

## CLASSROOM ACTIVITIES

HISTORY  
P26-29

SCIENCE  
P30-33

GEOGRAPHY  
P34-35

LITERACY  
P36-39

ART  
P39

MATHS  
P40-41

MUSIC  
P42

PSHE  
P43

RE  
P44

### THE ANGLO-SAXONS AND THE VIKINGS

**Objective: To be able to identify reasons for, and results of, events, situations and changes in Anglo-Saxon and Viking history.**

**Age range:**  
7–11 years

**Time lines:**  
The Anglo-Saxons;  
The Vikings

#### Activity

- ◆ Go to Sample\_Time\_Lines and choose the History folder. Open the time line 'The Anglo-Saxons' and display the Data View for the children.
- ◆ Explain to the children that the time line shows the main events of the Anglo-Saxon period, in Britain.
- ◆ Ask different children to read out the events, in chronological order.
- ◆ Highlight the main events such as the arrival of the Angles and Saxons, conversion to Christianity and the first raid of the Vikings.
- ◆ Discuss how Anglo-Saxon events are mainly linked with the Vikings from 793AD.
- ◆ Go to Banner View and explain that you are going to merge a time line of the Vikings with that of the Anglo-Saxons to see how they affected each other.
- ◆ Click on Merge and select 'The Vikings'. Give the time line the category name of 'Vikings' and change its colour and banner to make the events stand out, against the Anglo-Saxon events.
- ◆ Let the children study the time line from 793AD and discuss how the subsequent events and situations were shaped by the relationship between the Vikings and the Anglo-Saxons.

#### Curriculum links

**QCA:** History Unit 6B – Why have people invaded and settled in Britain in the past? An Anglo-Saxon case study; Unit 6C – Why have people invaded and settled in Britain in the past? A Viking case study.

**NC:** History KS2; 2c, 2d – Knowledge and understanding of events, people and changes in the past; 8, 9 – Breadth of study

HISTORY  
P26-29

SCIENCE  
P30-33

GEOGRAPHY  
P34-35

LITERACY  
P36-39

ART  
P39

MATHS  
P40-41

MUSIC  
P42

PSHE  
P43

RE  
P44

### ANCIENT EGYPT

**Objective: To know how to read and use a chronological time line of Ancient Egypt, to find out information.**

**Age range:**  
7–11 years

**Time line:**  
Ancient Egypt

#### Activity

- ◆ Go to Sample\_Time\_lines and choose the History folder. Open the time line 'Ancient Egypt' and display the Banner View for the children.
- ◆ Explain that the time line outlines the chronology of Ancient Egypt.
- ◆ Ask the children what timescale is used on the time line – 3100BC to 642AD – and how many years it covers.
- ◆ Check that the children understand the concept of BC and AD on a time line.
- ◆ Encourage the children to learn how to read the time line by breaking it into periods. Holding the shift key down, highlight the events which took place during the Old Kingdom period. Click on Edit Flag Style and give the event flags a new style and 'fill in' colour.
- ◆ Do this with all the periods (Old Kingdom, Middle Kingdom, New Kingdom, 332BC to 642AD).
- ◆ Ask the children questions such as: *How long did the Middle Kingdom last? Why did the Middle Kingdom come to an end? Who ruled Egypt in 1348BC?*
- ◆ Print out the time line in Banner View and display it on the wall.

#### Now try this

Create chronological time lines for other periods in history. Encourage the children to add concise and accurate information to the time line. Other history time line examples include World War II and Henry VIII.

#### Curriculum links

**QCA:** History Unit 10 – *What can we find out about Ancient Egypt from what has survived?*

**NC:** History KS2; 1a,1b – Chronological understanding; 13 – Breadth of study

HISTORY  
P26-29SCIENCE  
P30-33GEOGRAPHY  
P34-35LITERACY  
P36-39ART  
P39MATHS  
P40-41MUSIC  
P42PSHE  
P43R E  
P44**SPACE EXPLORATION****Objective: To be able to create a time line of space exploration since 1957.****Activity**

- ◆ Go to Sample\_Time\_Lines and choose the History folder. Open the time line Space Exploration.
- ◆ At the start of the lesson explain to the children that they are going to watch a time line presentation about part of the history of space exploration.
- ◆ Choose Slideshow View and show the short films in the slideshow.
- ◆ Discuss the films with the children and how space exploration has developed so quickly over the recent decades.
- ◆ Emphasise the fact that a lot more to space exploration has taken place – not just what was shown in the films.
- ◆ Give out copies of the Data View and, with the children, read about the progression of space exploration. Highlight the fact that the time line starts in 1957 and finishes in 2003.
- ◆ The children can make their own time lines using the information provided.
- ◆ Compare the children's time lines with the Banner View version. Ask the children to add clipart or their own illustrations to their time lines and then display them.

**Now try this**

Ask the children to find out what has happened, in space exploration, since 2003 to the present. Add these events to the time line. Highlight that the addition of present-day events means it has become a 'living' history time line.

**Curriculum links**

**QCA:** History Unit 13 – How life in Britain has changed since 1948.

**NC:** History KS2; 1a – Chronological understanding; 5a, 5c – Organisation and communication.

**Age range:**  
7–11 years

**Time line:**  
Space Exploration

**Additional resources:**  
Copies of 'Space Exploration' printed from Data View.

HISTORY  
P26-29SCIENCE  
P30-33GEOGRAPHY  
P34-35LITERACY  
P36-39ART  
P39MATHS  
P40-41MUSIC  
P42PSHE  
P43R E  
P44**THE FIRE OF LONDON****Objectives: To know and recall the main events of the Fire of London, in chronological order. To make a whole-class comic strip time line showing these events.****Activity**

- ◆ Go to Sample\_Time\_Lines and choose the History folder. Open the time line 'Fire of London' and display the Data View for the children.
- ◆ Highlight the fact that the fire only lasted for four-and-a-half days.
- ◆ Explain that the time line shows the events which took place, on those days.
- ◆ Read the information aloud or ask a child who is a confident reader to do so.
- ◆ Discuss each event with the class. Ask: *How do you think the people felt? What do you think London looked like? Why did the mayor want to pull down the houses?*
- ◆ Show the time line in Banner View and ask the children to choose clipart to add to it.
- ◆ Put the children into small groups and give them an event each. Ask each group to draw their event, on A3 paper.
- ◆ Display the completed pictures randomly and then ask the children to sequence the events correctly.

**Now try this**

Time lines are useful for sequencing historical events. Children can organise information and see how events started, progressed and concluded. For example, older children could sequence a time line for events such as 'The Blitz, during World War II', 'Boudica's Revolt' or events from 'Anne Frank's Diary'.

**Curriculum links**

**QCA:** History Unit 5 – How do we know about the Great Fire of London?

**NC:** History KS1; 1a – Chronological understanding; 2a – Knowledge and understanding of events, people and changes in the past.

**Age range:**  
5–7 years

**Time line:**  
Fire of London

**Additional resources:**  
A3 paper; colouring pencils or crayons.

**FLORENCE NIGHTINGALE**

**Objective: To learn about the life of Florence Nightingale.**

**Activity**

- ◆ Go to Sample\_Time\_Lines and choose the History folder. Open the time line 'Florence Nightingale' and display the Banner View for the children.
- ◆ Explain to the children that this is a time line of Florence Nightingale's life.
- ◆ Discuss how the time line can help them to find out about Florence Nightingale.
- ◆ Go to Data View and show when and where Florence was born and when she died.
- ◆ Point to the date of 1837 and explain that this was the date that Victoria became queen and that most of Florence's life was in the Victorian times.
- ◆ Read out each event to the class and highlight Florence Nightingale's age when each one happened.
- ◆ Ask the children: *What early events in Florence's life made her want to go to the Crimean War? Why do you think she got a medal for her work?*
- ◆ Print out copies of the Banner View and let the children illustrate them.

**Now try this**

As part of a project older children could build time lines for the famous people they are studying. These time lines could then provide an outline for a biography or a presentation. Encourage children to describe the relationships between the time line events. For example, *how did early events in someone's life affect their later achievements?*

**Curriculum links**

**QCA:** History Unit 4 – Why do we remember Florence Nightingale?

**NC:** History KS1; 2a – Knowledge and understanding of events, people and changes in the past; 6c – Breadth of study

**Age range:**  
5–7 years

**Time line:**  
Florence Nightingale

**Additional resources:**  
Copies of 'Florence Nightingale' printed from Banner View; coloured pencils or crayons.

**INVENTIONS**

**Objectives: To be able to identify what inventions are and know why they are important. To know how to use a time line as a way to record research.**

**Activity**

- ◆ Before the lesson go to Sample\_Time\_Lines and select the History folder. Select the 'Inventions' time line. Choose an specific invention from the time line and make notes on it – when it was invented; who invented it; why it is useful and so on.
- ◆ At the start of the lesson show the time line in Banner View.
- ◆ Explain to the children that this is a time line of important items, that were invented between 1785 and 1990.
- ◆ Go through the time line chronologically and ask the children to read out each object and its invention date.
- ◆ Discuss the impact that each invention has had on society and why it is so important.
- ◆ Click on the invention you previously made notes on, and show the children how to add notes to the time line using the Notes tab in Edit.
- ◆ Print out the time line in List View and display it. Ask the children to choose one of the inventions and find out some information about it. This could be a homework task, or research, in class, using reference books or the internet.
- ◆ Encourage the children to add in their information to the 'Inventions' time line.
- ◆ Use the Slideshow View with the class to see all the information on the inventions.

**Now try this**

Use the time line 'History of Transportation' to further children's research skills.

**Curriculum links**

**NC:** History KS2; 4a – Historical enquiry; 5 – Organisation and communication.

**Age range:**  
7–11 years

**Time line:**  
Inventions

**Additional resources:**  
Information on one invention; references books or access to the internet.

HISTORY  
P26-29

SCIENCE  
P30-33

GEOGRAPHY  
P34-35

LITERACY  
P36-39

ART  
P39

MATHS  
P40-41

MUSIC  
P42

PSHE  
P43

R E  
P44

**HOUSES THROUGH TIME**

**Objectives:** To recognise that there are differences between houses from different periods of history. To be able to place houses in chronological order.

**Activity**

- ◆ Before the lesson cut up pictures or print off the clipart pictures of houses.
- ◆ Go to Sample\_Time\_Lines and choose the History folder. Open the time line 'British Houses' and display the List View for the children.
- ◆ Explain that the time line shows British homes, since Celtic times, over 2000 years ago.
- ◆ Read out the list of houses and then show the pictures to go with them.
- ◆ Ask the children to match the pictures with the names of the houses.
- ◆ Once this has been successfully completed, go to Banner View and show the time line to the children.
- ◆ Discuss the differences between the houses. *What are the features of an Anglo-Saxon house? How does it compare to a Tudor house? Are the windows the same shape?*
- ◆ Print out the list and ask the children to draw the houses next to the right label.

**Now try this**

Encourage the children to create simple time lines of other objects throughout history, such as toys or household items. Question them on how certain objects have changed over time, and why these changes might have taken place.

**Curriculum links**

**QCA:** History Unit 2 – What were homes like a long time ago?

**NC:** History KS1; 1a – Chronological understanding; 2b – Knowledge and understanding of events, people and changes in the past; 4a, – Historical enquiry.

**Age range:** 5–7 years

**Time line:**  
British Houses

**Additional resources:**  
Printed copies of the *TimeLiner™* clipart of different houses; copies of a list of houses to match the clipart pictures.

HISTORY  
P26-29

SCIENCE  
P30-33

GEOGRAPHY  
P34-35

LITERACY  
P36-39

ART  
P39

MATHS  
P40-41

MUSIC  
P42

PSHE  
P43

R E  
P44

**HENRY VIII**

**Objective:** To explore reasons why Henry VIII married six times.

**Activity**

- ◆ Go to Sample Time\_Lines and choose the History folder. Open the time line 'Henry VIII' and display the Banner View for the children.
- ◆ Explain to the children that this is a time line of Henry VIII's life.
- ◆ Discuss how the time line can help them to find out about Henry VIII. Ask the children to look at the yellow flags. Ask: *Do you notice anything unusual about Henry VIII?*
- ◆ Sort the children into groups and give them a short time to note everything they can about one of Henry VIII's wives. You may want to clarify some difficult vocabulary, such as 'annulled'.
- ◆ Discuss the children's findings. Ask questions, such as: *What happened to Anne Boleyn? Which wives had children? Did Henry VIII have any sons? Can you think of any reasons why Henry VIII married six times, with this information in mind?*
- ◆ Print out copies of the Banner View or Vertical View and let the children illustrate them. You may want to hide the red events for this lesson, as they are not related specifically to Henry's marriages.

**Now try this**

As part of a research project, older children could build separate time lines for each of Henry's wives. Each time line could provide an outline for a written biography or an oral presentation.

**Curriculum links**

**QCA:** History Unit 7 – Why did Henry VIII marry six times?

**NC:** History KS1; 2a, 2c – Knowledge and understanding of events, people and changes in the past.

**Age range:** 7–11 years

**Time line:**  
Henry VIII

**Additional resources:**  
Printed copies of the Henry VIII time line in Banner View or Vertical View.