

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 33 02/06/25 Terminology: Soliloquy	PAZ.	LI: To examine Hamlet's intentions. Act 2 Scene 2 Pages 55-63 WINTMTL: To identify Hamlet's plan involving The Mousetrap. To explain why Hamlet delays direct action. To analyse how Hamlet's soliloquy reveals his inner turmoil. RC: How does Hamlet's soliloquy reveal his inner turmoil?	LI: To examine Hamlet's "To be, or not to be" soliloquy and his interaction with Ophelia to uncover the nature of his internal struggle. Act 3 Scene 1 WINTMTL: To identify key ideas in Hamlet's soliloquy. To explain how Hamlet questions life and death. To analyse how this scene highlights his existential struggle. RC: How does this scene present Hamlet's existential struggle?
Week 34 09/06/25 Terminology: Play-within-a-play	LI: To explore Hamlet's behaviour and cruelty towards Ophelia. Act 3 Scene 2 Pages 73-78 (<i>The trumpets sound. A dumb-show follows</i>) WINTMTL: To describe Hamlet's treatment of Ophelia.	LI: To appreciate the play-within-a-play. Act 3 Scene 2 Pages 78 (<i>Enter a King</i>) - 83 (<i>Pours the poison in the sleeper's ears</i>) WINTMTL: To summarise the events of The Mousetrap.	LI: To analyse Claudius's guilt. Act 3 Scene 2 Pages 83 (<i>Hamlet: 'A poisons him...'</i>) - 88 WINTMTL: To identify how Claudius reacts to The Mousetrap. To explain how this confirms Hamlet's suspicions.

	<p>To explain how this reflects his emotions toward women. To analyse whether Hamlet is acting or genuinely cruel. RC: Is Hamlet a villain?</p>	<p>To explain how Hamlet uses theatre to expose truth. To analyse how Claudius's reaction signals his guilt. RC: How does the play-within-a-play aid the plot of Hamlet?</p>	<p>To analyse the dramatic significance of this moment. RC: The Mousetrap confirms Claudius's prior actions and confirms Hamlet's suspicions. To what extent do you agree?</p>
<p>Week 35 16/06/25 Terminology: Soliloquy Theme</p>	<p>LI: To consider Claudius's soliloquy and Hamlet's hesitancy. Act 3 Scene 3 WINTMTL: To identify Claudius's inner conflict. To explain why Hamlet does not kill Claudius. To analyse how this moment reflects Hamlet's moral dilemma. RC: How is the relationship between Claudius and Hamlet presented?</p>	<p>LI: To explore the confrontation in Gertrude's chamber and the accidental killing of Polonius. To discuss themes of mistaken identity, the breakdown of order, and escalating tragedy. Act 3 Scene 4 WINTMTL: To describe the tension between Hamlet and Gertrude. To explain the significance of Polonius's accidental death. To analyse how Hamlet's perception of his mother changes. RC: Imagine you are a director staging this scene. How would you instruct the actors to show the changing emotions of Hamlet and Gertrude? Write a short stage</p>	<p>PAZ Green pen feedback</p>

		direction for their movements and tone.	
<p>Week 36 23/06/25 Terminology: Ambiguity Corruption</p>	<p>LI: To analyse the immediate fallout from Polonius's death. To examine Hamlet's interaction with Rosencrantz and Guildenstern regarding the hidden body, focusing on his manipulation of information and the ambiguity of truth. Act 4 Scenes 1 and 2 WINTMTL: To summarise how Claudius and Gertrude react to Polonius's death. To explain how this escalates the conflict. To analyse Hamlet's behaviour in hiding the body. RC: Does Hamlet have a logical reason for hiding the body, or is this part of his madness (real or feigned)?</p>	<p>LI: To discuss Claudius's decision to send Hamlet to England and analyse Hamlet's encounter with Fortinbras's army. Act 4 Scenes 3 and 4 WINTMTL: To describe Claudius's plan to send Hamlet away. To explain Hamlet's thoughts on action and honour. To explore how Fortinbras contrasts with Hamlet. RC: Imagine you are Hamlet at this moment. Write a short diary entry about your frustration with yourself, your thoughts on Fortinbras, and your new determination to act.</p>	<p>LI: To consider Ophelia's descent into madness. To explore the tragic impact of the corrupt court environment on vulnerable individuals. Act 4 Scene 5 Marked Piece WINTMTL: To identify the reasons for Ophelia's breakdown. To explain how grief and societal pressure affect her. To analyse the symbolism of her flowers and songs. RC: How do the flowers reflect the themes of the play? How do the songs reveal Ophelia's feelings about love and betrayal?</p>
<p>Week 37 30/06/25 Terminology:</p>	<p>LI: To examine the intercepted message and explore the themes</p>	<p>LI: To analyse the renewed plotting between Claudius and Laertes.</p>	<p>LI: To investigate the graveyard scene. Act 5 Scene 1</p>

Theme	<p>of miscommunication and fate's intervention.</p> <p>Act 4 Scene 6</p> <p>WINTMTL:</p> <p>To summarise what Horatio learns from Hamlet's letter.</p> <p>To explain how this shifts the power dynamics.</p> <p>To analyse how fate and coincidence influence events.</p> <p>RC: How does this moment reflect the theme of miscommunication in the play?</p>	<p>Act 4 Scene 7</p> <p>WINTMTL:</p> <p>To identify how Claudius manipulates Laertes.</p> <p>To explain their plan to kill Hamlet.</p> <p>To analyse how deception and revenge intertwine.</p> <p>RC: Imagine you are Laertes, and you secretly begin to doubt Claudius's plan. Write a short internal monologue where you question whether seeking revenge in this way is truly honourable or if you are just being used.</p>	<p>WINTMTL:</p> <p>To describe Hamlet's reaction to Yorick's skull.</p> <p>To explain the theme of mortality in this scene.</p> <p>To analyse how this prepares Hamlet for the final act.</p> <p>RC: How does this moment prepare the audience for the final confrontation between Hamlet and Claudius?</p>
<p>Week 38</p> <p>07/07/25</p> <p>Terminology:</p> <p>Duel</p> <p>Cascade</p>	<p>LI: To examine the duel.</p> <p>Act 5 Scene 2 Pages 139-147 (Puts Laertes's hand into Hamlet's)</p> <p>WINTMTL:</p> <p>To summarise the key events of the duel.</p> <p>To explain how Claudius's plan unfolds.</p> <p>To analyse how dramatic irony heightens tension.</p>	<p>LI: To explore the cascade of deaths (Hamlet, Laertes, Claudius, Gertrude)</p> <p>Act 5 Scene 2 Pages 147 (Hamlet: Give me your pardon...) - 155</p> <p>WINTMTL:</p> <p>To identify the order of deaths (Hamlet, Laertes, Claudius, Gertrude).</p> <p>To explain how justice and fate play a role.</p>	<p>Green pen-feedback on marked piece</p> <p>RC: How do the flowers reflect the themes of the play?</p> <p>How do the songs reveal Ophelia's feelings about love and betrayal?</p> <p>WINTMTL:</p> <p>To analyse the symbolism of her flowers and songs.</p>

	RC: How does dramatic irony build tension?	To analyse how the play's tragic cycle concludes. RC: Write a short reflection on how you interpret the cascade of deaths in Act 5, Scene 2. Discuss whether you believe the deaths bring closure to the characters' storylines and how they contribute to the play's overall tragic nature.	
Week 39 14/07/25 18/07/25- Closed for Summer	Enrichment week	Enrichment week	Enrichment week

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 *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.