

## History Lesson Plan – Society in Britain 1509-1745 / Theatre (KS3)

<b>Subject content from the National Curriculum 2014 (content in bold can be met through this topic)</b>	
<ul style="list-style-type: none"> <li>• <b>Society</b>, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, <b>theatre</b>, art, music and literature.</li> </ul>	
<b>Aims of the National Curriculum 2014 (aims in bold will be met during this day)</b>	
<ul style="list-style-type: none"> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>• <b>Know and understand significant aspects of the history of the wider world:</b> the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; <b>achievements and follies of mankind.</b></li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</li> <li>• <b>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,</b> analyse trends, <b>frame historically-valid questions</b> and create their own structured accounts, including written narratives and analyses.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• <b>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;</b> between <b>cultural</b>, economic, military, political, religious and <b>social history;</b> and between short- and long-term timescales.</li> </ul>	
<b>Cross-Curricular Links</b>	<b>SMSC (from Ofsted Guidance April 2014)</b>
<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage.</li> <li>• Reading plays with a wide coverage of historical periods and authors. The range will include works from Shakespeare.</li> <li>• Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</li> </ul>	<p><b>Spiritual</b></p> <ul style="list-style-type: none"> <li>• Experience enjoyment and fascination in learning about others and the world around them.</li> <li>• Use imagination and creativity in learning.</li> </ul> <p><b>Moral</b></p> <ul style="list-style-type: none"> <li>• Investigate, and offer reasoned views about, moral and ethical issues.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Show interest in, and understanding of, the way communities and societies function at a variety of levels.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</li> <li>• Be willing to participate in, and respond to artistic, technological, scientific and cultural opportunities.</li> </ul>

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<b>Class/Teacher:</b>	<b>Week/Date:</b>
<b>Learning Objectives:</b>	
<ul style="list-style-type: none"><li>• Describe some of the reasons for a person or feature of the past being significant.</li><li>• Describe and make simple comparisons between different periods.</li><li>• Explain the reasons for the significance of a person or feature of the past.</li><li>• Describe the links between different features of the past and different times and places in the past.</li></ul>	
<b>Tudor World Activities:</b>	
<b>Museum Tour:</b> <b>historical concepts - how people's lives have shaped this nation, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural and social history</b>  General tour of the museum explaining significant aspects of Tudor life.	
<b>Shakespeare and Entertainment Workshop:</b> <b>historical concepts - develop a chronologically secure knowledge and understanding of British, local and world history, know significant aspects of the history of the wider world: achievements of mankind, note connections, contrasts and trends over time, understand how our knowledge of the past is constructed from a range of sources</b>  What sort of entertainment do people have today?– television , cinema etc. Modern theatres (The RSC) The Ancient Greeks, amphitheatres, masks, comedy and tragedy Shakespeare's Theatre, The Globe, Who he wrote about, What we learn about Tudor times from Shakespeare's plays. Actors and attitudes to women in theatre. Chronology – Greeks, Tudors, Present Day	
<b>Drama Session:</b> <b>English concepts - Appreciate literary heritage, reading plays from Shakespeare, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</b>  Drama and roleplay activities based on some of Shakespeare's plays and exploring Shakespeare's language.	
<b>Tour of Stratford with William Shakespeare:</b> <b>historical concepts - how people's lives have shaped this nation, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural and social history</b>  Looking at Tudor houses. Learning about aspects of daily life in Tudor times. Learning about Shakespeare's life, family and education.	
<b>Plenary/Assessment:</b> Sheet provided for teacher record of assessment.	