

The Mind Food of Shakespeare

A Message from the Headmaster

Mr Jason Fletcher

A child's mind is a living thing that needs knowledge to grow. This seems like an obvious statement. But, the most logical next question, 'What type of knowledge will help a child's mind to grow best?' may not have such an obvious answer.

As Charlotte Mason said, 'the mind needs sufficient food as much as does the body.' A diet of fragments of information meant to teach a specific set of facts or skills can leave children unchanged, unstimulated and apathetic; too often we mistake mere information for knowledge. Unlike mere information, knowledge nourishes the mind; it contains living, interesting, inspirational ideas and concepts. This is where the sustenance comes from. Once presented with this type of knowledge, children lap it up and their minds get to work making their own connections. They are beginning to form a relationship. And once that relationship is formed, they possess something special they can benefit from again and again.

There is an abundance of this 'mind food' in the Heritage curriculum, and much of it is in the form of books. But perhaps one of the best examples of this type of rich knowledge can be seen in the works of Shakespeare, which features prominently in our pupils' studies. Why? As Elaine Cooper writes below, the depth and complexity of Shakespeare's writings offer inspiration for a lifetime.

Why Shakespeare?

Mrs Elaine Cooper

Charlotte Mason Consultant

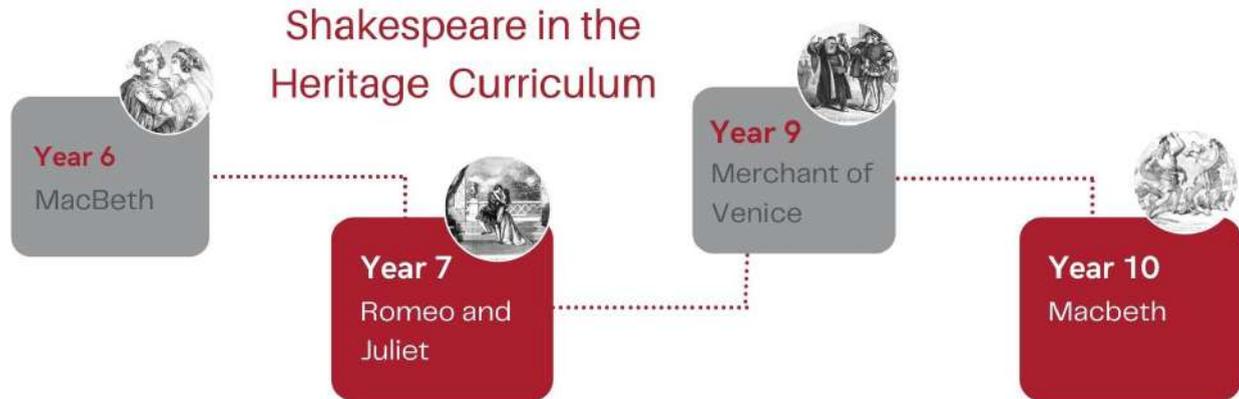
And why Shakespeare? Why do we at Heritage enjoy the Bard and perform his plays regularly?

Charlotte Mason commented that we probably read Shakespeare in the first place for his stories, afterwards for his characters — the multitude of delightful and failing characters with whom he makes us so intimate. To become intimate with Shakespeare in this way is a great enrichment of mind and instruction of conscience. Then, by degrees, as we go on reading this world-teacher, lines of insight and beauty take possession of us, and unconsciously mould our judgments of men and things and of the great issues of life. His grasp of the human condition is perhaps unmatched in literature. Shakespeare was as great a philosopher as he was a poet.

One might argue that a child of ten cannot fully understand Shakespeare. No; but can a man of fifty? Shakespeare is not to be studied in a year; he is to be read continuously throughout life, from ten years old and onwards. Our great poet provides an ample feast of which everyone takes according to his needs, and leaves what he has no stomach for, until it can be revisited again one day in the future.



Shakespeare in the Heritage Curriculum



Studying Shakespeare

Mrs Evelyn Strachan

English Teacher (Y9 – Y11), Head of English

At the beginning of our study of the Merchant of Venice, before they had learned anything about the story, pairs of Year 9 pupils were assigned a key quotation from the play and directed to create a short scene around it.

After watching all of the performances, the class then discussed together the possible themes, based on what they had seen. As we've now begun to read the play, it's been interesting to see how those mini-scenes have stuck with them. Getting insight into the big picture of the play, without actually spoiling the details of the plot, can help the pupils feel more confident about diving into the text.

In addition to teaching English at Heritage, I am currently completing a research project for a master's degree in English Education at UCL, London, and have invited my pupils to take part. I'm interested in thinking about how we get to know Shakespeare in the English classroom. I'll be thinking through questions like: Do you enjoy studying Shakespeare? Why or why not? Does understanding lots of historical background matter? What are the different ways to study Shakespeare?

Stay tuned for more about my findings!



**Shylock: You call me misbeliever, cutthroat dog,
And spet upon my Jewish gaberdine (Act 1, Scene 3)**



**Prince of Morocco: Mislike me not for my complexion,
The shadowed livery of the burnished sun (Act 2, Scene 1)**

Sharing Space with Great Figures

Mrs Fiona Macaulay-Fletcher

Deputy Head

18-19 Brookside, home of the Infant and Junior Schools, is a building with considerable historical interest. Dame Millicent Fawcett, a leading suffragist, lived at 18 Brookside from 1875-84 with her husband Henry Fawcett, a British academic, statesman and economist who held the office of Postmaster General from 1880-1884. Both Mr and Mrs Fawcett were committed supporters of equal rights for women.

In 1869, a meeting was held in what is now our Upper Prep classroom to discuss the possibility of organising lectures for women at Cambridge. The idea had been approved by many distinguished members of the University, but additional support was needed from the ladies belonging to the University circle. Mr Fawcett was at that time a Professor at the University, so Mrs Fawcett became an active proponent of carrying the proposal forward, inviting a number of her friends and acquaintances to meet in her drawing-room to discuss and consider it. She ultimately gained their approval and went on to become the co-founder of Newnham College, one of the first colleges for women in England.

Incidentally, in attendance at this meeting was Anne Clough, who eventually became the first principal of Newnham College. Charlotte Mason, whose writings have inspired our approach to education, was a friend of Miss Clough and visited her at the College in 1888/89 to discuss the beginning of the Parents' Educational Union.

Mr and Mrs Fawcett's equally distinguished daughter, Philippa Garrett Fawcett, lived at 18 Brookside from the ages of 6 to 16. She became the first woman to obtain the top score in the Cambridge Mathematical Tripos exams and went on to teach Mathematics at Newnham College. Mrs Fawcett's sister, Elizabeth Garrett Anderson, was the first English female doctor.

We feel privileged to have a connection to these great figures who cared so passionately about the need for women to have equal voting rights and equal access to an academic education. We embrace this special history of the place we now occupy, and see our work as linked in part to theirs.



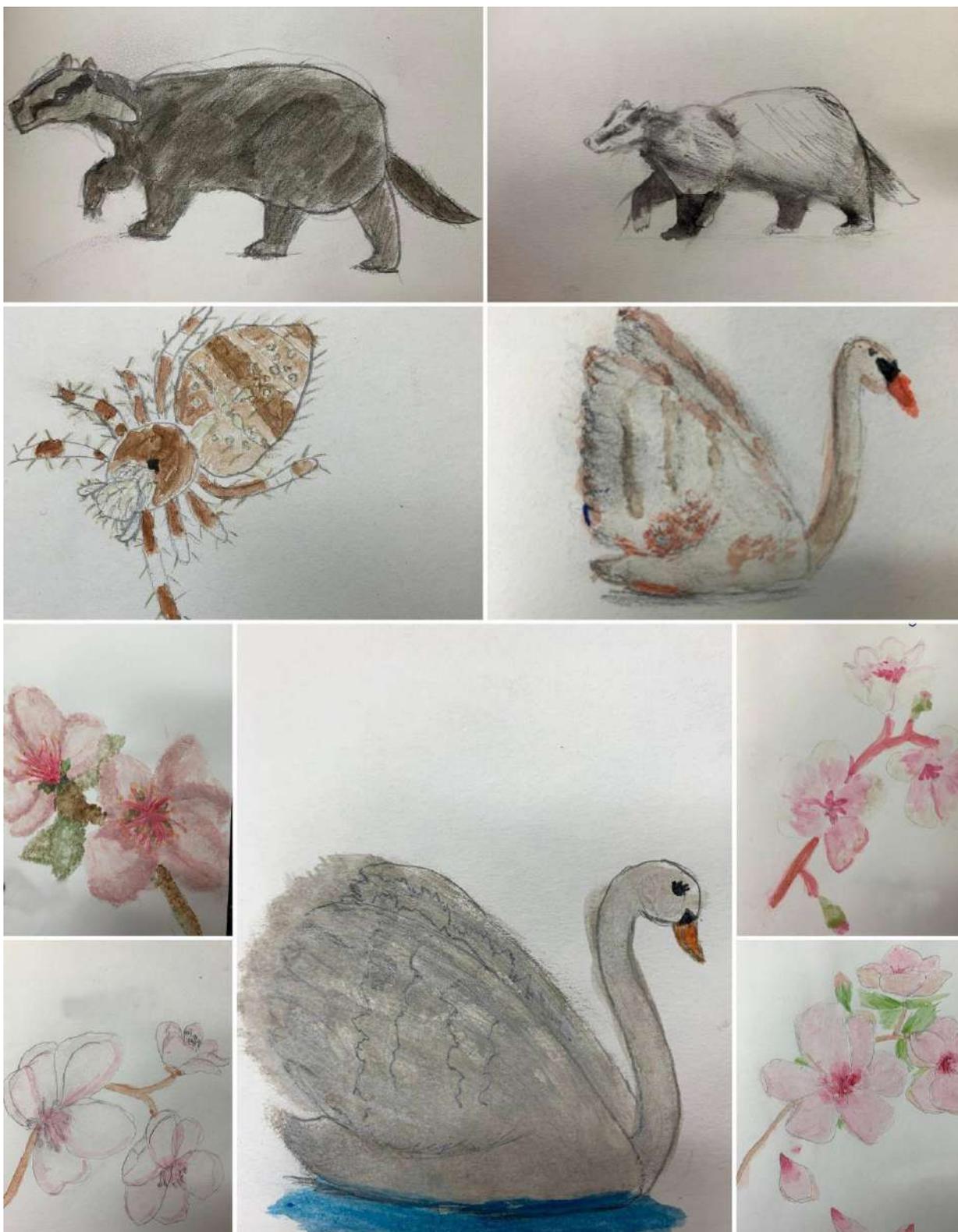
Floating and Sinking

Upper Prep have been investigating floating and sinking in Science. They used their learning to work out what natural objects would work well for making a boat, and collected a range of items on their Nature Walk. Working together in pairs or triplets they then constructed, tested, and adapted their boats before floating them on the brook, with Miss Cage braving the cold waters to assist! Each of the boats — christened with names like The Big Dipper, Ships and Sharks, Watership Dynamo, The Dog Buster, Heritage Shipwreck and The Destiny's Bounty — floated successfully. Well done to all of the pupils!



Year 6 Nature Drawings

Juniors in Mrs Parkinson's Year 6 class have been creating some beautiful nature drawings, some of which are included below.



Independent Research Projects

The Heritage Independent Research Essay/Project promotes independent study skills in Year 8 and 9 pupils. It provides an opportunity for self learning, allowing pupils to choose a topic and run with it, digging deeper than they would during regular lessons or homework assignments. This year, five pupils from Year 8 and five from Year 9 successfully completed an independent research project. Their hard work was recognised during a lunchtime celebration on 18th May. Here are the pupils who completed a project. Well done to all!

Year 8

Isabella Bruins Japanese Manga

Betsy Clebch Comparing Ibsen's 'Ghosts' and Priestley's 'An Inspector Calls'

Maisie Elliott The death of Hector in the Iliad from the perspective of Andromache, his wife

Jonathan MacLean World War I

Antonia Makarycheva-Mikhailova 'Colours of Scarlet' written in a mixed style of Arthur Conan Doyle and J.K. Rowling

Year 9

Livia Lucato Haderl The discovery of plastics has had a positive overall effect for humanity

Ilias Hartzoulakis How Ancient Greece influences the modern world

Millie Sanghera Family history poster

Lukas Paris architecture

Sheila Scott History of St John's Ambulance



Carnegie Book Club

Mrs Sarah Dingley

English Teacher (Y7 – Y8)

Every spring, CILIP (formerly the Chartered Institute of Library and Information Professionals) invites reading groups to 'shadow' the judging process for the CILIP Carnegie and Kate Greenaway Medals; the young people read, discuss and review the books on each shortlist, engage in reading related activity which they can share online, and vote for their favourites to win the Shadders' Choice Awards. Mrs Strachan, Mrs Dingley and Mrs Pilkington have been leading a group of Senior School pupils who are participating in the process at Heritage.

A group of enthusiastic book lovers have been reading through the CILIP Carnegie medal nominations in the Heritage Shadowing Group, and meeting to discuss the showstoppers in the lineup. It has been so exciting to delve into new books for young people, and compare notes on how each of us engaged with the stories and narrative styles.

It was an eclectic selection, with a number of new writers included in the shortlist. A number of books were infused with a rich vein of traditional folklore; *The Girl Who Speaks Bear*, by Sophie Anderson, was a popular example. *On Midnight Beach*, by Marie-Louise Fitzpatrick, also used a legend as its core but transformed the original tale to another time and explored issues of identity in its pages. Innovative narrative styles were a feature, particularly Manjeet Mann's debut novel, *Run Rebel*, which was a particular favourite with many shadders.

The Chair, Ellen Krajewski, said, 'With themes of freedom, the great outdoors and journeys through the natural world, we hope the outstanding books on this year's shortlists will inspire and empower young readers, offering hope and escapism during lockdown. The collective experience of books is more important than ever this year, providing opportunities for children and young people to reconnect and share their reading experiences with one another as they return to school.'

It was a genuine treat to meet and discuss the joy of a surprising new book with the group, and we look forward to seeing whether or not the judges agree with our choice!



Fundraising Feature

30 in 30 Challenge Fundraiser

During the spring term, the Senior Student Council ran a 30 in 30 Challenge Fundraiser that raised £290 for Nessie, a local charity serving the mental and emotional health of children. To raise funds, pupils and staff could choose a challenge based on their interests and hobbies, and complete it each day for 30 days.

Nessie was chosen by the Prefect Team and Senior Council because of their focus on providing counselling services to children, young adults, their families and professionals in response to the COVID-19 pandemic.

On Tuesday 15th June, Nessie will be hosting a parent information evening on 'Supporting Young People with Anxiety and Change'. This training aims to give parents insight into anxiety and the effect that change can have on our young people's emotions. To book a spot, go to nessieined.com/events.



World Wildlife Fund Non-Uniform Day

On 5 May, the Senior Council raised £155 for the World Wildlife Fund (WWF) in honour of the late Prince Philip, Duke of Edinburgh, who was the first President of WWF UK, International President of WWF International and then President Emeritus of the WWF International until his death.

Prince Philip holds a special place in the hearts of many young people who benefit from the Duke of Edinburgh (DofE) Award Scheme, which encourages young people to set personal challenges and push personal boundaries.



Introducing Swati Bagla

Finance Officer

We are pleased to welcome Swati Bagla, our Finance Officer, who started as a new staff member earlier this month.

I am delighted to join Heritage as the Finance officer. I moved to the UK from India in 2006 with my husband and two children, and have spent most of my career working in finance operations for medium to large corporations. I appreciate the welcoming and friendly environment at Heritage, and the good work-life balance that this role provides. In my free time I enjoy taking dance-fitness classes, and working on my embroidery and other crafts. I am looking forward to meeting and working together with all of you.

In case you missed it...

New alumni resources

Have you ever wondered what our pupils do after they leave Heritage? Now you can find out.

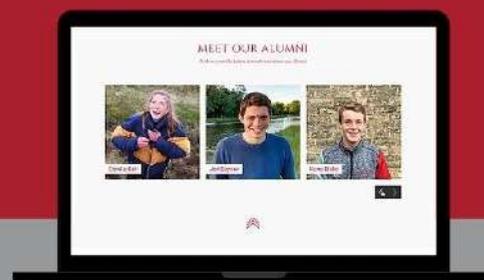
We have created a new web page for and about our alumni, from our first class of Leavers in 2016 to the present. At heritageschool.org.uk/alumni you will find information about our former pupils, their destinations after leaving Heritage and what fields of study they have pursued. You can also read more detailed profiles of some of the impressive young people who have left Heritage at Year 11.

And, if you are a Heritage alumni from the 2016-2020 Year 11 classes, you now have some new resources available to you, including:

- A Zoom Reunion on 10th June
- An Alumni Facebook Group
- An online form to let us know where you are now

Be sure to check out the page today to learn more!

Introducing the Heritage Alumni Web Page



WWW.HERITAGE.ORG.UK/ALUMNI