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| **HA Resource Hub Submission Form** | | |
| **Resource Title:  Learning about Significant Events in History** | | **Age Range: KS1** |
| **Author name and email contact:**  **Bev Forrest**  [**bevforrest@outlook.com**](mailto:bevforrest@outlook.com) | **Resource Details:**   * information sheet giving details of the task and possible events to study and ideas for resources * There is also a simple template that could be completed to record learning related to the event  (last page of this document, p11) | |
| **Necessary prior learning to complete this:**  None | **What does it lead to next?**  Could look at further events | |
| **Explanation: How should this resource be used?**  *See explanation on first page of resource below* | | |

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| **Significant Events in History**  **Ideas for home learning**  **Bev Forrest/Primary History Matters**  Choose **one or more** of the following important events to research with your child**.** Many of the events feature **key people** for example Samuel Pepys when you learn about the Great Fire of London. You can decide how much time you spend researching the event. It may be your child develops a great interest in the topic and wants to become an expert! Use your child’s level of interest as a guide. You may look at a number of events in less detail.  You could choose to find out about an event of **your choice**, perhaps one based on your child’s personal interests e.g. sport. You may research an event that links with **your locality.**  You could use the **sheet provided** to record what you both consider to be the most important information. Your child may want to record their ideas in a different way e.g. in a poster or a cartoon telling the story of the event.  There are also ideas for some things you may want to find out about related to the event. There is no right or wrong way to learn about these events but you may want to look at **why they happened** (often a number of reasons) and consider which could be the most important cause. Also, what was **the impact** of the event (both immediately and then over time)? |
| **The Sinking of the Titanic 1912/Launch of the Titanic 1911** |
| **Links to significant person**  You may live in an area with a connection to members of the crew or passengers e.g. Southampton or Liverpool. |
| **There are many books about the Titanic and you may be able to find one in an e-library:**  Claybourne, A. Titanic, Usborne (2006)  Corning Stone Speddon, D. Polar the Titanic Bear Little Brown (1994)  Fullman, J. The story of the Titanic for children Carlton Kids (2016)  Graham, L. Samson’s Titanic Journey, O’Donnell Press, (2007)  McAllister, M. Titanic-I was there, Scholastic (2015) Imagined story of Jessie a 3rd class passenger  Morpurgo, M. Kaspar Prince of Cats – section of book about Kaspar’s journey with his owner a former bell boy from the Savoy, Harper Collins (2008)  Stewart, D. You wouldn’t want to sail on the Titanic (2014)  **Websites:**  [www.encycopedia-titanica.org](http://www.encycopedia-titanica.org) useful for supported research  [**http://www.watchknowlearn.org/Video.aspx?VideoID=43733**](http://www.watchknowlearn.org/Video.aspx?VideoID=43733)  This website has lots of videos from National Geographic on theTitanic.  Visit youtube for audio interviews with surviving passengers  Use this website for images of people, artefacts and the ship.<https://www.history.com/topics/titanic/pictures/titanic-passengers-and-possessions/dishes-from-the-wreck-of-the>  [**http://ocean.si.edu/ocean-news/five-questions-robert-ballard**](http://ocean.si.edu/ocean-news/five-questions-robert-ballard) is a short film showing inside the Titanic today  Take a look at the websites of the museums with links to the Titanic:  Merseyside Maritime Museum  SeaCity Museum Southampton  The Titanic Museum Belfast  Royal Museums Greenwich  **Ideas:**  You could use a map to trace the journey taken by the Titanic on its maiden voyage.  You may want to look at floating and sinking (carry out your own experiment) and talk about why the Titanic sank so quickly.  Look at the photographs of the objects from the Titanic taken today. Are you able to work out what the object looked like originally?  Discuss the impact of the sinking of the Titanic and the developments in safety at sea. |
| **The Sinking of the Mary Rose 1545 (1982- raised from the sea-bed)** |
| **Links to significant person:**  Henry V111 |
| **Book:**  E-book Hatch- a dog’s tale <https://maryrose.org/news/a-dogs-tale/>  **Websites:**  <https://maryrose.org> excellent website- images of objects and of the ship and plenty of background information  <http://www.primaryhomeworkhelp.co.uk/tudors/maryrose.htm>  <https://kids.kiddle.co/Mary_Rose>  https://kids.britannica.com/kids/article/Mary-Rose/489947  **Ideas:**  Discuss what is a warship? Looks at images of the Mary Rose and find out how the ship was powered?  Marine archaeology is interesting- Why was so much preserved from the Mary Rose?  Explore the objects and match them with modern day equivalents. |
| **The Discovery of the Tomb of Tutankhamun 1922** |
| **Significant person:**  Howard Carter, Tutankhamun |
| **Ideas:**  This is a great topic for finding out more about archaeology and a good excuse to go into the garden and excavate. Predict what you might find and why. The Young Archaeologists’ website has lots of great ideas for activities.  <https://www.yac-uk.org>  The story of the discovery is a great one for your child to retell in a cartoon picture strip.  Take a look at your local museum websites and see if they have an Egyptian collection. Plan to visit them when they reopen and discuss how the objects came to be in your town or city. (The rich were interested in having their own personal collections of objects as a sign of status, wealth, culture and also for curiosity value). This could lead you on to creating your own actual mini – museum or a virtual one of objects you would like to own. |
| **Websites:**  http://www.primaryhomeworkhelp.co.uk/news/intro.htm  <http://www.eyewitnesstohistory.com/tut.htm> contains extracts from Howard Carter’s account  http://www.griffith.ox.ac.uk/discoveringTut/ collection of Harry Burton’s photographs of the discovery etc.  1334-1325BChttps://www.youtube.com/watch?v=38WtA9mr580  Lego animation of the discovery  <https://www.teachertube.com/video/discovery-of-the-tutankhamun-tomb-62284> section of film taking you into the tomb today – comparison with how this looked in 1922.  https://www.smithsonianmag.com/history/uncovering-tutankhamuns-tomb-180957168/ image from Carter’s notes  BBC bitesize <http://www.bbc.co.uk/education/topics/zcsgjxs/videos/4>  Jamie Theakston on opening Tutankhamen’s tomb.  Who was Tutankhamen <https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhbk> |
| **The Rainhill Trials** –competition to build an engine to run from Liverpool to Manchester (world’s first passenger railway) - (Stephenson’s Rocket) 1829. |
| **Significant person:**  George & Robert Stephenson |
| **Ideas:**  Have you ever travelled on a steam train? **Remember what the experience was like and if you haven’t what you think it would be like and how it would differ from a journey on a train today.** Discuss if you designed a train what would you call it and why? The engines in the trial were called Novelty, Rocket, Sans Pareil- (without equal) discuss why. Discuss why the development of the railways was so important ( transporting people and goods more quickly and in larger numbers). |
| **Websites:**  <https://rainhilltrials.co.uk> Rainhill trials virtual museum. Great source of information but would need parent support. Includes the account from the Liverpool Courier.  Image of the trials – illustration from the London News <https://en.wikipedia.org/wiki/Rainhill_Trials#/media/File:Rainhill_Trials_in_the_Illustrated_London_News.jpg>  <https://www.theschoolrun.com/homework-help/george-stephenson-and-the-development-of-the-railway> for information but will need parent support. |
| **The Christmas Truce 1914** |
| **Significant person:** Local soldiers’ stories |
| **Resources/Places to visit:**  **Websites**:  <https://www.bbc.co.uk/teach/class-clips-video/xmas-truce/zh8c8xs> This is a great introduction to the truce and includes looking at Princess Mary’s tin and meeting Harry Southern a teacher remembering the Truce.  2 resources making reference to football in 1WW Glory Days [www.cwgc.org/glorydays /flash.html](http://www.cwgc.org/glorydays%20/flash.html)  Football remembers <https://schoolsonline.britishcouncil.org/classroom-resources/football-remembers>  Video of Paul McCartney singing ‘Pipes of Peace’ [www.youtube.com/watch?v+sa7Wwmuo9yY](http://www.youtube.com/watch?v+sa7Wwmuo9yY)  <https://www.bbc.co.uk/programmes/p02qvbd9> War through the eyes of animals occupying a battlefield  **Books:**  Robinson, H. Christmas Truce, Strauss House (2014) |
| **Ideas:**  Find out what is thought to have happened on Christmas Eve 1914. Discuss why you think the soldiers took this action. Why do you think this unofficial truce never happened again? You could decide what you would put in Princess Mary’s tin for the soldiers and draw a labelled picture of the tin. |
| **Inventions/The First Aeroplane Flight 1903 or you could choose to research a different invention.** |
| **Significant people**:  Orville & Wilbur Wright |
| **Websites:**  A good introduction to the developments in air transport <https://www.bbc.co.uk/bitesize/clips/z82xpv4>  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-pilot/zdgtscw> story of flight to the present day.  Film clip <https://www.britishpathe.com/video/the-wright-brothers-first-flight> (from 1908)  Eye witness account <http://wrightstories.com/eyewitness-account-of-first-flight-by-john-daniels/> this is written over 20 years after the event and some of the detail is inaccurate which could lead to discussion. |
| **Ideas:**  Make and test your own planes- from paper or junk materials.  What do you need to be like to be a great inventor? Draw a picture of an inventor and label the qualities needed. Draw a timeline of the main events in the story of flight. |
| **The Gunpowder Plot 1605** |
| **Significant people**:  Guy Fawkes King James 1 |
| **Websites:**  <https://www.theschoolrun.com/homework-help/guy-fawkes-and-bonfire-night> has information & images accessible with parent support.  <https://www.youtube.com/watch?v=06WWW37AeXQ> short film produced by children. Uploaded by Historic Royal Palaces  <https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zjsqbdm> Focuses on Guy Fawkes  <https://www.bbc.co.uk/newsround/15351828> focus on Bonfire Night |
| **Ideas:**  What can we learn from the traditional rhyme Remember, Remember…? Recite and remember. You could retell the story of the Gunpowder Plot in a picture/ cartoon strip. Discuss do you think Guy Fawkes was a good or bad person and why? Why do we still celebrate Bonfire Night? Find out how Bonfire Night has changed over the years. You could contact older relatives by phone etc and find out about what they did, the kind of food they ate and their favourite fireworks. |
| **The Great Fire of London 1666** |
| **Significant people**: Samuel Pepys, Sir Christopher Wren |
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| **Websites:**  <http://www.fireoflondon.org.uk>  Excellent website created to mark 350 years since the fire. Includes a game that introduces your child to a range of sources of information. Excellent images of objects. http://www.fireoflondon.org.uk/minecraft/ interactive game  <http://www.teachinghistory100.org/objects/fire_bucket> image and links to activities etc.  http://www.mylearning.org/samuel-pepys-and-the-great-fire-of-london-of-1666/ set of resources assembled by Museums Sheffield  <https://www.youtube.com/watch?v=VarSSAwiimU> Magic Grandad film- good introduction.  <https://www.bbc.co.uk/newsround/37222884> for basic information and images. |
| **Ideas:**  Find out what caused the fire? Of all the possible causes which do they think was most important and why? Draw a timeline of the main events that happened during the fire. Which do they think are the most important events and why?  Discuss why do we know so much about the Fire? Pepys diary is a main source of evidence. You could suggest your child keeps a diary while they are at home and records all the things they do. One of the things Samuel Pepys buried to prevent it being destroyed was his cheese. Discuss why he did this and what would they bury and why? The Monument memorial in London was erected to remember the fire. Look at photographs of the Monument. Your child could design their own monument to the fire. |
| **Scott’s Final Expedition- The Race to the South Pole 1911** |
| **Significant people:**  Scott  Amundsen  Captain Oates |
| **Ideas:**  Use a map to trace Scott’s journey. Find out about he kind of equipment they took with them and how they kept warm.  Discuss why did Amundsen reach the South Pole first?  Your child may want to go on to find out about modern explorers  Lots of opportunities here to discuss what it means to be a hero. Was Scott a hero even though he didn’t win the race and he died along with his men? |
| **Books:**  Dowdeswell, E. & J. Scott of the Antarctic Raintree (2012) uses photographs  Hooper, M. Tom Crean’s Rabbit: A true story from Scott’s Last Voyage (2005) True story- with beautiful illustrations  **Websites:**  Images of Scott’s expedition <https://www.telegraph.co.uk/news/picturegalleries/uknews/4690675/Photographs-of-Captain-Scotts-Antarctic-expedition.html>  Scott’s Last Expedition Map from book published in1923 – interesting illustrations including polar bears! <https://www.flickr.com/photos/nlscotland/6725778665/in/photostream/>  https://www.spri.cam.ac.uk/museum/resources/ series of films related to modern Polar expedition – useful for comparison  <https://www.coolantarctica.com/Antarctica%20fact%20file/History/race-to-the-pole-amundsen-scott.php-> lots of information but yor child will need support  <https://www.rmg.co.uk/discover/explore/captain-robert-falcon-scott> introduction to the expedition  <https://kids.kiddle.co/Robert_Falcon_Scott> introduction and images |
| **Shackleton’s Endurance Expedition to Cross the Antarctic 1914-17** |
| **Significant People:**  Ernest Shackleton |
| **Books:**  Alexander, C. Mrs Chippy’s Last Expedition  Gill, W. Shackleton’s Journey, Flying Eye Books (2nd edition 2014)  Hooper, M. Ice Trap Shackleton’s Incredible Expedition Francis Lincoln Children’s Books (2001) beautifully illustrated  McCurdy, M. Trapped by ice! Shackleton’s Amazing Antarctic Adventure, Walker children’s books (2002)  **Websites:**  <https://www.rmg.co.uk/discover/explore/sir-ernest-shackleton>  https://emmalkerr.wordpress.com/about-us/ Shackleton in Schools website- contains ideas and images etc. |
| **Ideas:**  Similar ideas to study of Scott’s expedition. Find out why did he become an explorer? Would your child like to be an explorer then or now? Why was Shackleton so popular? How did people react to his death and why? Your child could tell the story through the eyes of Mrs Chippy the cat on the Endurance (although beware Chippy was shot by Shackleton!) |
| **Captain Cook lands in New Zealand 1770**  **Or could choose first crossing into Antarctic in 2nd expedition** |
| **Significant People:**  Captain James Cook  Joseph Banks botanist  Omai from Tahiti |
| **Ideas:**  Discuss how they would feel travelling to an unknown land. Do they think Cook and his crew were brave? Follow Cook’s journey on a modern map. Look at picture of maps from Cook’s time and compare with today’s map. Why is this journey special? We remembered Cook’s first journey on 1768 journey by printing a stamp in 1968. Do they think this is a good idea? Can they design a stamp for this or one of the other events they have found out about. US spacecraft were named after Cooks’ ships. Cook’s HMS Discovery inspired the name of the third space shuttle, and NASA named their final shuttle “Endeavour”. Discuss why you think they did this. |
| **Websites:**  https://www.natgeokids.com/uk/discover/history/general-history/captain-cook/ is a good introduction  <https://www.ducksters.com/biography/explorers/captain_james_cook.php> includes a quiz  British Library Exhibition materials  <https://www.bl.uk/the-voyages-of-captain-james-cook> includes drawings (First images of icebergs – 2nd expedition), charts, maps from 3 voyages. Also background information written for adults.  Captain Cook Memorial Museum Whitby Website includes useful background information about voyages and sample pages from a pack of materials for primary pupils- publication discovery can be purchased online or from the Museum  <http://www.cookmuseumwhitby.co.uk>  <http://www.captcook-ne.co.uk/ccbm/index.htm> Captain Cook birthplace Museum Marton near Middlesborough has some information |
| **Buildings/monuments built/opened…**  **The Great Exhibition 1851- Crystal Palace** |
| **Significant People:**  Queen Victoria & Prince Albert  Joseph Paxton |
| **Ideas:**  Find out what was the British Empire and why was it important for Britain? Look at a map to see just how big the Empire was at this time. Find out why Prince Albert decided to hold an exhibition?  What must it have been like to visit the Exhibition? – you can look at eyewitness accounts and images from the websites below. They could write a description as if they had visited the exhibition. Let them design their own modern day exhibition. What sort of things do you think should be included? They could draw a picture of the layout of their exhibition. |
| **Resources/Places to visit:**  **Websites:**  Film of Crystal Palace burning down (1936) https://www.britishpathe.com/video/crystal-palace-fire-aka-great-fire-destroys-crysta  Painting of the Opening of the Great Exhibition by Henry Courtney Selous 1852  Copies of images from Dickinson of interior via the V&A website  Victoria & Albert Museum has a large number of resources to support your planning <http://www.vam.ac.uk/page/g/great-exhibition/>  <https://www.youtube.com/watch?v=1sfOR2DG7bo> short film about the GE.  <https://wiki.kidzsearch.com/wiki/The_Great_Exhibition> brief introduction with links to other sites. |
| **The Battle of Hastings 1066** |
| **Significant People:** William the Conqueror, Harold Godwinson |
| **Ideas:**  Discuss and decide who you think should be King? Look at what it was like to be a monarch in 1066 and compare it with our Queen today. You could draw up a list of the types of jobs you think they would do. Look at the royal family tree of the House of Windsor and the rules related to succession then and today. Decide if you think the rules today are fair.  Discuss how do we know about something as long ago as 1066 (use a timeline to show how far back you are travelling?  The Bayeux Tapestry as a representation of the past but it only gives us the Norman viewpoint. Discuss if they think it is a useful source of evidence? Can your child choose what they think are the most important scenes from the tapestry and why? |
| **Websites:**  <http://www.bayeuxmuseum.com/en/accueil_en.html>  website is useful for images of the tapestry and background knowledge  http://www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/history-and-stories/history/ website for Battle Abbey and battlefield  <https://www.youtube.com/watch?annotation_id=annotation_559561&feature=iv&src_vid=bDaB-NNyM8o&v=LtGoBZ4D4_E> animated version of the tapestry – check if content suitable for your child  http://www.bbc.co.uk/schools/primaryhistory/anglo\_saxons/normans/ contains information and videos  <http://allabout1066.net> Website looks at contenders for throne – interactive and allows pupils to look at evidence and make decisions.  <https://www.bbc.co.uk/newsround/37645852> some information and images  <https://www.theschoolrun.com/homework-help/1066-the-battle-of-hastings> information, images and just for fun ideas. |
| **Remembrance Day/Armistice Day** |
| **Significant People:** Moina Belle Michael, Fabian Ware,local soldiers |
| **Ideas:**  Discuss what is the significance of the poppy? Why do we remember the people who died? How can we remember them?  Creating your own poppy sculpture. You could visit the CWGC website and find out about soldiers in your area. |
| **Books:**  Cox-Cannons, H. Remembrance Day and the poppy, Raintree (2016)  Robinson, H. where the Poppies Now grow, Strauss House 2014  Walsh, B. E. The Poppy Lady  **Websites:**  https://www.britishlegion.org.uk/remembrance/schools-learning/learning-resources/ website contains assembly ideas and schemes of work  <https://www.wherearethepoppiesnow.org.uk> Website focusing on the Poppy installations  <http://www.bbc.co.uk/schools/0/ww1/25454559> BBC video for schools on significance of the poppy  <https://www.bbc.co.uk/programmes/p02qvbd9> War through the animals occupying a battlefield  <https://www.bbc.co.uk/newsround/15492752> for basic information  <https://www.therebutnotthere.org.uk> project to mark the end of the First world War  <https://www.theschoolrun.com/homework-help/world-war-i-and-remembrance-day> information and weblinks but check all appropriate for KS1 |

**Historical event learning template**

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| I know the following information about…  This event happened in……. (date) | |
| This is a picture of …………….: | This is what happened: |
| These are the reasons why this event happened (the causes)  I think the most important cause was… | |
| I think this event should be remembered because: | |
| I know the following things about the time the event took place  1.  2.  3. | |