

YEAR 8, Hamlet, English

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • Many students have already studied a Shakespeare play at KS2; this builds upon their knowledge of the playwright and the Elizabethan era. • Shakespeare is studied in KS4 for GCSE; this is providing a knowledge base regarding language and context. • Students have spent the first part of the year acquiring language analysis skills. This goes a step further by incorporating less familiar language. 	<ul style="list-style-type: none"> • Analysis of language, including old English language. • Identifying motives of writers. • This unit incorporates: reading aloud; the acquisition of a widening vocabulary; an appreciation of our linguistic heritage; opportunities for adapting writing for purpose; rich discussion and opportunities to rehearse and perform from a play script. 	<ul style="list-style-type: none"> • Apparition, concoct, deceased, demeanour, erratic, fencing, goblet, melancholy, nunnery, ominously, patriarchal, pompous, soliloquy, stricken, tapestry, usurp, vicinity
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • Students will be challenged in their comprehension and use of Shakespearean language. • The scheme is ambitious because of the need for higher level thinking regarding comprehension and translation. The need to understand historical context is evident also. • This unit is an overview of the play; HPAs can be directed to the whole of the play in its original form or in an abridged version. • Ophelia By Lisa Klein tells the story of Hamlet from Ophelia's viewpoint – an option for HPAs to extend their learning. 	<ul style="list-style-type: none"> • Links to the treatment of females during the Elizabethan era – discussion opportunities around feminism and equality. • How do Hamlet's issues link to what teenagers might experience today? 	<ul style="list-style-type: none"> • This relates to theatrical careers. • Communication, spoken language and confidence in speaking are all enhanced within this unit. • Recognising emotions and attributing them to certain characters and situations.

<ul style="list-style-type: none"> • <i>Rosencrantz And Guildenstern Are Dead</i> By Tom Stoppard. Another play that HPAs could be directed to. • Various YouTube analysis videos look in detail at the scenes to offer further study. Beneficial for both SEND and HPAs. • SEND students will benefit from translated extracts in order to be able to better access the story of Hamlet and its meaning. 		
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> • Historical context – patriarchal society. • Discussions around the treatment of females – does the phrase ‘Man Up’ have a place in today’s society? • Discussions about blame and the morality of revenge. 	<ul style="list-style-type: none"> • Links to history with the reading of Anne Frank and Cleopatra diary entries. • Hamlet is set in Denmark – links to Geography. • Character and Culture links – morality/blame/responsibility. 	<ul style="list-style-type: none"> • Links between the characters -who is who? The workbook contains a character map with the links between the characters defined clearly. • Misunderstandings arise due to contextual differences between the Shakespearean era and today.
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> • <i>Knowledge and skills will be assessed through classwork and homework tasks as well as an end of unit assessment.</i> • <i>What do you already know? Before beginning the topic. Regular low stake quizzes.</i> • <i>Checklists and models to be used throughout the topic.</i> 		
<p>Home learning</p>		
<ul style="list-style-type: none"> • Research the life of Shakespeare: create a factual leaflet for a tourist information centre. Include information about the Globe Theatre and Stratford Upon Avon as well as his life and works. • Hamlet cast: who would you choose to play the roles in the play and why? It could be famous actors or classmates. Produce a programme with a little information about each ‘actor’ and why they are suitable for the part. • (Lesson 5) Write a soliloquy of your own in Shakespearean language. Make it relevant to your day or week. • Make a stage set of one of the scenes so far. You could use a shoebox. You could make it look like The Globe Theatre. 		

- (Lesson 11) Look on the internet at paintings and drawings of Ophelia; there are many which depict her death by drowning. Create your own artistic impression of Ophelia's death.
- (Lesson 14) Create the letter that Hamlet wrote and swapped with the one that should have been delivered by Rosencrantz and Guildenstern. In this letter he calls for the execution of the bearers of the letter (Rosencrantz and Guildenstern). Write in Shakespearean language and age it by tea staining.
- (Lesson 15) Pick out the key parts of the fight scene and storyboard them in chronological order.

Feedback

- *Teacher/self and peer assessment to take place at regular intervals.*

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Unit 1							Unit 2							Unit 3							Unit 4					Unit 5					Unit 6							
Love and Relationships Poetry							19 th C Novel: the Woman In Black							Modern Novel: To Kill A Mockingbird <i>or</i> Of Mice and Men							Modern Novel: To Kill A Mockingbird <i>or</i> Of Mice and Men					Shakespeare: Hamlet					Free choice/over-run							