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| Suitable for Key Stage 1 | | |
| **Characters from The Past** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To participate in discussions and role play. * To develop ideas through role play and improvisation in different settings. | **Literacy** – asking and answering questions  Writing different kinds of sentences.  Creating characters | * Paper for children to record their questions if desired |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * If possible, you might like to visit the church in advance to give you an opportunity to view the different representations of animals and people within the church. This will mean that you can select an interesting character to be the focus of the hot seating activity. | | |
| **During your visit** | | |
| **Introduction *(10 mins)*:**  Introduction to the church building.  Discuss - Where are we? What is this building used for? Who is likely to use the building? How does the building make you feel? What can you see in the building? Walk around the church, inside and outside, and explore.  Gather the children together in a central part of the church and play a game of I-spy to get the children really noticing the objects around them. What can the children spot around the church? Repeat with other children choosing. | | |
| **Main activity *(30 mins)*:**  Explain that we are going to be searching the church for the images and statues of animals and people. Explore inside and out searching for examples. How many different characters have they found? Which were the most interesting/exotic/fierce etc.?  Create a freeze frame of a character and their partner will guess which one it is. They might need time to re-explore the church, thinking of a short-list of characters from which they will choose. Allow time to prepare and act out/guess.  As a class ask some children to show their freeze frames for others to guess.  Focussing on one character within the church. Take the children to a representation of a person or animal which you think will allow them to develop interesting questions.  Ask, what is the object made from? How long do you think it has been here? What might it have seen in its time here – what sort of events happen in churches? In pairs ask children to come up with 5 questions which they would like to ask the creature if it came to life. Give children time to write questions, encouraging them to think more deeply e.g. how have things changed in the church?  Ask children to hot-seat a partner. They will ask their partner their questions and their partner will use their imagination to think of responses and replies. Share some examples of this to highlight good use of imagination and then allow children more time to practise.  Bring together and ask some of them to pretend to be the character whilst others ask them questions. Who is really using their imagination to add details?  Put together a monologue where they pretend to be the character that you have explored. They could use their senses to describe what they have experienced or describe an event which they have witnessed in church. They should try to add detail to show how the character feels. You might want to give the children a starting line to support them e.g. ‘900 years I’ve been hanging here, the stories I could tell.’ | | |
| **Plenary:**  Ask children to perform their monologues using clear voices and expression. Explore *What went well? Even better if…* | | |
| **After your visit** | | |
| * You might like to use the drama activities as a basis for a piece of narrative writing from the character’s point of view. * Or encourage children to use the questions they have developed to come up with a character of their own relating to your current topic. * You could refine the monologues further and use them as the basis for a performance to parents. | | |
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| **Examples of images and statures of** **animals and people around a church** |
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