



Topic Title: Shakespeare Rocks!

Year Group: 5

Academic Year: 2022-2023

KS2 History Intent: To answer questions about Shakespeare's life, birthplace, the history of theatre and compare Elizabethan theatre to modern day.

<p>Prior Historical Learning/Linked Topics:</p> <p>The children may have some knowledge of Shakespeare and what Elizabethan times were like.</p>	<p>Literacy Links (including texts/media used):</p> <p>Shakespeare play in text form – Macbeth</p> <p>Writing opportunities related to History:</p> <p>A biography of Shakespeare</p> <p>A diary entry- trip to an Elizabethan theatre</p>	<p>Maths Links:</p> <p>Links to Foundation subjects:</p> <p>D&T – Design and build their own set (miniature)</p> <p>Art – Textiles, patterns and printing</p> <p>Geography – human and physical features, counties in England and comparing cities abroad</p>
<p>Historical Knowledge</p>		
<p>Area of study:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -changes in an aspect of social history, such as leisure and entertainment in the 20th Century the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I] 		
<p>Historical Skills</p>		
<p>Historical Interpretation:</p>	<p>Organisation and communication</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	
<p>Chronological understanding</p> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. 	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Give own reasons why changes may have occurred, backed up by evidence. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	



No Limits
To Learning!

<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. 	<p>Key Questions: <u>just the history aspect</u></p> <ul style="list-style-type: none"> • What was a trip to an Elizabethan theatre like? • How did things change throughout history in theatre? • Where was theatre and performing first seen? • What was the role of women in theatre? • Did technology play a part in advancing the theatre experience? • Who was William Shakespeare? • What was life like when he was alive? • What was the Globe Theatre?
<p>Content:</p> <ul style="list-style-type: none"> • Create a timeline about the history of theatre and use a map to pin-point the key countries. • Watch videos and research Elizabethan theatre. • Write a diary entry about a trip to the theatre. • Discuss technology's part in theatre. • Look at Stratford then and Stratford now- what was it like in Shakespeare's day? What has changed? • Write a biography for William Shakespeare 	
<p>Key Vocabulary: Shakespeare, Globe Theatre, Elizabethan, stage left, right, upstage, downstage, audience, theatre, Stratford-upon-Avon, sonnet, Vaudeville, Commedia dell'Arte, Restoration, Kabuki theatre.</p>	
<p>Stunning Start/Marvellous Middle/Fabulous Finish:</p> <p>Start: Children watch a video of the play they will be focussing on for their SHAYLI project.</p> <p>Middle: Trip to Norden Farm to perform</p> <p>Finish: DT project on set design</p>	<p>OAA/Trips/Visits/Visitors:</p> <p>Norden Farm</p>