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Introduction

ABOUT THE SERIES

*Developing Literacy Skills Through History* is a series of books aimed at developing key literacy skills using a range of written genres based on a history theme, from Key Stage 1 (P1–3) through to Key Stage 2 (P4–7).

The series offers a structured approach which provides detailed lesson plans to teach specific literacy and history skills. A unique feature of the series is the provision of differentiated photocopiable activities aimed at considerably reducing teacher preparation time. Suggestions for follow-up activities for both literacy and history ensure maximum use of this resource.

ABOUT THIS BOOK

This book is for teachers of children at Key Stage 2, Years 3–4 and Scottish levels P4–5. It aims to:

✦ develop children’s literacy and history skills through exposure to and experience of a wide range of stimulating texts with supporting differentiated activities which are both diversified and challenging
✦ support teachers by providing practical teaching methods based on whole-class, group, paired and individual teaching
✦ encourage enjoyment and curiosity as well as develop skills of interpretation and response.

CHAPTER CONTENT

✦ Literacy objectives

This outlines the aims for the literacy activities suggested in the lesson plan.

✦ History objectives

This outlines the history learning objectives that relate to the lesson plan.

Resources

This lists the different resources that the teacher needs to teach the lesson.

Starting point: Whole class

This provides ideas for introducing the activity and may include key questions to ask the children.

Using the photocopiable text

This explains how to use the provided text extract with the children as a shared reading activity and introduction to the group work. It may also be used by groups during the group work.

Group activities

This explains how to use each sheet as well as providing guidance on the type of child who will benefit most from each sheet.

Plenary session

This suggests ideas for whole-class sessions to discuss the learning outcomes and follow-up work.

Follow-up ideas for literacy

This contains suggestions for further literacy activities related to the lesson plan, which can be carried out at another time.

Follow-up ideas for history

This contains suggestions for further history activities which might be carried out at another time or during a designated history lesson.
Chapter 1

People on the move

✦ Literacy objectives
✦ To make clear notes using abbreviations and a key. (Y3, T2: T17)
✦ To be able to fill out notes to write connected prose. (Y4, T2: T22)

✦ History objectives
(Units 6A, 6B or 6C)
✦ To relate own experience to the concept of settlement.
✦ To recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same many years ago as today.
✦ To recognise that communities are made up of people from different places, backgrounds and cultures.

✦ Resources
✦ Local maps and maps of the world and the United Kingdom.
✦ Information books about, and pictures of, immigration and refugees.

✦ Starting point: Whole class
✦ Ask the children about their own experiences of moving house and why they moved. (This needs to be handled sensitively since some children might have moved house because of their parents’ divorce.) Help the children to find, on appropriate maps, the places from which, and to which, they moved.

✦ Encourage the children to talk about the differences between their old and new homes and any differences in their way of life. For example, a change of school, how they travel to school and new friends.

✦ Draw out the reasons why people move house: work; wanting a bigger house or more pleasant surroundings; to ‘start a new life’ or because of fear (this could be linked with work on refugees or on local problems such as burglary, vandalism, drug-dealing and other crimes).

✦ Explain what ‘immigrant’ means and tell the children that some people moved to Britain from other countries to find work. Show them information books and leaflets about immigration and pictures of groups of immigrants travelling. Children from immigrant families might offer to share their experiences or those of their families.

✦ Using the photocopiable text
✦ Enlarge the text on page 6 or make a copy for each child. Explain that the text is a girl’s notes from a tape-recording made when she interviewed people who had moved from the places where they were born.

✦ Read the text with the children and ask them to notice from where the people moved. Why did the people move and settle elsewhere?

✦ Tell the children that to make note-taking quicker, people write shortened forms of words. Draw their attention to the key and point out that some shortened words are so obvious they do not need to be included in the key. Challenge them to find examples of such words in the text. They should notice: ‘hol’ for ‘holiday’, ‘hosp’ for ‘hospital’, ‘N’ for ‘north’, ‘S’ for ‘south’ and ‘univ’ for ‘university’. Encourage them to think of abbreviations for other frequently-used words. Point out that symbols can also be used, for example ‘&’ or ‘+’ for ‘and’, and ‘–’ for ‘to’.

✦ Ask the children to find words and phrases which tell them why the people moved from the places in which they were born. These are the most important words or phrases, the main points of the text. Ask the children to highlight or underline them.

✦ Invite the children to suggest headings under which the reasons for moving can be grouped, for example work, studies, marriage, to start a new life, fear and so on.

✦ Group activities
Using the differentiated activity sheets

Activity sheet 1: This is for children who understand that notes can be written in a short way to save time. They can write sentences and understand how a key is used.
People on the move

Activity sheet 2: This is for children who understand that notes can be written in a short way to save time. They can write up notes as joined prose. They can use a key and are learning to construct keys for themselves.

Activity sheet 3: This is for children who understand that notes can be written in a short way to save time. They can write up notes as joined prose and use and construct keys confidently. They are consolidating and developing these skills.

Plenary session

Beginning with the children who completed Activity sheet 1, invite each group of children to share their responses to the tasks on the activity sheets. Encourage the children to share and compare the connected prose they have written based on the notes. Does it contain all the information from the notes? This could also provide an opportunity for comparing the different impressions which can be given by writing about the same facts in different ways.

Follow-up ideas for literacy

✦ Interview people who have moved house, either visitors or people from within the school community. Encourage the children to think of short ways in which to write words to speed up their note-making during the interviews, and to make a key for any abbreviations they might otherwise forget.

✦ Ask the children to use their notes as the basis for a non-chronological report about the reasons why people move away from the places where they were born. The report should have an introduction, paragraphs with subheadings and a conclusion.

✦ Ask the children to name any abbreviations which they often see or use, for example days of the week, measurements, words connected with time and words in addresses and people’s titles. Help them to compile a class reference file on a word-processing program (using a table which sorts alphabetically).

✦ Write standard abbreviations on a set of cards and their meanings on a separate set of cards. Play a bingo game in which the players have a set number of abbreviations cards and the caller reads out the full words or names; if they have the abbreviation of the word or name called, they cover it.

✦ Challenge the children to use a dictionary or *Whitaker’s Almanac* to find the meanings of other common abbreviations, abbreviations for organisations, and abbreviations for commonly used words and phrases. Ask the children to compile a class abbreviations bank or dictionary (either handwritten or word-processed) to which they can add as necessary. A word-processed dictionary in which each word is entered on a new line of a table would facilitate the arrangement of the words into alphabetical order.

Follow-up ideas for history

✦ Provide information books about refugees who have come to Britain in the past – for example, Jewish refugees from Europe during World War II. Ask the children to collect newspaper articles about refugees arriving in Britain at the present time. Ask them to make notes about the reasons for immigration and where the immigrants come from.

✦ If possible, invite visitors to the class whom the children can question about why they have come to live in the locality from other parts of Britain or from abroad.

✦ Give the children information about particular invaders and settlers in history. Ask them to find out more about them, for example where they came from, the reasons they left their place of birth, where they settled in Britain and why, how long they stayed, whether they all left (and how we know), how their stay affected the people in Britain, and their legacy in Britain, such as buildings, words and place names.

✦ Ask groups of children to look for information about different areas in the list above, make notes (using abbreviations) and contribute to a class book or display about those invaders and settlers.
People on the move

Key to some of the abbreviations

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b    born        Eng    England        fam    family
f    father      fr     from           l       lives (in)
m    mother      
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Joan Smith (teacher) b & l Washington USA. Fam sailed fr Liverpool – America 1850. Emigrants to Australia and America (‘New World’) in mid 1800s given cheap fares. Plenty of cheap land – start farm. Stayed there.


Liam (9) b Manchester. l Wales. M b Manchester. F b London (moved to Manchester when married m in 1971). Fam moved to Wales 1987 when f & m gave up work as architects to open art & craft centre in rural area.

Jenna (10) b Gateshead. l Enfield. M unemployed. Found work in S of Eng when Jenna was 3. Wants to move back to N to be near fam.

Laura (19, student) b Chesterfield. l York. Fam in Chesterfield. Studying physics at Univ of York. Goes home on train at end of every term. Thinks will stay in York to work after univ.


Mikhail (writer) b Russia. l Lake District, Eng. 1969 heard that authorities going to arrest him because of his political work. Left Russia, all belongings and home. Friends helped him to travel – London & found place for him to stay in village in Lake District. Still in same village.
Activity 1

✧ Use the key to help you read the notes.
✧ Rewrite the notes in complete sentences. Write all the words in full.

Key

b  born
eng  engineer
f  father
m  mother
chn  children
h  home
l  lives
–  to

Selina (14) l Leeds. F & m b Sri Lanka. M no job outside h: looks after Selina’s 3 younger sist (Mari, Jane and Meera) and, sometimes, neighb’s chn. F eng for international firm. Moved – Leeds when promoted. Never been back to Sri L.