

Lessons for Challenge in History

The participants planned these lessons during Day 3 of the Excellence in Cities Training Programme for Gifted and Talented Co-ordinators: Primary.

Many thanks to all who contributed to this work.

History

Example 1

Yr 3/4 How do we use Ancient Greek ideas today?

Objective 1: to know that there are words we use today that come from Ancient Greece.

Activities: Looking at origins of English words

- Med: give children list of words with Greek ending/beginning. What do they mean (Bloom Level 2 – Comprehension)
- H.O.T. List of words, can they work out meaning of suffix/prefix? Bloom. Level 3 – Application
- SEN – matching of word and meaning (cut and stick) (Bloom Level 1 – Knowledge)

Objective 2: – to know that the ancient Greeks had a different alphabet and language and to recognise similarities and differences

Activities – Looking at Greek alphabet showing names of letters and sounds

- **Med** – list similarities and differences (Bloom Level 4 – Analysis)
- **H.O.T.** – How can you **prove** that Ancient Greeks had different alphabet? (Bloom Level 5 – Synthesis)
- **S.E.N** – Copy inscription and read it (Bloom Level 1 – knowledge)

Example 2

Objective: To examine and use an ‘**Ancient Greece**’ wax template and carry out a PMI

Challenge: Use alternative materials (plasticine, mud, etc) and prepare a list of criteria to judge

Bloom – analysis, evaluation

Resources: As available

Example 3

History QCA – Unit 15

Objective: To discover that the **ancient Greeks** had their own written alphabet and language.
To recognise the similarities and differences between the English and Greek alphabets.

All pupils: We will have examined the Greek alphabet together, noting similar letters and sounds. Pupils will record Greek alphabet and together, examine and decipher some Greek inscriptions.

Challenges: Write a secret message in ancient Greek – taking care to choose the appropriate Greek letter for the word they are trying to create. These messages can then be used as a challenge.
Pupils have to write their message using the appropriate capitals and lower case letters.
Research Greek numbers and use these to complete Greek arithmetic.
Research patterns and reproduce as a border for their message.

Example 4

Objective: **To compare the ancient and modern Olympic Games.**

Prior knowledge: Studying both ancient and modern Games, TV, clips, artefacts, research.

Lesson: Venn Diagram (Ancient Modern)sort (pictures, words, sentences of events, prizes, dress venue, etc).

In differentiated groups feed back findings.

PMI on Ancient, Modern in 2 MA groups.

Feedback, putting case forward.

As a class, plan our own Olympic Day using and from each (mixed thinking depending on role).

Example 5

UNIT 15: How do we use ancient Greek ideas today?

Objective: How many English words have Greek origins

Challenge – find a pattern in words what rules can you find?

What modern words have taken on different meanings?

Objective: to recognise the similarities and differences between the English and Greek alphabet

Challenge - PMI – Greek/English alphabets

Compare with Arabic, Russian, hieroglyphics, Esperanto

Example 6

Objectives:

- develop a range of questions to ask about school in past times
- consider why school life was different for children living in **ancient Greece** than school life today

Challenge - research and design a Greek school day (to include a Greek banquet and mini ancient Olympic Games) to be carried out with teacher help, across the year group at end of project.

Example 7

Objective: To make comparisons between **Celtic and Roman lifestyles**.

Activity: Share the objective with the class.

‘Think, pair, share’ about what we have learnt previously.
Two pictures displayed – one showing Romans and one Celts:
think, pair, share about the comparisons between the two,
children record their thoughts on strips of paper.

Independent work: In pairs, children decide which civilisation they would like to live in and justify their choice. Record as bullet points.

Plenary: Hot seat one Roman and one Celt.

Example 8

Year 3 & 4

Objective: To use a range of sources to find out about **Viking Longships**.

Activity: Ask class to suggest what they would like to find out about Longships.

Provide groups with a range of sources, eg. Bayeaux tapestry, photographs, line drawings, models of Viking Longships, information books, extracts from Anglo-Saxon chronicles, the internet and ORT story ‘Viking Adventure’).

Ask class to write down info on post its around a Viking Longship picture.

Challenge: HOT (Blooms - Evaluation). Evaluate the different sources and feedback to rest of class in plenary, eg. judge the value of each source, recommend the most reliable source, assess the reliability of each source, justify your choice.

Could you do a **PMI** about each source?

Example 9

Y3/Y4 Why did Henry VIII marry 6 times?

Objective: To ask and answer questions using a portrait

Introduction to lesson: Ask children to identify person in picture and facts about him

- Ask children to clarify the task and explain task in their own words
- Have a number of resources available, allow children to establish activities group and what they are researching
- Allow children to decide which activity they wish to be involved (VAK)
 - eg. drawing/copying portrait
 - research using books
 - develop questions to ask Henry
- Come back together as a class to discuss findings
- Evaluate findings – did they find out who he is and further facts
- Evaluate activities
- Use information to lead onto further activities

Example 10

Unit 8 Tudors

Objective: To examine the life of a rich person in Tudor times

Resources: Sir Henry Unton portrait x 6

Plan:

1. Introduce portrait
2. Question children about what they see and what they can interpret
3. Give children statements (true or false) about the portrait; children to discuss and provide evidence if possible
 - a. Henry Unton was a modest man
 - b. Why was his head painted disproportionately to the rest of his body?
 - c. There was a strong multi-cultural community in Tudor times
 - d. Men and women were equal in Tudor times

Core: (To be done in another lesson) Write a CV for Henry from the picture, provide children with a pro-forma.

- Children to create a mind map of information about Henry
- Create a key question about picture

Lowers: Children to label picture with ready written labels

Children to piece together picture in a sequenced order

Plenary: Feedback from groups

Lowers: Retell the story of his life using sequenced pictures

Core: Show mind maps, explain use of pictures

Higher: Discuss statements, provide evidence from portrait; previous knowledge and opinion about them.

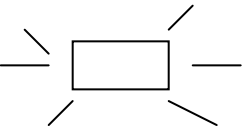
Example 11

Objective: Be above to recognize/empathise with the differences between wealth and poverty in Tudor times.

Whole Class work

- Look at Tudor picture from The History Puzzle.
- Discuss simply – What can you see?
- Jump in the picture Key questions
 - What can you hear/see/smell?
 - What are the people wearing?
 - Who do you want to talk to?
 - What are you thinking?
 - Where do you want to go?
 - What conversations can you hear?

GROUP ACTIVITIES

L.A.	M.A.	H.A.
<p>Choose a small part of the picture. Draw speech bubbles. Create a conversation they might be having – orally perhaps with extra adult.</p>	<p>Using the whole picture Look at characters and find evidence for being rich and poor. Factual</p> <p>Label a sheet</p> <div style="text-align: center;">  </div>	<p>Using P.M.I. choose 2 characters 1 rich & 1 poor, write P.M.I. on large sheets as a whole group. Create key questions that they would like to find about next lesson!</p>

Plenary

Look at 2 fabrics eg rags and velvet. Which is for the rich and for the poor?

Place fabric around child – not seating – improvise who they would be. Use evidence from earlier in lesson to justify their opinions.

Example 12

Year 5

Objective: To know and understand about the way poor people were treated in Tudor times.

Introduction: Brainstorm with response partner – why were there poor people in Tudor times (link back to previous knowledge) make list together as a class.

Teacher focus: Show picture of beggar being punished. Thinking time for 2 minutes – what is going on? Why? How do you feel about it?

Activity 1:

Moderated + Core	More able / Challenge
<p>In mixed ability pairs, prepare list of questions for each defendant in the court case. 10 minutes discussion with teacher looking at background info on beggar and wealthy person, then 10 minutes writing questions.</p>	<p>In 2 small groups, each are going to be the defendants in the court case. Prepare case for own side to be tried by the rest of the class, use background info as guidelines.</p>

Activity 2: Try court case with teacher as judge. Children ask the defendants their prepared questions. 1 question per pair. More able present supporting statement.

Plenary: Verdict to be reached. What have we learnt about poor people and their treatment in Tudor times?

Example 13

Differentiated activities for 'The Great Fire of London'

- Implications of the Great Fire – imagine they caught in the middle of the fire: plan an escape route, thinking of where safe places would be.
- Write a letter to a relative/friend outside of London describing the implications/aftermath of the fire and consequences for the people of London.
- Writing a recount of a character at the time,
- Interviewing/hot-seating eye witness accounts of the fire. Drama work – taped interviews. Role play – Samuel Pepys.
- Cause and effect activity – reverse, so G&T children make up their own cause or effect.
- Talented – made models of buildings
- List questions prior to a museum visit – children set themselves challenges / things to find out.

Music – songs/rhymes – adding to verse.

Example 14

Objective: To compare modern and Victorian schooling

Introduction: Show the children pictures of the 'V' classroom and discuss. Introduce digital photo of their classroom. Discuss specifically and compare to Victorian picture.

Main activity: Less able - Look at 'V' picture and label
More able - Compare 'V' picture with digital photo
G&T - Design a classroom of the future

Class challenge: Picture of 'V' classroom with a coloured dot. What would you smell, touch, see, hear, feel at that point in the classroom?

Example 15

Objective: What was it like for children living in **Victorian** Britain?

- Step 1:** Previous knowledge
Step 2: Jigsaws – report back
Step 3: Compare and contrast
Step 4: Role play
Step 5: Consequences of life as a child in different classes
Step 6: Changes in society from Victorian to present day

Example 16

History **What was life like during WWII?**

Objective: To find out about the experiences and feeling of evacuees from a wide range of information sources.

1. Use a range of research materials (books, photos, novels, videos, interviews, etc) to find out about the experiences of evacuees and disseminate learning to peers.
2. PMI Hotseating – various parties (villagers, local chills, evacuated child, parent at home) – issues and emotions. Role play – letters home, letters from parents.

3. Evaluation: What would have happened if the children stayed in London?
Evaluate and cross reference sources to ensure accurate representation.
Evacuation today?
How did life change because of evacuation?

Presentation of findings – pupils make choices re: format (acting, powerpoint, info posters, etc)

Objective: To infer information from a portrait.
To consider what life was like for children in the past.

1. Children to work in groups – look at series of pictures of families. Order chronologically.
Could introduce red herring for more able.
2. Whole class – look at picture of current royal family. Identify characters, relationships, seating, clothing and setting. What do these tell us? Who is the most important? Why? What questions would we like to ask to find out as much as possible?
3. Give portrait of Queen Victoria and family. Class – work in groups. Look at similarities and differences. G&T – decide on questions to ask child in the picture. These must elicit the most information. Think of 8 and then prioritise to 3 (CAP). These will be used for research next time.

Plenary – what would a royal family portrait look like in 100 years time.

Example 17

1 Lesson

Why do people believe that the diet in the 2nd World War was better for us than today?

PMI – WWII diet

PMI – present day diet

Example 17

QCA Unit 6C Why do people move away from where they were born?

Objective: To relate their own experience to the concept of settlement.

Possible teaching activity:

- Discuss why we live where we do. Use map to locate houses and identify services in the area. List reasons for choice of settlement
- Has anyone moved from another area? Why? Sort reasons for moving: those from choice and those where families had to move

Challenge: You have to move to another place. In groups do a **PMI** related to this. Share ideas in plenary.

- Show family tree of teacher with parents and grandparents, indicating where they were born
- Children make own family tree with parents and grandparents, indicating where they were born. Research reasons for relocation (may need some sensitivity here).

Example 18

KS1 History

Objective: To identify similarities and difference between old toys and new toys
Speak about how they found out

Challenge: 3 toys – new, older, oldest
Reproduction 'old' toy
Report back to whole class
Record findings old/new features on Venn diagram