece of homework selected by class teacher weekly from the homework menu assigned to the unit= WIB Takeaway homework menu.