

LCP

History Focus Weeks

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Introduction



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Local History

Introduction to the History Focus Weeks

The importance of history

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

(National Curriculum)

How to use this file

These History Focus Weeks are based upon the National Curriculum History knowledge, skills and understanding.

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication

They also have appropriate links to the QCA History schemes of work.

The weeks are designed to maximise creativity and thinking skills whilst incorporating literacy and citizenship objectives. The specific class activities include a wide range of other cross-curricular links.

Each Focus Week includes creative activities for each year group from the Foundation Stage to Year 6 including:

- drama
- poetry
- freeze-frames
- artefact design
- soundscapes
- digital video news reports
- art and design activities

Each class activity includes suggestions for a visit assisted by parental/carer support. It is essential that every visit out is thoroughly risk assessed and only CRB cleared or List 99 checked parental/adult help is accepted.

The Focus Weeks have been planned as a whole school activity starting and finishing in a whole school assembly. The activities are however equally suitable for a class or year group activity. While each project takes one week to complete, the activities could be used by individual classes at any time to enhance and extend learning in history.

The History Focus Week CD contains a bank of customisable material:

- suggested timetables

- sample letters to parents
- comprehensive activity plans with accompanying resource sheets
- additional materials such as images and data banks to use within lessons
- launch assemblies
- PowerPoint® presentations for pupils
- PowerPoint® presentations for teacher INSET
- assessment materials

Websites

Throughout the teacher's notes and information sheets, website addresses are given that children and teachers can access in order to obtain additional information. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is essential that teachers check the contents of websites before allowing the children access to them. Although every effort has been made to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

Archaeology

Year 2: Cave men

KS1 Level 1

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Level 3

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Links to KS1 Knowledge and understanding of events, people and changes in the past

Pupils should be taught to:

- a. recognise why people did things, why events happened and what happened as a result
- b. identify differences between ways of life at different times.

Other KS 1 cross-curricular links

English Speaking and listening 1, 2; Group discussion and interaction 3

Science Scientific enquiry, ideas and evidence 1; Materials and their properties, grouping materials 3.1 a

ICT Finding things out 1a, b; Sharing information 3

Geography Geographical enquiry and skills

Art and Design Exploring and developing ideas 1a; Investigating and making art, craft and design 2c; Breadth of study 5b, c

Design and Technology Developing, planning and communicating ideas 1a, b, c, d; Working with tools, equipment, materials and components to make quality products 2b, c, d, e; Evaluating processes and products 3a, b; Knowledge and understanding of materials and components 4a

Citizenship Developing confidence and responsibility and making the most of their abilities 1b; Preparing to play an active role as citizens 2e, g; Breadth of study 5e

Vocabulary

bison

bone

caves

climate

deer

fire

flakes

flint

gathering

horses

hunting

hyenas

leather

lions

mammoths

panthers

penguins

rhinos

spearheads

spears

tools

weapons

Advance preparation

- Arrange for extra parent/adult help
- Brief adult helpers/staff
- Prepare and collect resources as necessary
- Arrange for the week's key question **How can archaeology tell us about what happened in the past?** to be prominently displayed in each working base
- Arrange and research visit or visitor

EAL: If possible arrange for a discussion between the child and an adult in the mother tongue before beginning the History Focus Week.

Day One

The teachers or adults leading the groups should have received an overview, clear instructions and all necessary materials in advance of the day.

Resources

- Staffing for each group
- Whiteboard
- Reference books
- [Archaeology KS1 PowerPoint® presentation](#)
- Pictures of cave paintings in envelopes one for each group
- [Mission card for each group](#)
- Internet access for <http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>
- Collection of sticks and stones

The activities

On return from assembly, tell the pupils that this week they are going to find the answer to the following question: **How can archaeology tell us about what happened in the past?**

Lead an initial discussion to ascertain what prior knowledge the children have of archaeology.

Record their ideas on a whiteboard, flipchart or similar.

Next, play the Archaeology KS1 PowerPoint® presentation.

Tell the pupils that they are going to look for their archaeological evidence in a cave and that to understand the evidence that they will be given it will be necessary for them to go back in time to Paleolithic times.

Ask the children to close their eyes and imagine that they have been transported a long way back in time. Tell them that this was a very cold period of time. Ask them if they could think where the people might live.

Discuss ways of how the people might have kept warm. Thought shower what items might be lying outside that could be of use. Paint a verbal picture of Paleolithic life. It was very cold: they kept warm by living in caves, dressing in animal fur and by lighting fires. Tell the pupils that people lived in caves because the weather was so cold they couldn't live in tents and they didn't have houses.

Show the pupils how they rubbed sticks and stones together to make fire. Describe how the people dressed like animals and how they hunted the wild beasts, often creating giant traps to catch the animals. Talk about the sort of weapons they may have used, the utensils they used for eating and drinking and what materials they were made from. Using the teachers' background notes and your research, tell pupils about the many different sorts of cave paintings to be found across the world.

Show the pupils the Lascaux website <http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

Now that the pupils understand a little about what it was like to be a cave man so long ago, they have to be detectives and try to find out about the story behind the picture.

Each group has a picture of a cave painting in an envelope on their table and a mission card to complete. Sensitive interaction from supportive adults will help pupils to use their imagination to discover what the story behind the picture is.

Using the story frame on the mission card they will have to decide on their:

- Opening
(The main characters in our story are...)
- Event
(One day they were...)
- Problem
(When something happened)
- Event
(This is what they did)
- Resolution
(This is how it turned out)

At the end of the session bring the groups together and share the stories.

Day Two: Visit/Visitor

Resources

- Additional parental/adult help
- [Adult cue sheets](#)
- Digital cameras
- Short booklet (four pages) to serve as a record of the visit
- [Trips out checklist](#)

Either arrange for an archaeologist to come in to school, or, even better try to arrange to meet one on-site or at a museum.

The aim of the visit will be to establish:

What is archaeology?

What does an archaeologist do?

Where do archaeologists work?

...and **How can archaeology tell us about what happened in the past?**

Read through the trips out checklist.

Remember to welcome parental/adult help and identify the children they will be responsible for, explain the activity and learning objectives and give out the adult cue sheets.

The format for this day depends on the visitor or the facilities provided at your chosen location. Find out if photography is allowed. If it is take/encourage pupils to take relevant digital photographs of each pupil so that they can create their own record of the visit. These photographs should also demonstrate the aims of the visit.

Day Three

Resources

- Staffing for each group, extra parental/adult helpers as required
- Large pictures of cave paintings
- Books for research
- Charcoal, pencils and oil pastels for sketching
- Sufficient air hardening clay for each pupil, rolling pins, sand to add texture
- [Teachers' background notes](#)
- *Note: If you don't have access to clay, this project can be done on sandpaper. Have the pupils cut odd shapes out of sandpaper to resemble stones and complete drawings on surface*
- Internet access to visit sites <http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

Activity

Tell the pupils that today they are going to produce their own cave art.

Show the children images of cave paintings (either large printed images or you could make a slide show of the images e.g. in *PowerPoint*[®] for projection) and the Lascaux website.

Using the images of cave paintings discuss the ways that people made pictures – they didn't have tubes of paint and brushes to buy! They had to make their paint from whatever was closest to hand, berries, earth, clay, the juice of plants. Show them a stick of charcoal, tell the pupils that this is just what people would have used to draw their pictures, a stick of charred wood from yesterday's fire. See the teachers' background notes on cave painting.

Ask the pupils to close their eyes and go back in time.

'It has been a long time since we have been on a hunt, and our family is getting very hungry. We have entered our sacred cave to ask the spirits to help us to catch some large animals to feed us, and to provide our clothes. By drawing the animals we will hunt on the walls of our sacred cave, we will have power. We will be as fast as the deer, as strong as the bear and the mighty buffalo. Our drawings are as sacred and as special as this cave.'

Tell the pupils they are going to make their own cave paintings using the sort of things that man used long, long ago. They may like to use the charred wood to draw with but remind them that it smudges and marks clothing very quickly!

When the pupils return to their tables, give them a short time, eyes closed, to plan what they are going to draw. It is important that all the adults interact with all the pupils, continually asking pupils what they are portraying and why, reminding them to refer back to the slide show and picture resources to ensure that the subject matter, style and colours are authentic. Once the pupils have completed their sketch, they are ready to make the 'stone'. To simulate a stone wall texture, roll the clay out into a random shape, not perfectly round or square and then rub sand into the surface of the clay slab, creating a texture. **Make sure each slab is clearly marked with pupil's initials.** Leave the slabs to dry so that they will be ready for use on Day 4.

Ask the pupils: **How can archaeology tell us about what happened in the past?**

Day Four

Resources

- Paint making
(It may be advisable to experiment at home to find best options.)
5 or 6 stones of various sizes
nuts (*health and safety alert*)
cumin seeds
vegetable oil
drinking straw
large sheet of paper
twig
clump of grass
blackberries or blueberries
chalk
- Paper for handprints
- Sketches from Day 3
- Clay 'stone slabs'
- Sponges, stone coloured paint (white, black, brown) acrylic suggested
- Oil pastels
- Digital camera to record the day
- [Extension activity](#)

Revisit what the pupils have learned about cave paintings and how they have helped archaeologists to piece together clues that tell us how the people lived.

In their groups ask the pupils to use stone-coloured paint to create a unique stone coloured surface, making sure initials are still visible. Applying paint with sponges will give a more 'stone' textured surface.

Activity 1

NB This activity is very messy and does stain hands, but is great fun!

If you are adventurous enough to try it, make sure that the activity is undertaken outside, that clothes are well covered and that parents are happy for the pupils to do this in the interests of archaeology.

Whilst the paint is drying pupils can work in pairs to make their own 'stone-age colours' and create their own handprints using various ingredients and materials: stone, vegetable oil, drinking straw, large sheet of paper, twig, clump of grass, nuts, cumin seeds, blackberries or blueberries or suitable seasonal fruit, chalk

Tell the pupils to use the stone to mash the berries then add a few drops of vegetable oil.

One at a time each pupil places their hand on the paper and the other pupil uses the straw and blows some of the mixture round their partner's hand and keeps going until they have painted around the whole hand. Then they change over.

Activity 2

When the paint on their clay 'stone' is dry, the pupils can carefully redraw their sketch on to the surface with oil pastels, making sure that the colours are accurate. The pupils should be encouraged to take their time and work carefully because the oil pastel cannot be removed from the clay.

Collect the mission cards from Day 1 and the clay slabs to form a display for the final assembly.

Call pupils together. Do they now know: **How can archaeology tell us about what happened in the past?**

Explain that tomorrow's assembly will need to show how the week has helped them come to their conclusion.

Day Five

Resources

- Digital photographs as a slide show for assembly
- [Record of evidence for children's attainment Yrs 2–3 Level 2](#)

Pupils describe what they have done and tell their own Day 1 interpretations of the scenarios that each cave painting represents.

Depending on the talents and abilities of the pupils, they describe their visit, what they have made and how they believe archaeology can help us understand the past.

Whole class assembly

When they return from the assembly, pin up the class certificate in a prominent place. Ask the class what new things they have learned today. Together look at the completed models and pictures (as appropriate) and congratulate the children on a wonderful week of work.

Famous People

Year 3: Gandhi

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Level 3

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Links to KS2 History Knowledge, skills and understanding

Knowledge and understanding of events, people and changes in the past

2) Pupils should be taught:

- a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation

3) Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Other KS2 cross curricular links

English Speaking and listening 1, 2; Group discussion and interaction 3

Science Scientific enquiry, ideas and evidence 1; Materials and their properties, grouping materials 3.1 a

ICT Finding things out 1a, b; Sharing information 3

Geography Geographical enquiry and skills

Art and Design Exploring and developing ideas 1a; Investigating and making art, craft and design 2c; Breadth of study 5b, c

Design and Technology Developing, planning and communicating ideas 1a, b, c, d; Working with tools, equipment, materials and components to make quality products 2b, c, d, e; Evaluating processes and products 3a, b; Knowledge and understanding of materials and components 4a

Citizenship Developing confidence and responsibility and making the most of their abilities 1b; Preparing to play an active role as citizens 2e, g; Breadth of study 5e

Vocabulary

bravery

courage

discrimination

Mahatma Gandhi

non-violent

peace

sacrifice

truthful

Advance preparation

- Arrange and research visit (Check if there are any dress requirements for visitors. Find out if photography is allowed, any rituals to be observed and if at all possible book a guide.)
- Ideally plan a visit from an intercultural support teacher who will be able to support with music, costume and dance. Agree the music and a basic dance plan which the children will use to create their dance telling the story of the life of Gandhi
- If this is not possible choose a CD such as **The Rough Guide To Bhangra**
- Arrange extra parent/adult help
- Complete risk assessment
- Collect resources
- Photocopy sheets
- Arrange research resources, computer and Internet access

EAL: If possible arrange for a discussion between the child and an adult in the mother tongue before beginning the History Focus Week.

Day One

Resources

- Extra parent/adult helpers. In order to maximise learning pupils need a high adult:pupil ratio.
 - One envelope per pupil (named) containing five mission cards (one for each object) (differentiated for each ability group [less able/average ability/more able](#))
 - [Conclusion mission card](#)
 - Three to five objects, each wrapped up in layers of coloured tissue paper and placed in a box covered in attractive decorative paper, for example:
Map of India, Great Britain, South Africa
Roll of white cotton Indian clothing
Pair of glasses similar to those belonging to Gandhi
Picture/model of a dove/white feather
Indian flag
 - Timer
 - [Photograph of Gandhi](#)
 - [Background information sheet](#)
 - Research resources:
Selected books and Internet access to enable research to challenge higher achieving pupils
Material relating to: flags, India, South Africa, books of famous people
 - [Gandhi mind map](#)
 - [Gandhi enquiry sheet](#)
 - [Gandhi word bank](#)
 - [Planning sheet KS1](#)
- (use sheets as required)

Tell the pupils, 'Here are your mission cards. You have only ten minutes to complete each part of your mission. Each group is going to uncover an object. Each object is the clue to the identity of our famous person.'

Each group has to handle, pass round and discuss each object and then fill in the table. Everyone's opinion is valued.

When the pupils have examined each object (at the end of 30 to 50 minutes) call everyone to the carpet.

By discussing the pupils' findings, fill in the final 'Conclusion' mission card.

Reveal the person's true identity by unveiling a picture of Gandhi.

Tell the pupils that Gandhi was a great leader who wanted to change some of the unfair things he saw happening around him by peaceful means, never using force or aggression. Define 'aggression' especially for EAL children. See background information sheet.

Consolidate the qualities needed to make an ordinary person extraordinary.

Which qualities did Gandhi possess? Discuss.

bravery, courage, sacrifice, overcoming odds, discrimination

Give out mind maps, enquiry sheets, planning sheets and word bank sheets as required. Allow some time for the children to start to research Gandhi's life. They can record their findings pictorially on their mind map and on their enquiry sheet. Encourage the children to add any new words to their word bank.

Day Two: Visit

Resources

- [Adult cue sheets](#)
- Digital cameras
- Additional adult help
- Short booklet (suggest 4 pages) to serve as a record of visit at a later date
- [Trips out checklist](#)

Read through the trips out checklist.

Remember to welcome parent/adult help and identify the children they will be responsible for, explain the activity and learning objectives and give out the adult cue sheets.

The format for this day depends on the facilities provided at your chosen location. If it is allowed, take and/or encourage the pupils to take relevant digital photographs of each other and the things they are researching so that they can create their own record of the visit. These photographs should also demonstrate the points made above.

Check on any requirement re clothing etc.

Background information before the visit

At a Hindu temple various parts of the building have a different spiritual or symbolic meaning. The central shrine is the heart of the worshipper. The tower represents the flight of the spirit to heaven.

The majority of Hindu homes have a shrine where offerings are made and prayers are said. A shrine can be anything from a room, a small altar or simply pictures or statues. Family members often worship together.

Hinduism views existence as composed of three worlds. The First World is the physical universe, the Second World is the mental plane of existence in which the devas, or angels, and spirits live, and the Third World is the spiritual sphere of the Mahadevas, the Deities, and the Gods. Hinduism is the harmonious working together of these three worlds.

It is in the Hindu temple that the three worlds meet and devotees invoke the Gods of their religion. The temple is built as a palace where the Gods live. It is the visible home of the Gods, a sacred place unlike any other place on the Earth. The Hindu must associate himself with these Gods in a very sensitive way when he approaches the temple.

Temple manners

Remove your shoes before entering. Hindus require that all who enter are respectful of God and the Gods at all times. They advise that no one enters the shrines without invitation or sits with their feet pointing toward the Deities, the guru or another person. Check beforehand if there are any dress requirements for visitors.

Hindus prepare themselves by bathing and putting on clean traditional dress – saris or Punjabis for ladies, long dresses for girls, and kurta shirt and dhoti or pants for men and

boys. (However any modest clothing suitable for sitting on the floor is acceptable.) Take an offering, such as fruits and flowers.

Days Three and Four

Resources

- Materials for animal masks for opening jungle scenes of the dance:
sturdy brown paper bags (with pre-cut holes for pupils' eyes) and/or paper plates
card
scissors
glue or tape
lollipop sticks or pencils
collection of collage materials and paint
- Visit from an intercultural teacher
- Costumes
- Music and the basic dance plan agreed with your intercultural support teacher (see advance preparation)
- If this is not possible choose a CD such as **The Rough Guide To Bhangra**
- You could also use the dance steps shown on http://www.noolmusic.com/blogs/Bollywood_Indian_Cinema_Movies_-_Learn_how_to_do_Bhangra_Dance_in_7_Days.shtml as a basis to prepare your own framework for the final dance

Day Three

Start by talking to the pupils about the visit yesterday and consolidate learning about the life of Gandhi. Prepare a short piece that could act as an introduction to the dance at the final assembly. Explain that over the next two days they are going to prepare to perform a dance that will recreate the life of Gandhi.

The planning of the day will depend on whether you have managed to secure a planned visit from an intercultural support teacher and the timing of that visit.

Over the course of the day pupils will make their masks and begin to create a dance based around the story of Gandhi. This could be simply retelling the life of Gandhi through dance, or it could focus on the main tenets of his belief: the importance of being truthful, non-violent and loving.

http://www.tki.org.nz/r/arts/dance/satyagraha/index_e.php

This is a unit for the performing and visual arts, Level 4, for Years 7–10, based around the life and times of Mahatma Gandhi. The unit incorporates contemporary Bollywood-style dance and drama into a four-scene play, which can be recorded or performed for an audience. This could be simplified and adapted for younger pupils and a shorter performance.

Making Masks

Discuss the sort of animals that one might find in the Indian jungle. Discuss the difference between Indian and African elephants.

- Pupils research and then sketch their chosen design on to the paper bags. Colourful oil pastels can then be used to finish the mask.

- Stick a lollipop stick or pencil on the reverse side of the mask.
- Now the mask can be held by the lollipop stick or pencil.
- Alternatively, use a hole punch to make a hole in either side of the masks and thread a piece of string, ribbon or wool through the holes to tie around the head.

Day Four

As for Day 3, working towards a 'dress rehearsal' at the end of the day.

Day Five

Resources

- Music
- Costumes, if possible
- Digital photographs
- [Record of evidence for children' attainment Yrs 2–3 Level 2](#)
- [Record of evidence for children' attainment Yrs 3–4 Level 3](#)

Create a sequence of digital photographs from the visit as a slide show for assembly.

Rehearse short dance sequence for final assembly.

Whole class assembly

When they return from the assembly, pin up the class certificate in a prominent place. Ask the class what new things they have learned today. Remind the children that all the stories they have heard today are about ordinary people doing extraordinary things and that everyone can search for the hero inside themselves. Ask the children to look again at their mind map, word bank and enquiry sheets. Ask the children to complete the enquiry sheet and congratulate the children on a wonderful week of work.