

In Shakespeare's Shoes (Shakespeare's Shoes) Teacher Notes

Length: 90 minutes

Meeting point:

Your presenter will meet you in **Clock Court**. Please arrive at least five minutes before your session is due to begin.

About the session:

This brand new English session aimed at Key stage 2 allows pupils to explore Shakespeare's poetry and to create and perform their own work in the Great Hall where Shakespeare's theatre company once did! Led by a costumed presenter, pupils will draw inspiration from the Tudor palace to inspire their own written or oral compositions.

Learning objectives:

- To explore the language of Shakespeare through his poems and sonnets ;
- To use the palace as creative inspiration;
- To 'innovate' and create their own written or spoken piece of poetry;
- To gain confidence in performing in public spaces ;

New National Curriculum links at KS2:

English (across the key stage)

(Spoken language)

- Participate in performances;
- Speak audibly and fluently;
- Select and use appropriate registers for effective communication;
- Use relevant strategies to build vocabulary;
- Maintain attention and participate in collaborative conversations.

English (lower KS2)

(Reading)

- Listen to and discuss poetry;
- Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume and action;
- Discuss words and phrases that capture the reader's interest and imagination;
- Recognising different forms of poetry;
- Identifying how language, structure and presentation contribute to meaning

(Writing composition)

- Discussing and recording ideas;
- Composing and rehearsing sentences orally;



- Assessing the effectiveness of their own and others' writing and suggesting improvements;
- Read aloud their own written composition.

English (upper KS2)

(Reading)

- Continuing to read and discuss a range of poetry;
- Learning a wider range of poetry by heart;
- Preparing poems to read aloud and to perform;
- Ask questions to improve understanding;
- Identifying how language, structure and presentation contribute to meaning;
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

(Writing composition)

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- Assessing the effectiveness of their own and others' writing and suggesting improvements;
- Perform their own compositions, using appropriate intonation; volume and movement so that meaning is clear.

History

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,
- A local history study.

Preparation for your session:

This session particularly supports the teaching of poetry reading and composition. It might be useful to introduce pupils to some of Shakespeare's poems and sonnets in advance of the session.

During your session:

Please note that the 1:10 staff to pupil ratio which we ask for throughout your visit to Hampton Court Palace still applies during your teaching session. We ask that sufficient adults remain with the group as they will be encouraged to join in with the session activities. Our workshops are designed for a health and safety maximum of x35 pupils per session. For your information this session will take place partly on route and partly in a classroom within the palace.



