

# History Years 5 and 6

## New Beginnings

### Activity 1 - Local area/Britain since 1930

#### Objectives:

- To find out about changes to the local area from a range of sources
- To identify and describe reasons for and results of historical changes
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You could link this unit to geography suggestions

If your school is in an area that suffered bomb damage during World War II, children could investigate how the area was rebuilt and changed after the war. What view of the future did the planners and architects have? With hindsight did they make the right decisions for the community? Children might like to research the Festival of Britain for more information on the view of the future in the 1950s.

### Activity 2

The 'Respect for all - Valuing diversity and challenging racism through the curriculum' section of the QCA website offers a useful lesson plan that relates to the Britain since the 1930s unit of study, and deals with the evacuation of Jewish children to Great Britain for a new beginning. A key objective is for children to empathise with children forced to leave their homes. [www.qca.org.uk](http://www.qca.org.uk)

Click on ages 3-14/inclusion, then History and the lesson The Kindertransport (Britain since the 1930s).

### Activity 3

If you are studying post-war immigration, you might want to use the lesson plans in Theme 7 *Changes* to explore the idea of new beginnings.

## Getting on and falling out

### Activity 1

See the exemplar lesson plan for history.

### Activity 2

### **Objectives:**

- To understand that different people may have experienced historical events in different ways

This activity can be used for any history topic where there may be opposing points of view about an issue

Draw two heads with large speech bubbles. In each speech bubble start a contrasting opinion about the situation. Examples might be:

I enjoyed being evacuated because ... /I hated being evacuated because ...

I think Athens is best because ... /I think Sparta is best because ...

Ask the children to complete the speech bubbles.

This activity can be preceded or followed by the children discussing the opposing points of view either in or out of role. They can discuss whether the points of view can coexist peacefully, whether they can be reconciled and, if so, how.

### **SEAL objectives**

- To understand how conflicts between different groups of people can become entrenched
- To understand that the longer conflict and hatred are allowed to continue the more difficult it is to stop them

**History objectives** *This links with QCA History Unit 14 Who were the ancient Greeks? It would fit best after sections 2 and 3. The objective is to understand the major events of the Peloponnesian war.*

### **Lesson 1**

*Resources - information about the stages of the Peloponnesian war in books or written onto cards for the children to use.*

Divide the class into two groups. One group will be the Athenians and one group the Spartans. In their group the children should research the stages of the Peloponnesian war in simple terms. They should place the major events on a time line from 460 BC to 404 BC. (You could write the major events on cards for the children, to simplify this activity.)

### **Lesson 2**

#### **Part 1**

Tell the children that you are going to imagine that it is about 411 BC and Athens and Sparta have been at war for 20 years. Both city-states have had ups and downs. They signed a peace treaty ten years ago but then started fighting again. Athens lost about a quarter of its population to plague, an important politician betrayed Athenian military secrets to Sparta.

Say that each group is going to hold a meeting of its assembly. (In Sparta a council of councillors who were over 60 years old would have discussed policy but this could be pointed out later.) The groups are going to discuss whether to continue with the war. They should prepare their points of view individually or in groups of two or three to put to the assembly. (Try to ensure that there are different points of view so that pro- and anti-war viewpoints are represented. This could be done by giving the children role cards.)

#### **Part 2**

Choose one group to hold their meeting first. The opposing city-state can listen to the debate. The teacher can also take a role, challenging different viewpoints and asking if they even remember why the war started.

#### **Part 3**

Swap the groups over so that each city-state has had its meeting.

#### **Part 4**

Sum up the different viewpoints from each meeting. Were the meetings similar in their outcomes?

### **Lesson 3**

#### **Part 1**

Remind the class of the different views that came out of the meeting. Discuss why the two sides were fighting. Why do they think it went on for so long? Was there a way they could have lived as peaceful neighbours? Why didn't they? What was to gain and what to lose?

#### **Part 2**

Apply the points from the discussion to other long-running conflicts in the world or to others in history that they know about. Can they think of ways that conflict like this could be avoided in the first place before hatreds became entrenched?

#### **Part 3**

The children could write statements of advice to governments on ways to avoid conflicts or they could write prayers for peace in the world.

## **Going for Goals**

There are many examples of Victorians who persisted with their vision (e.g. Shaftesbury, Barnardo). Isambard Kingdom Brunel persisted with his goal of building an iron ship, despite everyone saying it was impossible. What kept him going?

Another example of persistence is the story of Robert Bruce, the King of Scotland and the Spider.

Making a list of the achievements of the Romans offers an opportunity to develop the idea of achievements at the level of whole societies. Tudor seafarers: see *Exemplar lesson plan: history*.

#### **SEAL objectives**

- To understand how others have had to:
  - ✓ overcome obstacles to achieve goals
  - ✓ review goals when obstacles are met

- ✓ persevere
- ✓ have self-belief.

**History objectives** - As for QCA History Unit 19 What were the effects of Tudor exploration?

Unit of work QCA History Unit 19 What were the effects of Tudor exploration?

Linked speaking and Listening focuses - Year 5 Term 2GD To understand and use the processes and language of decision making

Prior work - If you are following QCA schemes of work Unit 19 these lessons supplement sections 1-4.

Children should already have studied Tudor maps and be aware of the knowledge of the world at the time. They should have explored reasons for exploration (see QCA History Unit 19 What were the effects of Tudor exploration?, sections 1 and 2).

### ***Suggested Resources***

*Primary and secondary sources about Columbus, Magellan and Drake. There are many good Internet resources for this topic. You could suggest that groups search for different explorers and report back their findings or use the Internet with the whole class on your interactive whiteboard. Use a world map on the whiteboard to show the journeys. (If you are going to direct children to look for particular sites, do check them first as sites can change their location, or even disappear completely.)*

### **Lesson 1**

#### **Part 1**

Remind children of the reasons for exploration (and that sometimes stated reasons might have been different from the true reason).

#### **Part 2**

Divide children into groups and give them resources to research one of the explorers. Ask them to answer these questions:

- What was the explorer trying to do?
- What problems did he face?

If necessary break the questions down into smaller stages, e.g. for Columbus: How long did it take him to get support for the voyage? How did he get his crew? What problems did he meet on the voyage?

#### **Part 3**

Share results of research. Discuss problems faced. Which explorer do you think faced the most problems? Did they have to change plans? What did they achieve?

**Lesson 2** (after section 4 of QCA History Unit 19 What were the effects of Tudor exploration? if using QCA unit)

**Additional resources** primary and secondary sources about more recent leaders.

These could focus on modern explorers such as Ernest Shackleton, Ranulph Fiennes, Hillary and Tensing, and Ellen MacArthur, or could broaden the focus to other modern leaders such as Nelson Mandela, Tony Blair, etc.

### **Part 1**

Remind children of problems that the three explorers faced. What qualities do you think a leader of a 15th/16th century expedition would have to have had? Discuss in pairs and report back. List qualities.

### **Part 2**

What are the qualities that we admire in leaders today? Ask the class to suggest a range of people in leadership positions whom they admire. What qualities do leaders in the 21st century need to have? Discuss the reasons why the qualities we admire in leaders may change over time.

### **Part 3**

Report back and discuss. Consider whether sometimes being too focused or goal oriented can make you selfish or ruthless. What other qualities are needed for people to achieve goals and yet be liked by others?

## **Good to be Me**

**Activity 1:** Ancient Benin - see exemplar teaching sequence

### **Activity 2**

#### **History Objective:**

- To understand that different people may have experienced historical events in different ways

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#### **SEAL objective**

- To explore resilience - the idea of recovering from setbacks and misfortune

#### **History objective**

- To find out about the past from a range of sources
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Unit of work Non-European study unit

Linked speaking and Listening focuses Year 6 Term 2L - To make notes while listening for a sustained period and discuss how note taking varies depending on context and purpose.

Prior work This lesson should follow work on Ancient Benin (Non-European study unit) during the 16th and 17th centuries. Guidance on teaching this unit can be found in *History at Key Stage 2: An introduction to the non-European study units* (ISBN 1 85838 004 9) published by the NCC. Resources include *Benin: an African kingdom* (videos, pictures, teachers' pack, etc.) from Channel 4 and *Benin Source Pack* from The Benin History Project, Wellingborough District Racial Equality Council, Northants NN8 1HT.

### **Resources** Access to Internet

#### **Activities**

**Part 1.** Ask children to research the life of Olaudah Equiano by searching the Internet, where there are several very helpful websites. Alternatively tell them the story of his life.

**Part 2.** Ask the question: 'When Equiano finally gained his freedom what might he have done?' Divide children into groups to discuss what different paths he might have taken.

**Part 3.** Share the children's ideas about what he might have done. Explain if necessary that finding his family was virtually impossible as he had been so young when he left he would be unlikely to be able to find his village again. Explore ideas in terms of:

- revenge - he might have wanted to get his own back for what he had suffered;
- selfishness - he might have wanted to just think of himself and relax and have a good time;
- resilience - he might have put his suffering behind him and taken positive steps to build a better future.

Say that he chose the third course, and worked to try and stop slavery. Discuss how Equiano might have felt when working for the anti-slavery campaign. How do the children themselves feel when they have done something worthwhile for other people? How might Equiano's feelings have been different if he had acted differently?

**Part 4.** In pairs, ask the children to think up a modern alternative story about a child like themselves in which they face the same sort of decision. Join up with another pair and tell each other the stories, or alternatively write or record the stories as strip cartoons.

## Relationships

When studying the story of Anne Frank, bring out her embarrassment as a teenager and the humiliation heaped upon her and her family for being Jews. Can we or should we always forgive?

Draw parallels with the story of Nelson Mandela.

## Changes

### SEAL objectives

- To explore the complex feelings associated with change
- To build the sense of belonging to a group, and personal identity

### History objectives

- To select and combine information from several sources
- To make links between changes and the causes of changes
- To recognise features of a period

### Art and design objectives

- To explore ideas and collect visual information
- To combine and organise visual qualities to suit intentions
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Linked speaking and listening focuses Y6 T3 S65: To use techniques of dialogic talk to explore ideas, topics and issues, for example, interviewing someone, using formal language

*This sequence of lessons forms an Identity Project to support Y6 children in preparing for transition to secondary school. The lesson sequence is made up of distinct units which could all be used in the summer term or could be spread across the year or mixed and matched as desired. The sequence aims to answer the questions 'Who am I?' and 'How do I come to be living in this place at this time?'.*

### Unit 1: Art and design

#### Lesson 1

*Resources: Internet access, art materials for design (oil pastels work particularly well)*

**Part 1.** Introduce children to the idea of Adinkra symbols (traditional symbols from Ghana, printed on cloth). The symbols represent aspects of a person's personality or position. The children can use the Internet to research the symbols, their meanings and how they are printed by searching for 'Adinkra'. Alternatively, you could print out pages of information in advance.

**Part 2.** Children are asked to think about themselves, their skills, personality and

interests. Are there any Adinkra symbols they feel represent them? Can they invent or use their own symbols to represent themselves? Discuss possible known symbols such as music notes or comedy and tragedy masks. What others could they use? Are there any animals that represent aspects of their personality?

**Part 3.** Ask children to design a panel, about A4 size, to represent themselves using traditional or invented symbols or a combination.

## **Lesson 2**

*Resources: fabric, equipment for printing or batik*

Using batik or printing techniques children prepare and carry out their designs on a panel of fabric. When all the panels are finished they should be joined together to make a banner to represent the class. It will be helpful if the teacher has a panel too.

Discuss what characteristics, skills and interests are represented in the panels and therefore in the class. If this unit is done at the beginning of the school year, it can be useful to ask the children what they can contribute to the class during the year. Do they have particular skills in helping others with personal or work problems, tidying and organising, or preparing displays? A list can be drawn up which includes all the children and is then used during the year. This fits well with initial work on target setting and what the children want to get out of the year, showing that they have things to offer too.

**Unit 2: History** (this can form part of QCA History Unit 13 How has Britain changed since 1948?)

**Lesson 1** (if using QCA Unit 13, this forms the Enquiry stage after the first two lessons)

*Resources:* books, articles, videos relating to the Windrush and post-war immigration into Britain. Internet research - good sites are [www.learningcurve.gov.uk](http://www.learningcurve.gov.uk) and [www.bbc.co.uk/history](http://www.bbc.co.uk/history)

**Part 1.** Ask children to work in small groups with research materials to answer the questions:

Why did many people come to settle in Britain after the Second World War?

What were the advantages for them and for the country?

**Part 2.** Report back and attempt to draw generalised conclusions from specific cases.

*Note:* You may want to extend this research over more than one lesson.

## **Lesson 2**

**Part 1.** Ask the children how many of them have moved house during their lives. Did they move to a different area, a different school, a different country? Use personal experiences to discuss what it was like, what were the hardest aspects, what things were most different.

**Part 2.** Link personal experiences to those of the immigrants of the Windrush era. What does the children's research suggest were the problems they faced? How would the changes they experienced have affected them?

*Note:* This discussion will necessarily involve discussing racism. The area is an important one and should not be avoided, although it needs to be handled sensitively.

**Part 3.** Ask children to either use their own experience of moving or imagine they arrived on the Windrush and to plan and write a poem about the changes they experienced.

### **Lesson 3**

**Part 1.** Ask children to think about their own families. Have they always lived in the same area? Did their grandparents? How much do they know about where they lived and what they did?

*Note:* This is obviously a sensitive area for children who are looked after by the local authority and children who have experienced family break-up. Alert parents/carers about the activity in advance. Be open with the children about the difficulties they may have with the work they are undertaking and how they themselves may need to be sensitive when, for example, asking parents for information. As a last resort there is always the option of them helping a friend with their research but children will gain far more by investigating their own family history as far as they are able to.

**Part 2.** Explain to the children that they are going to try to research their own family history, going as far back as they can. Discuss what methods they might use, for example, face-to-face interviews with parents or grandparents, questionnaires to send to more distant relatives, or collecting copies of family photographs or documents.

**Part 3.** Ask children to prepare questions to ask relatives. Prepare a checklist of enquiries they can make.

### **Lesson 4 onwards**

Over the next few weeks sessions will need to be set aside for children to write up their findings and organise their work into a folder or book. Much of the research has to be done individually and in their own time and children will need support and encouragement with this. They should regularly discuss how to review their targets, plan steps necessary to reach their goals, and identify and overcome obstacles

### **Unit 3: English**

Resources: *Boy* by Roald Dahl (Penguin) ISBN 0140318909, *Coming to England* by Floella Benjamin (Puffin) ISBN 0140380817

#### **Lesson 1**

**Part 1.** Remind children of work they did on biography and autobiography in term 1. Read the chapter 'First Day' in *Boy*, focusing particularly on the paragraphs describing his arrival and meeting with the headmaster.

**Part 2.** Discuss this section, referring particularly to the shark imagery. Ask children to work in pairs to discuss their own first day at school. Think of and record good descriptive words and phrases, including imagery, to describe what they saw, heard, felt and smelled.

**Part 3.** Share and discuss effective description.

## Lesson 2

**Part 1.** Read chapter 1 of *Coming to England*, focusing on the first three or four pages. Discuss what Floella Benjamin saw, heard, felt and smelled and how she describes this early memory.

**Part 2.** Ask children to plan and write an account of their own early memory using description of how it affected their senses.

## Lesson 3 onwards

Use examples from *Boy* and *Coming to England* to model writing for chapters in the children's own autobiographies. This can be illustrated with family photographs and could be bound with the family history to make a complete record of their lives and background. It also makes a good record of work for children to take to their secondary schools.

## Unit 4: Conclusion

### Lesson 1

**Part 1.** Refer back to the individual panels that make up the class banner. Each child in the class is represented there. As individuals they are the sum of their family history, background, upbringing and the early experiences that they have researched and written about.

**Part 2.** Refer back to the Windrush research. When people move they have to make many changes but they like to do some things the way they did before. Suggest and discuss things people might want to keep the same such as food, music, clothes, religion.

**Part 3.** Are there particular foods, types of clothing, family traditions, etc. that they feel particularly form a part of their identity? Record them. This might be on a secret piece of paper for themselves alone.

**Part 4.** Discuss how elements of stories, music, food, etc. travel with people and are adapted to form part of a new culture. Ask the children what they enjoy in their culture that they can trace to another, e.g. Chinese or Italian food, reggae or other music.

### Lesson 2

Resources: pieces of ribbon or tape about 50 cm long that can be written on

**Part 1.** Give each child three pieces of ribbon. Say that they represent their past, present and future. On the ribbon representing their past they should write words that represent their family background, heritage and ancestral culture. (They can use some of the things recorded on their secret paper.) On the ribbon representing their present they do the same thing to represent their present situation. This may include their family position, aspects of their culture, hobbies, anything they feel is relevant to themselves. The future ribbon can contain things in the known future, such as a new school, hopes and aspirations and perhaps question marks for the unknown.

**Part 2.** The three ribbons are plaited together, keeping the information on them secret. They can be labelled with the child's name or personal symbol.

**Part 3.** The life braids can be hung up in the classroom. Discuss how each child is represented by their own past and present and how these will inform their choices and goals in the future.