

# SHAKESPEARE'S THEATRE

A Primary History and English Curriculum Resource

- Designed for Upper Primary Pupils
- 6 week scheme of work (8 lesson sequences of up to 3 lessons each)
- Fully resourced, differentiated and curriculum linked
- Includes exclusive extracts from historical novel *King of Shadows* by award winning author Susan Cooper
- Exclusive online interactive activities and games
- Full scheme – 105 pages
- Retail price £82 +VAT



## How to use this scheme of work

Our schemes of work are made **by teachers, for teachers** and are designed to be **exciting, immersive, thorough** and **easy to use**. They are matched to the requirements of the National Curriculum. Send feedback to [stuart@shakespeareschools.org](mailto:stuart@shakespeareschools.org)  
This scheme consists of:

- A scheme overview
- Individual single page lesson plans with details of teaching input, Learning Objectives, Success Criteria, National Curriculum links and required resources. This is the essential overview of each lesson and forms the basis of your teaching
- Teaching and learning activities to accompany each lesson plan. These provide further details of lesson activities
- Resources to accompany each lesson plan. Each lesson is fully resourced, to save you as much time as possible
- A scheme PowerPoint, including child friendly learning objectives

The following symbols are used periodically in this planning:



**Dig Deeper!** Suggestions for how you might develop an idea further, beyond the scope of the lesson



Ideas that may need to be adapted for your learners or areas of extra teacher preparation prior to the lesson (e.g. internet sites to be accessed before the lesson)

**Orange font** A resource needed from the scheme's resource pack, where you will find all resources arranged in lesson plan order  
**Jade font** A hyperlink, either to an area of our website or to an external link. External links are selected and reviewed on their individual educational merits at the time our schemes are published, but we are not responsible for their content as we do not produce, maintain or update them, and have no authority to change them. Some external links may offer commercial products and/or services. The inclusion of a hyperlink should not be understood to be an endorsement by Shakespeare Schools Foundation of that website, the site's owners or their products and services

## Scheme overview

Lesson Sequence	Summary of lesson activities	Key Learning Objectives	Key Assessment Opportunities
<b>1. Comparing images of old and modern London – A timeline</b>	<ul style="list-style-type: none"> <li>Children create a piece of art in response to a stimulus</li> <li>Children identify similarities and differences between two depictions of a historical setting</li> <li>Creative writing based on a historical novel stimulus</li> <li>Timeline creation</li> </ul>	<ul style="list-style-type: none"> <li>To describe features of a historical setting including social, cultural and technological aspects</li> <li>To identify similarities and differences in the same setting over a period of time</li> </ul>	<ul style="list-style-type: none"> <li>8 panel topic illustration sheet</li> <li>Similarities/Differences grid</li> <li>Timeline</li> <li>Descriptive writing</li> </ul>
<b>2. Introducing Shakespearean theatre – Becoming an actor apprentice</b>	<ul style="list-style-type: none"> <li>Children use cue scripts to practise being a Shakespearean actor</li> <li>Children use role cards and drama to recreate the life of an apprentice actor</li> <li>Children create a non-chronological report or an advertisement for a child actor</li> </ul>	<ul style="list-style-type: none"> <li>To describe, analyse and empathise with the life and experiences of adults and children in past societies</li> </ul>	<ul style="list-style-type: none"> <li>Drama observations</li> <li>Non-chronological reports</li> <li>Advertisements</li> </ul>
<b>3. Investigating portraiture – Thinking about archaic and modern promotional images</b>	<ul style="list-style-type: none"> <li>Children analyse two portraits of Elizabeth I</li> <li>Children analyse a portrait of a Shakespearean actor. How does this compare with the portrait of Elizabeth?</li> </ul>	<ul style="list-style-type: none"> <li>To construct an understanding of the past and figures from historical settings using primary sources</li> <li>To understand that history is interpretive, depending on the perspective of different figures</li> <li>To analyse portraiture and deduce information from the analysis</li> <li>To make links about portraiture across time periods</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Portrait analysis sheets</li> </ul>
<b>4. Child actors – Treatment of children across time periods – The UN Convention on the Rights of the Child</b>	<ul style="list-style-type: none"> <li>Children create a fact file on actor Nathan Field</li> <li>Children create a 'Wanted' poster for Nathaniel Giles</li> <li>Children research the rights given to children under the UN Convention on the Rights of a Child and compare this to the rights (if any) of children in Shakespeare's time</li> </ul>	<ul style="list-style-type: none"> <li>To explain the role of children in historical entertainment</li> <li>To describe and analyse the dangers facing children in Shakespeare's time</li> <li>To make links across time periods, thinking about the relative protection available to children now and in Shakespeare's time</li> </ul>	<ul style="list-style-type: none"> <li>Mind map about the life of Nathan Field</li> <li>A written interrogation of the Nathan Field portrait</li> <li>A Nathaniel Giles 'Wanted' poster</li> </ul>

## Scheme overview

Lesson Sequence	Summary of lesson activities	Key Learning Objectives	Key Assessment Opportunities
<b>5 Threats to Shakespeare's theatre – The Plague and the Puritans</b>	<ul style="list-style-type: none"> <li>Children investigate the question, "Who goes to the theatre?"</li> <li>Children research the Plague</li> <li>Children find out why Puritans objected to Shakespeare's theatre, focussing on Countess Elizabeth Russell</li> </ul>	<ul style="list-style-type: none"> <li>To identify, describe and explain threats to the cultural life of a historical setting</li> <li>To understand that history is interpretive, depending on the perspective of different figures</li> </ul>	<ul style="list-style-type: none"> <li>Plague research</li> <li>Report on the threats to the theatre</li> <li>Letter to Countess Elizabeth</li> </ul>
<b>6 The Globe Theatre – Past and present</b>	<ul style="list-style-type: none"> <li>Children use historical fiction to investigate the Globe Theatre in Shakespeare's time</li> <li>Children investigate and write about the destruction of the Globe by fire</li> <li>Children find out about Sam Wanamaker's new Globe Theatre</li> </ul>	<ul style="list-style-type: none"> <li>To describe social and cultural diversity in Britain</li> <li>To explain and evaluate significant historical events</li> </ul>	<ul style="list-style-type: none"> <li>Writing in role as Groundlings</li> <li>A newspaper report on the destruction of the Globe</li> <li>I SPY sheets</li> </ul>
<b>7 The indoor playhouse – Early filmed Shakespeare</b>	<ul style="list-style-type: none"> <li>Children use pictorial evidence and a fictionalised account to find out about the indoor playhouse</li> <li>Children investigate early special effects and analyse early filmed Shakespeare productions</li> </ul>	<ul style="list-style-type: none"> <li>To identify examples of historical theatrical entertainment and special effects</li> <li>To examine change and continuity in theatrical entertainment and special effects</li> <li>To analyse different entertainment experiences available to a historical audience</li> </ul>	<ul style="list-style-type: none"> <li>I SPY sheets</li> <li>Freeze framing activity</li> <li>Silent movie effect comparison sheets</li> </ul>
<b>8 Shakespeare's Royal Patrons – Shakespeare's Legacy</b>	<ul style="list-style-type: none"> <li>Children categorise plays as comedy, history or tragedy</li> <li>Children learn about Shakespeare and Elizabeth</li> <li>Children learn about Shakespeare and James I</li> <li>Children write a letter to Shakespeare about his continuing legacy</li> </ul>	<ul style="list-style-type: none"> <li>To describe theatrical genres and categorise historically significant literature within genres</li> <li>To identify historically significant people and events within and across historical situations</li> </ul>	<ul style="list-style-type: none"> <li>Author letters</li> <li>Book reviews</li> <li>Research on Elizabeth I</li> <li>A flyer for James I</li> <li>A 'thank you' letter to Shakespeare</li> </ul>

**National Curriculum Links Key stage 2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Pupils can establish clear narratives within and across periods of English, noting connections, contrasts and trends over time and developing the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

## Lesson Sequence 1 - An introduction from Richard Burbage/images of London/a theatrical timeline (1 to 2 lessons)

<p><b>Learning Objective</b></p> <p>To <i>describe</i> some features of a historical setting including its social, cultural and technological aspects</p> <p>To <i>identify</i> similarities and differences by <i>comparing and contrasting</i> the same setting in historical times and modern day</p> <p><b>Success Criteria (including differentiation)</b></p> <p><b>All children</b> will be able to describe aspects of Shakespearean England and identify at least two differences between 16<sup>th</sup> Century and 21<sup>st</sup> Century England</p> <p><b>Most children</b> will be able to identify a number of similarities and differences between 16<sup>th</sup> Century England and 21<sup>st</sup> Century England</p> <p><b>Some children</b> will begin to thematise similarities and differences</p>	<p>In this lesson, children will be introduced to the topic by the Shakespearean actor and friend of Shakespeare, Richard Burbage. He gives an overview of the topic, children create questions for the remainder of the topic, and look at maps and a timeline of the Shakespearean theatre.</p> <p><b>Key Questions</b></p> <p><b>Overarching question for topic</b> - Why is Shakespeare important and how should he be remembered?</p> <p><b>Additional questioning to stretch pupils exceeding expectations</b> - What other types of evidence could be used to learn more about Shakespearean England/theatre? Can you organise similarities and differences into themes?</p> <p><b>Vocabulary</b> Shakespeare, technology, lifestyle, culture, similarities/differences, change/continuity, Richard Burbage</p>	<p><b>Assessment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Eight panel topic illustration</li> <li>• Similarities/Differences grid</li> <li>• Mind mapped questions for Burbage, timeline</li> <li>• Descriptive writing about 16<sup>th</sup> Century London</li> </ul>
	<p><b>Teaching input</b></p> <p><b>Introduction</b> Ask the class whether they can locate Shakespeare's lifespan (1564-1616) on the provided <b>history timeline resource</b>. Use this to refer to previous units of study and show children where this period of history is positioned, relative to other historical times studied so far.</p> <p><b>Next</b> Ask children to think about what changes they think have occurred in <i>technology, lifestyles and culture</i> between Shakespeare's time and ours. You may either use the <b>Technology, Lifestyles and Culture sheet</b> or mind map children's ideas on the whiteboard. What do we have now that did not exist in Shakespeare's times? What might be the same?</p> <p>Discuss as a whole class. There is an opportunity to return to this resource a little later in the lesson – so you may wish to draw out and address misconceptions now, or at a later point.</p> <p><b>Main Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching and learning activity 1</b> Children respond artistically to a video or teacher role play of actor Richard Burbage talking about life in Shakespeare's theatre-land. <b>See Lesson 1– Teaching and learning activities</b></li> <li>• <b>Teaching and learning activity 2</b> Identifying similarities and differences between an old map of London and a new photograph. <b>See Lesson 1 – Teaching and learning activities</b></li> </ul> <p> <b>Dig Deeper! Teaching and learning activity 3</b> – Cross curricular English (Optional). A creative writing response to Susan Cooper's <i>King of Shadows</i> historical novel extract. <b>See Lesson 1 – Teaching and learning activities</b></p> <p><b>Plenary</b> Give the children the <b>Theatre timeline</b>. It has some information included, but many dates and events are missing and will be added as children work their way through the topic. This should be stuck in topic books and added to as key dates are identified throughout the scheme of work.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>History timeline resource</b></li> <li>• <b>Blank comic strip</b></li> <li>• <b>Technology, Lifestyles and Culture sheets</b></li> <li>• <b>Burbage script/ accompanying SSF video</b></li> <li>• <b>Visual images of London from Southwark</b></li> <li>• <b>Similarities/Differences grid</b></li> <li>• <b>YouTube clip of opening of Olivier's Henry</b>  <b>✓ via this link</b></li> <li>• <b>Extract from 'King of Shadows' – Susan Cooper</b></li> <li>• <b>Theatre timeline</b></li> </ul>

# Teaching and learning activities / Lesson 1

## Teaching and learning activity 1

Artistic response to meeting Richard Burbage

- Study the **Richard Burbage script** if you want to play the part of Richard Burbage as teacher-in-role. Alternatively, watch the first part of the **video** which shows Richard talking directly to your class, using the same script

Burbage talks about:

- life as a Shakespearean actor
- child actors
- threats to the theatre
- indoor and outdoor playhouses
- Shakespeare and royalty
- Shakespeare's legacy

These are the broad headings of the topic lessons and will prepare children for what they are going to learn throughout the scheme of work

- Children listen to Burbage speak
- Give children **the blank comic strip**
- Watch the Burbage clip a second time (or role play a second time)
- As children listen this second time, they should draw a series of pictures or jottings representing the different scenes, scenarios and situations that Burbage is describing, using all eight squares. Allow children to respond however they

choose – there are no rights or wrongs. They might draw child actors, a theatre, a fire, Queen Elizabeth I, or any of the many things that Burbage discusses

- Give children some time to finish these visual representations, which will become a front cover or ‘overview’ for their topic. Children should then move around the classroom looking at each other’s work. This should prompt classroom discussion about the topic and help to generate questions for the next part of the lesson
- Now ask children to talk on their tables and generate questions for Burbage. Collect these either as a whiteboard mind map or, using ICT, on a free web service such as [www.padlet.com](http://www.padlet.com).

## Teaching and learning activity 2

Identifying similarities and differences between modern and Elizabethan London using a Similarities and Differences Grid  
Burbage asked the children to look at the differences between the area of London where Shakespeare’s theatres were situated on **a modern map/photograph** and an **old map view (Visscher)**

- Hand out the two images, both showing a view over London from Southwark, on the south bank of the Thames
- Ask children to complete the **Similarities & Differences grid**



Teacher background preparation - Points to bring out when looking at the old picture in more detail after children complete their similarities and differences activity (see labelled reproduction above)

- Children may notice two circular buildings in the old picture's foreground. These are two theatres on the Southwark side of the Thames - the Bear Garden and the Globe (the latter of which children will learn about later in the sequence of lessons)
- The large church in the foreground is St Mary Overie, now Southwark cathedral.
- The old St Paul's Cathedral is also visible on the old map but it had lost its spire at this point – it was struck by lightning in 1561 and the spire caught fire and crashed down onto the roof below. The roof was reconstructed but the spire was not. It fell into further ruin and was eventually demolished in 1668. Much of the Sir Christopher Wren's new cathedral was built in 1675 using rubble from the old cathedral to save the cost of materials

**Orange circle** Old St Pauls with missing spire    **Red circle** Southwark cathedral

**Blue circles** Playhouses: these were circular buildings. A flag was flown to signal that a play was to be performed

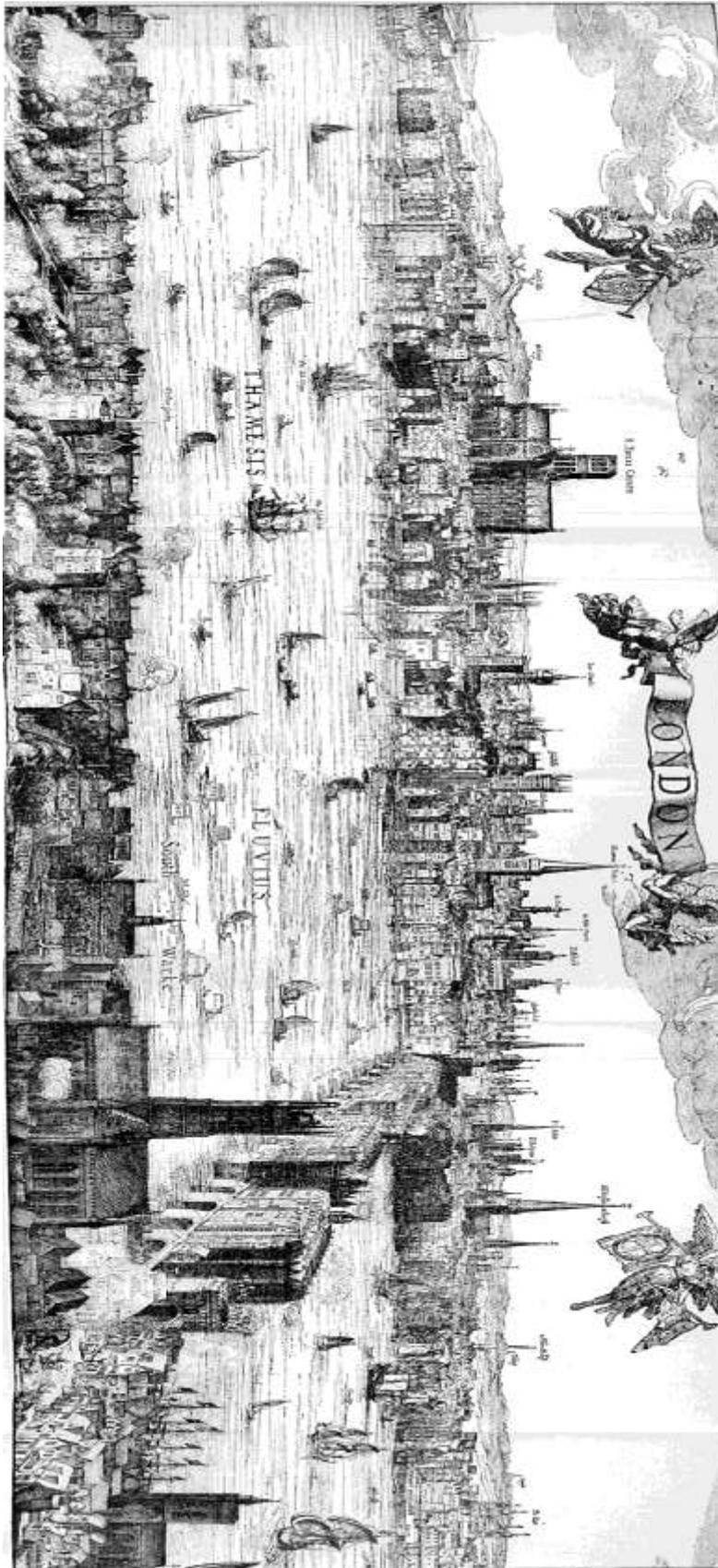


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<sup>1</sup> By Katie Chan (Own work) [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia Commons Modified 2016 Shakespeare Schools Foundation

**Lesson 1/ Modern view of London from Bankside/ Southwark**



**Lesson 1/ View of London from Bankside/ Southwark in Shakespeare's time**

In this section, can you write down five things that you notice are the same in both pictures. Look very closely


In this section, can you write down five things that you notice are different in both pictures. Look very closely


Question – can you see any buildings you think might be churches or theatres in either picture?

**Lesson 1/ Similarities and Differences Grid**