

# All About Me!

Name: \_\_\_\_\_

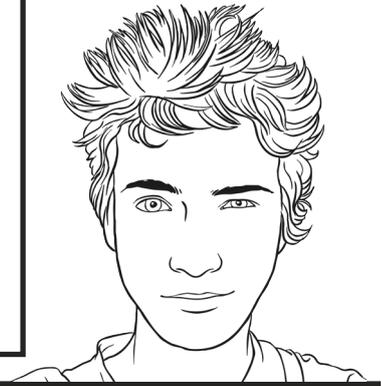
Age: \_\_\_\_\_

Birthday: \_\_\_\_\_

I would like to be a \_\_\_\_\_  
when I grow up.

My teacher is: \_\_\_\_\_

Write your superhero name here!  
\_\_\_\_\_



## My favourite things.

Food: \_\_\_\_\_

TV show: \_\_\_\_\_

Film: \_\_\_\_\_

Book: \_\_\_\_\_

Sport: \_\_\_\_\_

Holiday: \_\_\_\_\_

Animal: \_\_\_\_\_

Place: \_\_\_\_\_



## This is me!



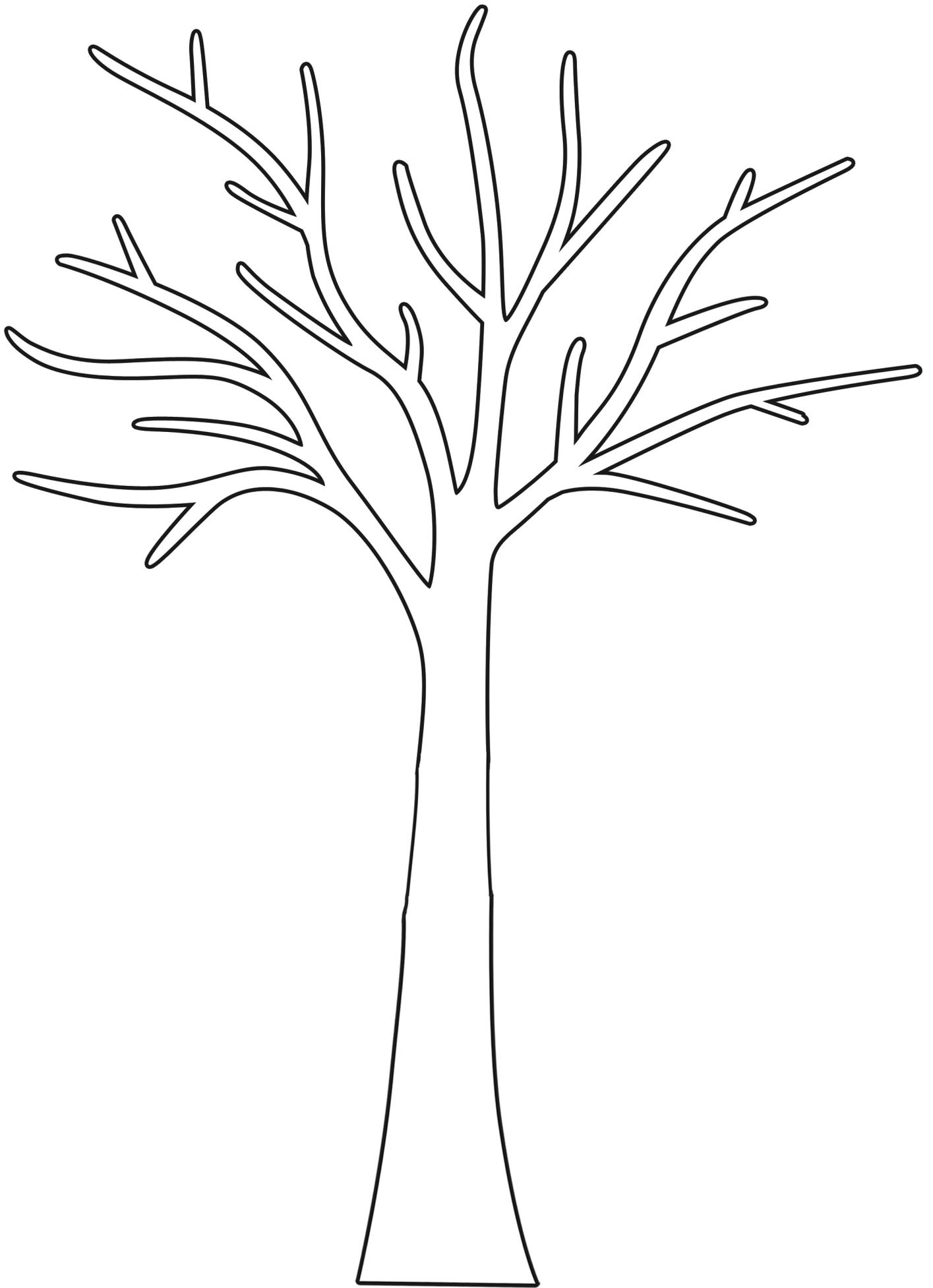
## My family!

I like school because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My hobbies are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Relationship to me: \_\_\_\_  
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Age: \_\_\_\_\_  
Relationship to me: \_\_\_\_  
\_\_\_\_\_

# Interview Questions

Who lived in your house when you were growing up?

Where did you live as a child and has this changed?

What did you typically eat in a day?

What games did you play with your friends?

What was your favourite toy?

What was your favourite book?

What was your favourite subject at school?

What was your favourite music to listen to?

Who was your best friend when you were a child?

Did you have any pets? What were they?

What was on TV when you were a child?

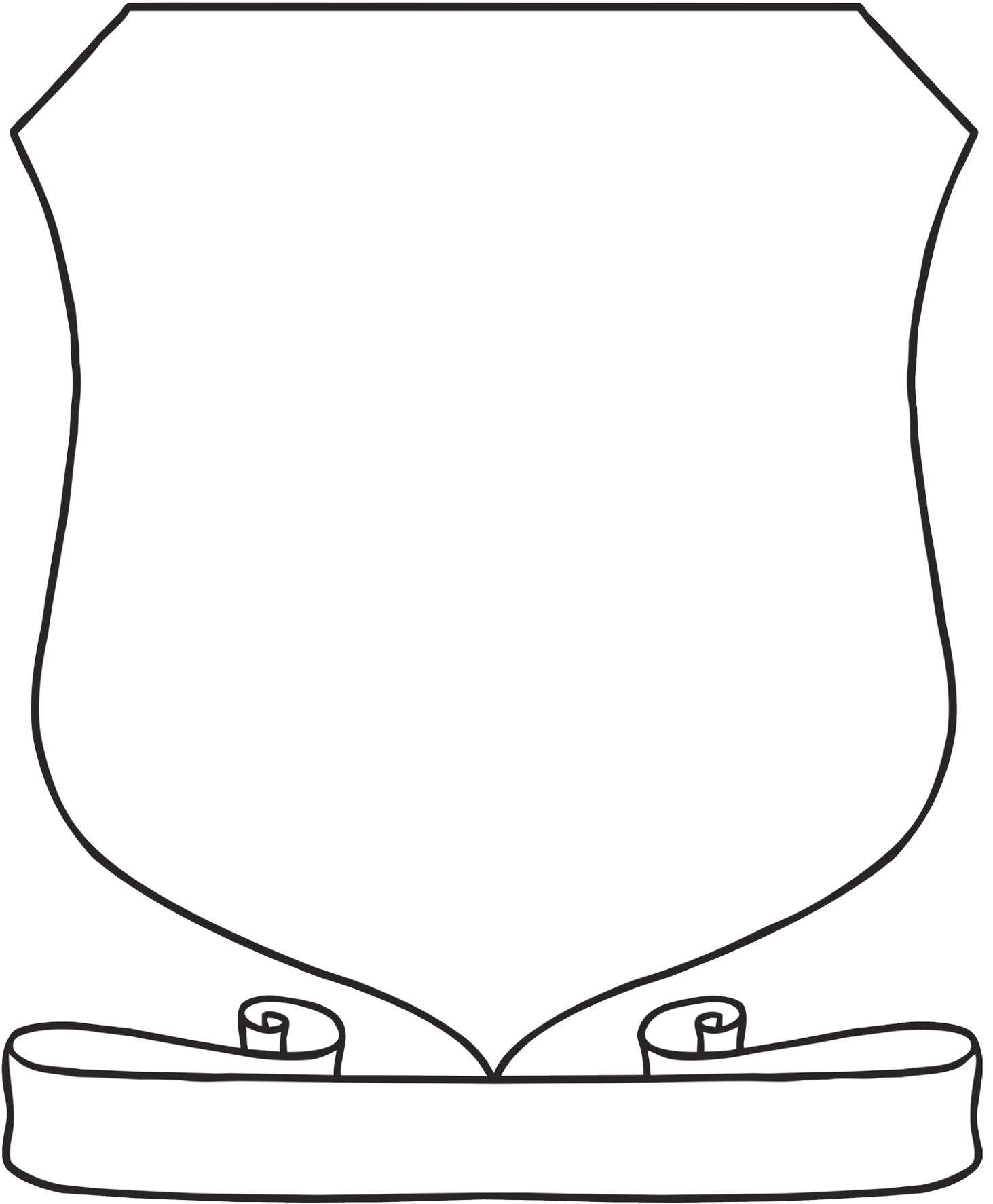
Who did you want to meet when you were a child?

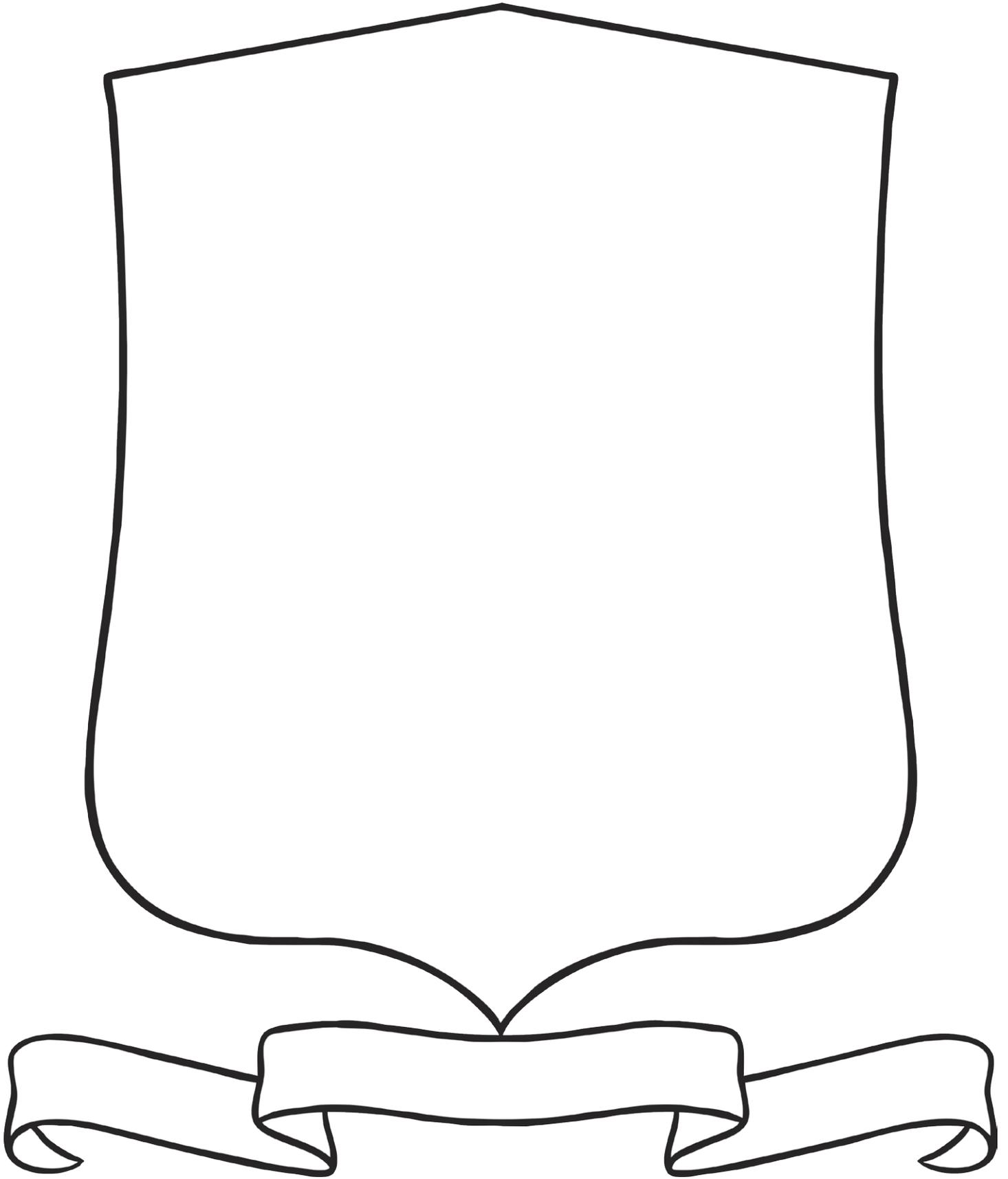
What did you want to be when you were older?

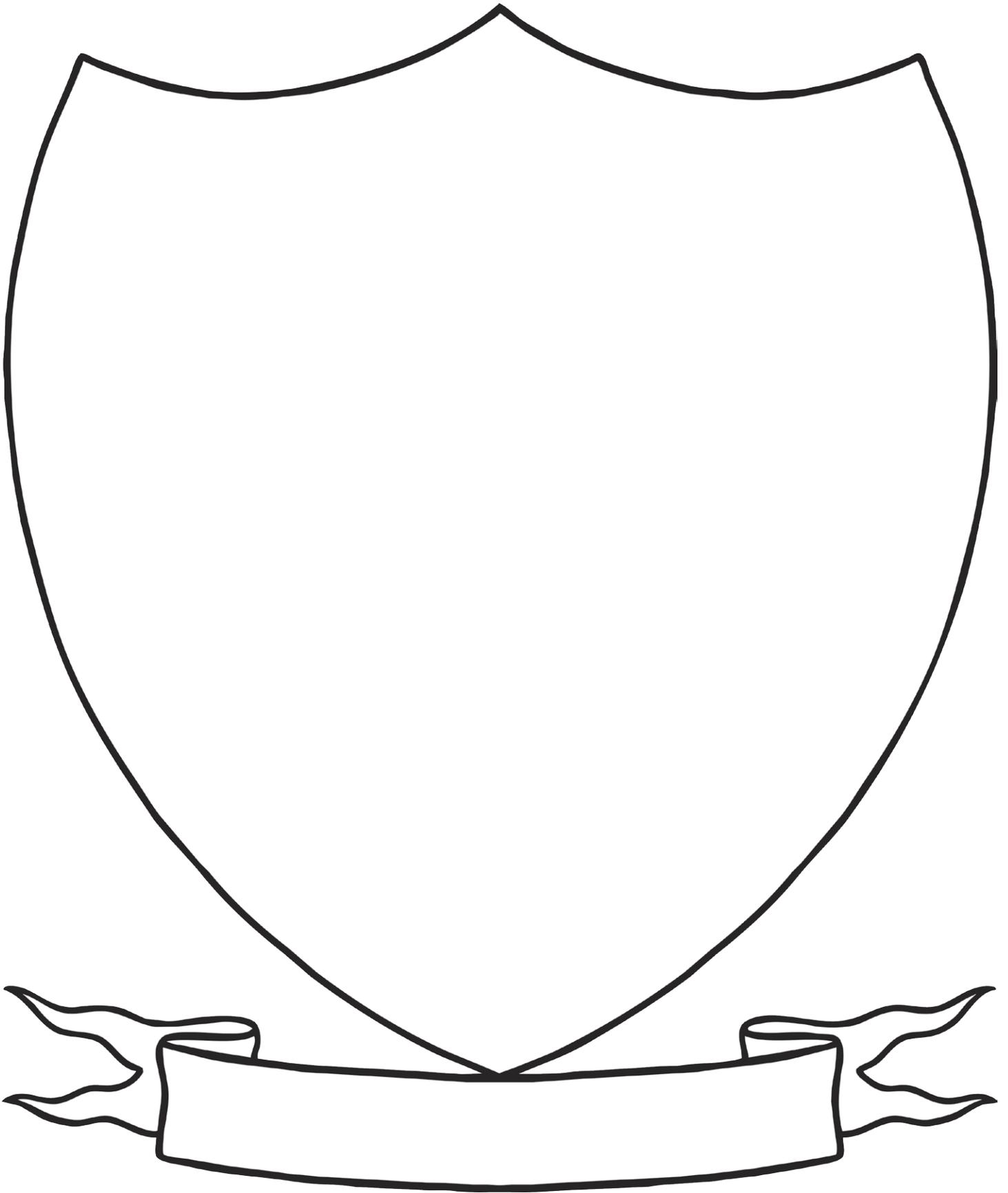
What was your first job?

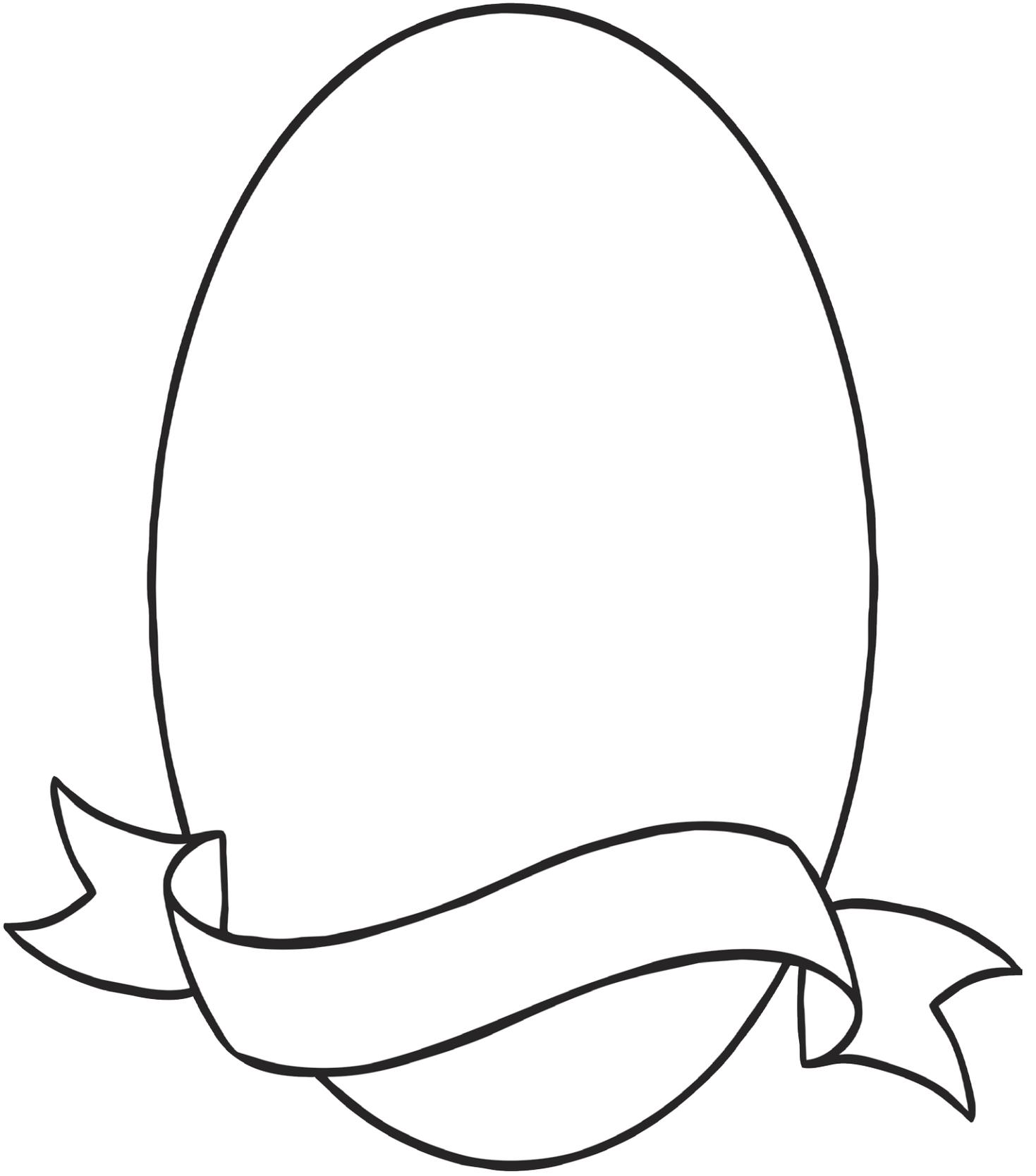
How has life changed since you were a child?

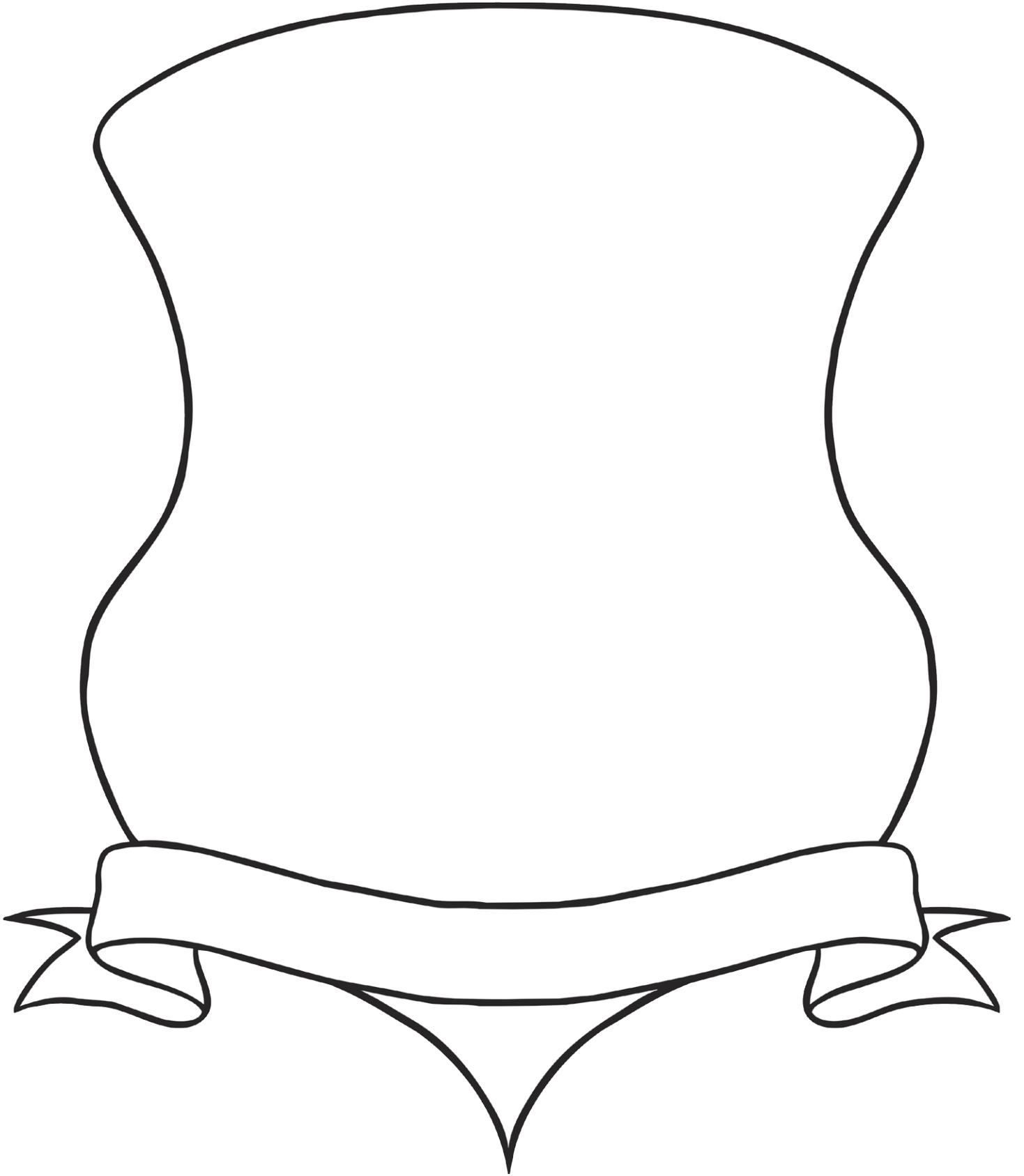
Additional Questions

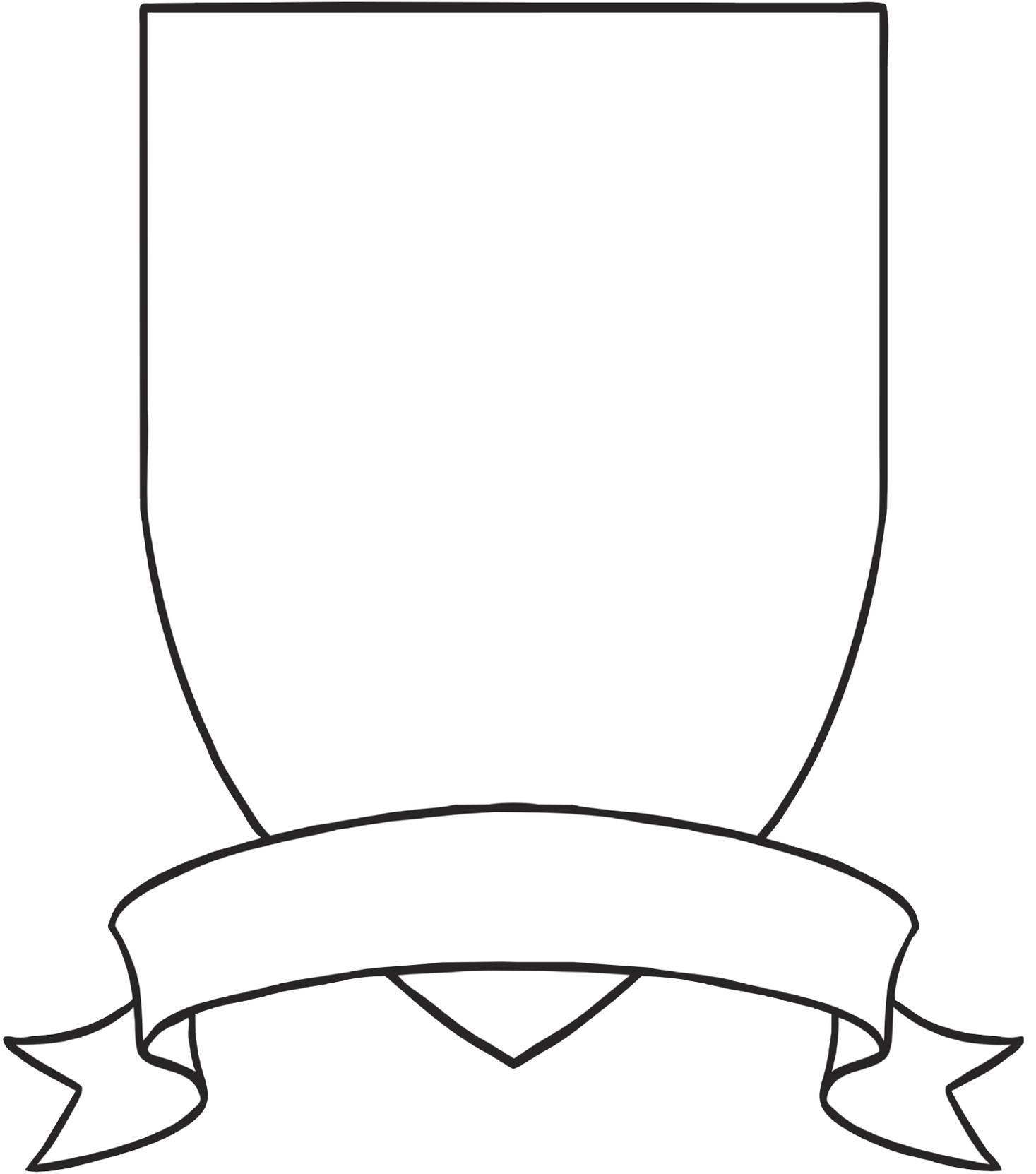














# History

## Kings and Queens

# Family Trees



# Aim

- I can find out how the title of king or queen is inherited
- I can find out about how family history, such as Queen Victoria's and my own family, can be represented

# Success Criteria

- I can explain how the monarchy continues through the royal family
- I can understand why the eldest son is represented differently to other children in royal paintings
- I can talk about what I know about Queen Victoria's family tree
- I can represent my own family history as a family tree

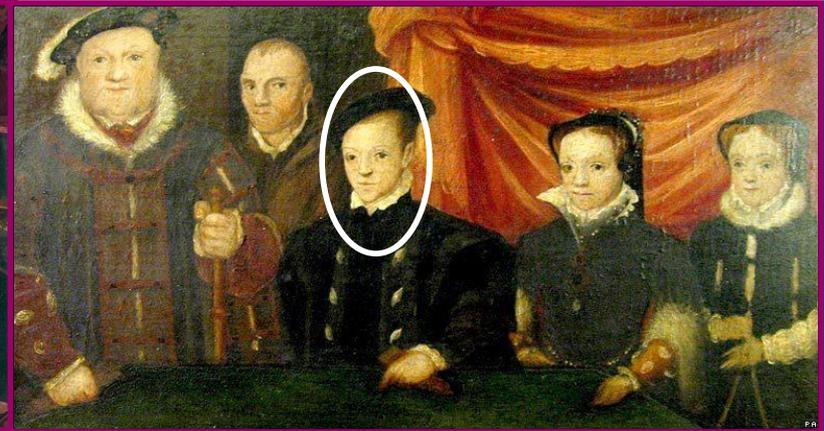
# A Monarch's Family



Why is having a family and children so important to a king or queen?  
What would happen if they did not have any children?



George III, Queen Charlotte and their six eldest children.



Henry VIII with his children. (His jester is in the background!)

In the United Kingdom, the tradition was that the eldest son of the king and queen became the next king, even if he had an older sister. This was changed in 2013 so that the eldest child of the king and queen, whether a boy or a girl, is now next in line.

**Can you tell which child in each painting is to become the next monarch?**

# Queen Victoria's Family



Queen Victoria's Reign: 1837 - 1901

1800

Queen Victoria was born in 1819

1900

She died in 1901

2000

- Queen Victoria was Queen of the United Kingdom from 1837 until her death in 1901. She became Queen when she was just 18 years old.
- Victoria married her cousin, Prince Albert of Saxe-Coburg and Gotha (an area of Germany) in 1840.
- They had nine children together.
- Prince Albert died of an illness in 1861. Victoria was so sad that she spent the rest of her life wearing black, a sign of mourning.
- Victoria's reign of 63 years and 7 months is the second longest of any British monarch.



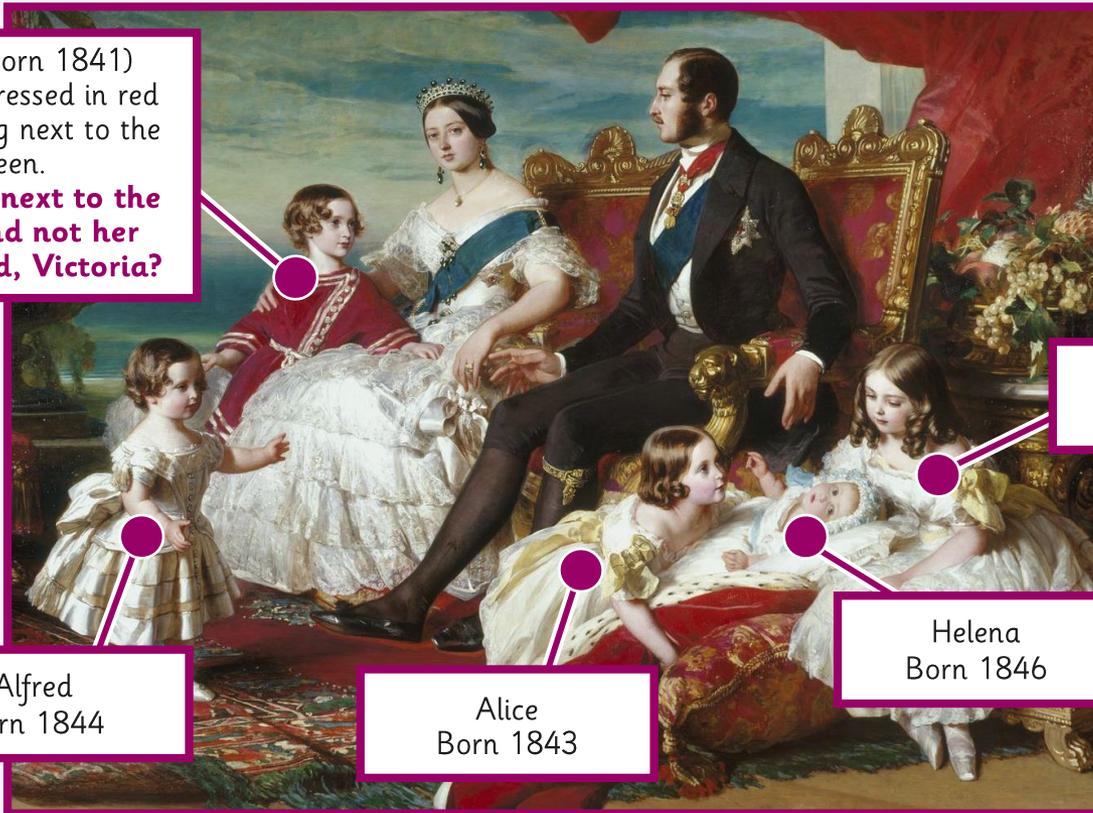
# Queen Victoria's Family



This painting shows Queen Victoria with Prince Albert, her husband, and their first five children.

Edward (born 1841)  
Edward is dressed in red and standing next to the Queen.

**Why is he next to the Queen and not her oldest child, Victoria?**



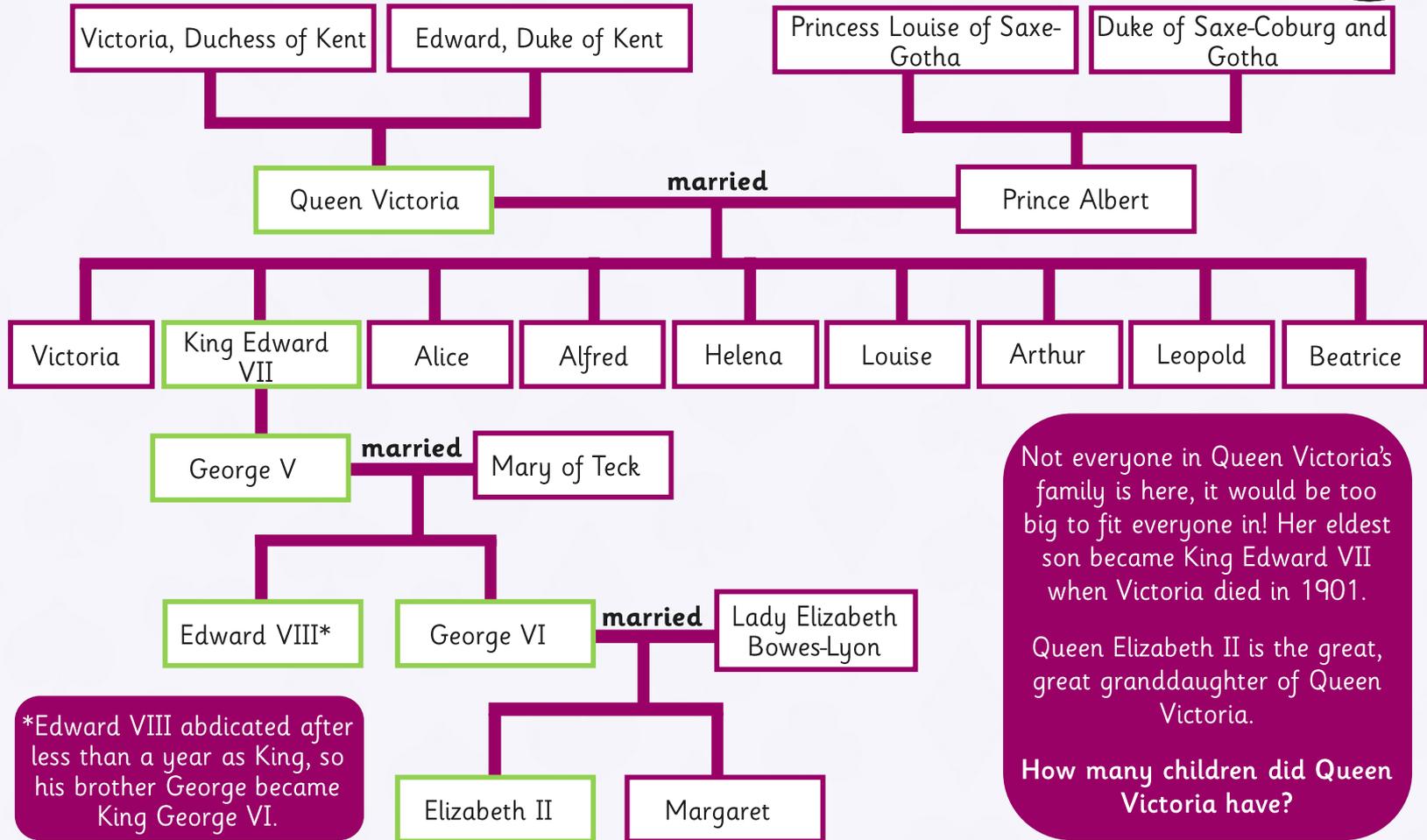
Victoria  
Born 1840

Helena  
Born 1846

Alice  
Born 1843

Alfred  
Born 1844

# Queen Victoria's Family



\*Edward VIII abdicated after less than a year as King, so his brother George became King George VI.

Not everyone in Queen Victoria's family is here, it would be too big to fit everyone in! Her eldest son became King Edward VII when Victoria died in 1901.

Queen Elizabeth II is the great, great granddaughter of Queen Victoria.

How many children did Queen Victoria have?

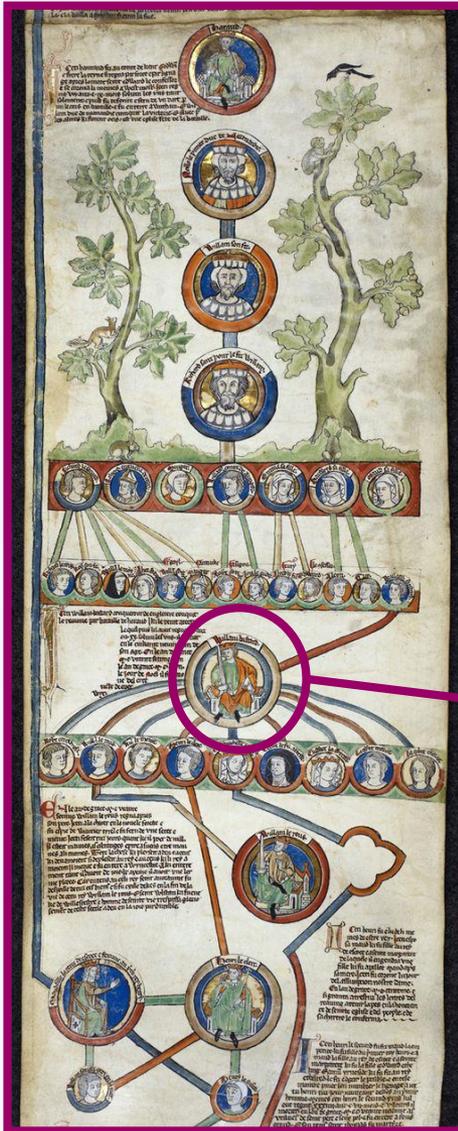


# The Family Tree

As the family is so important to a monarch, people have created drawings of the king or queen's family tree for hundreds of years. Here is an example of the family tree of William the Conqueror, who was King from 1066 until 1087.

How is this similar to Queen Victoria's family tree?

**Clue:** Look closely at the tree from William the Conqueror!



The family tree of William the Conqueror.



# My Family History

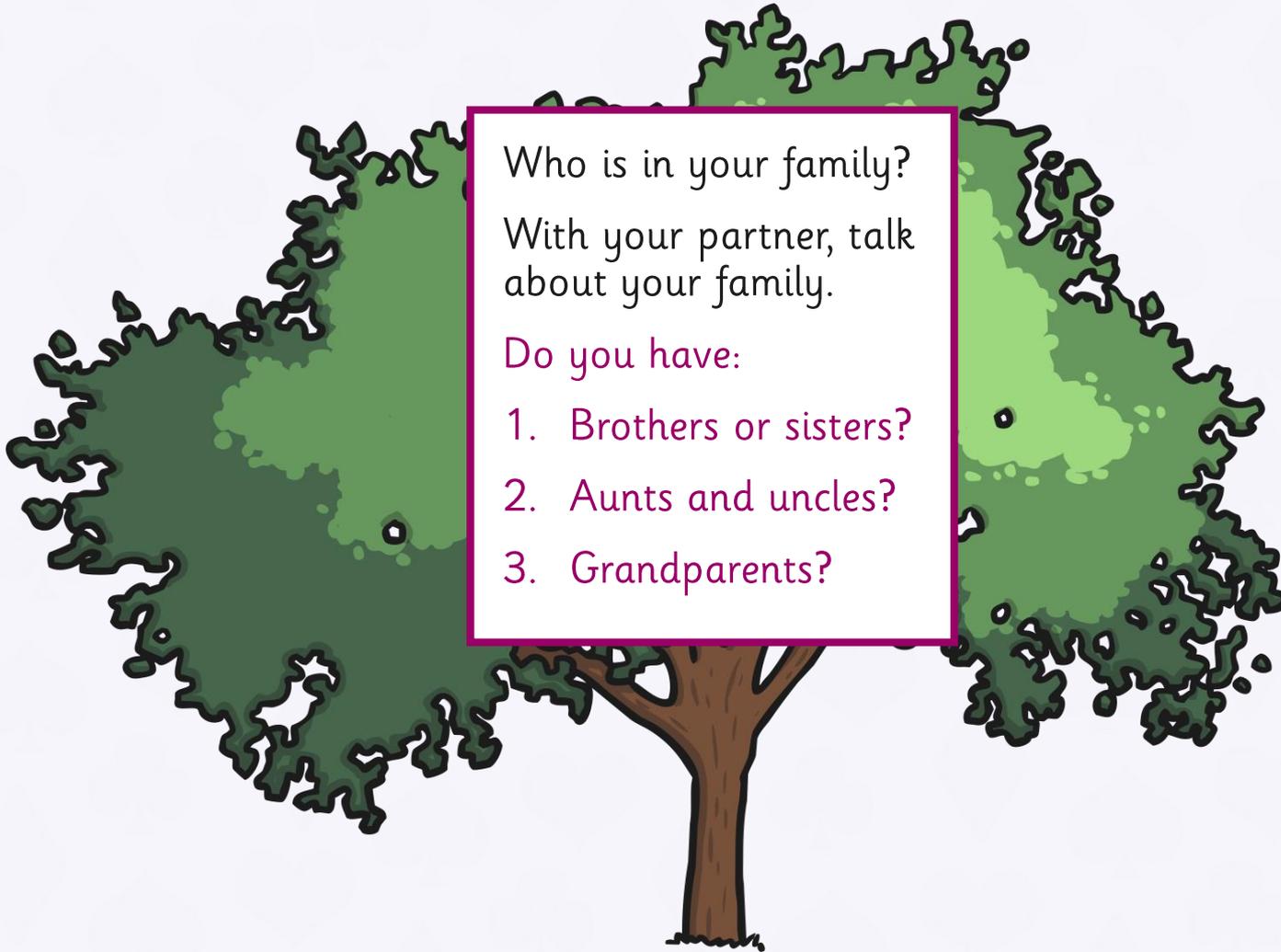


Who is in your family?

With your partner, talk about your family.

Do you have:

1. Brothers or sisters?
2. Aunts and uncles?
3. Grandparents?

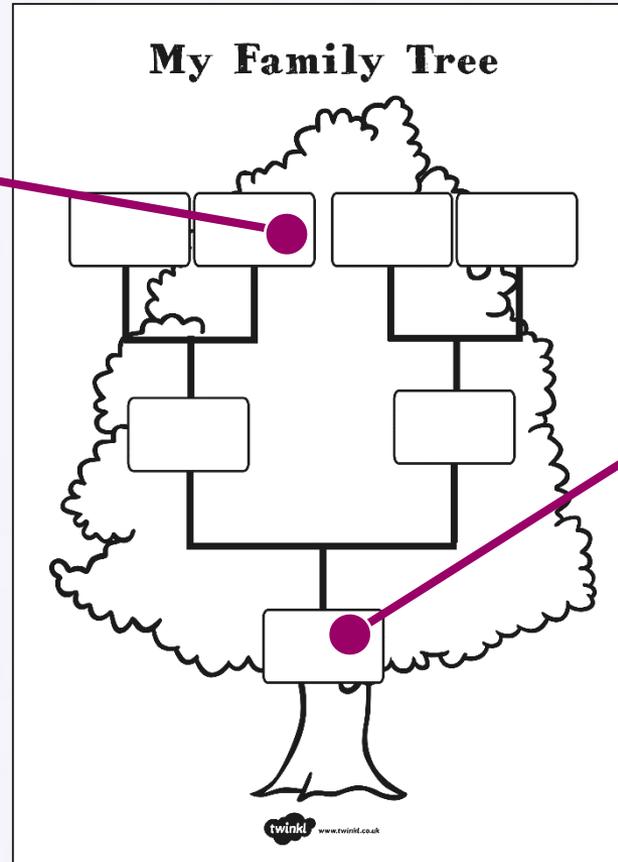


# My Family Tree



How can you put this information into a family tree?

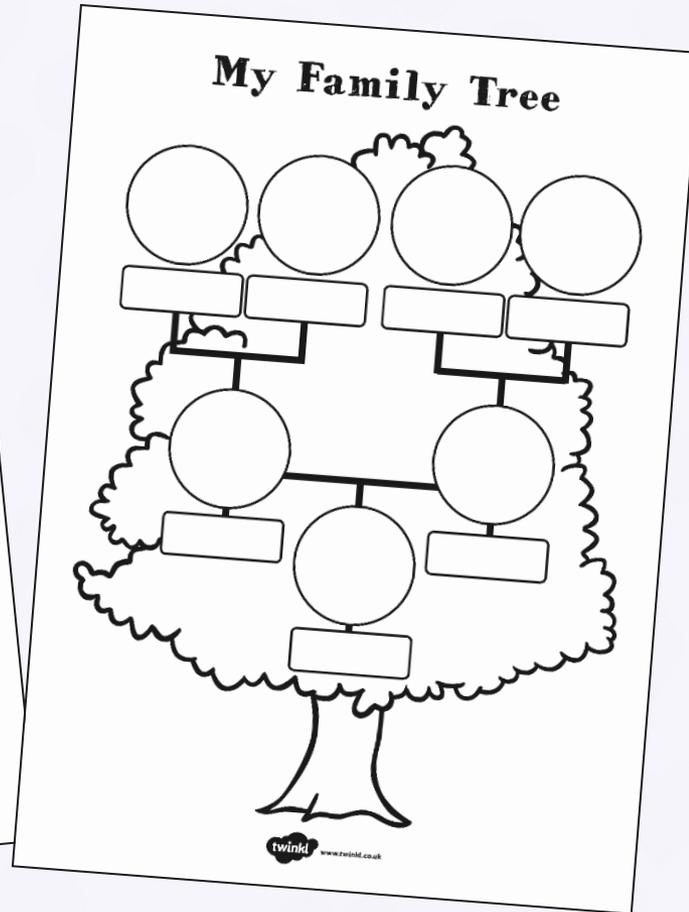
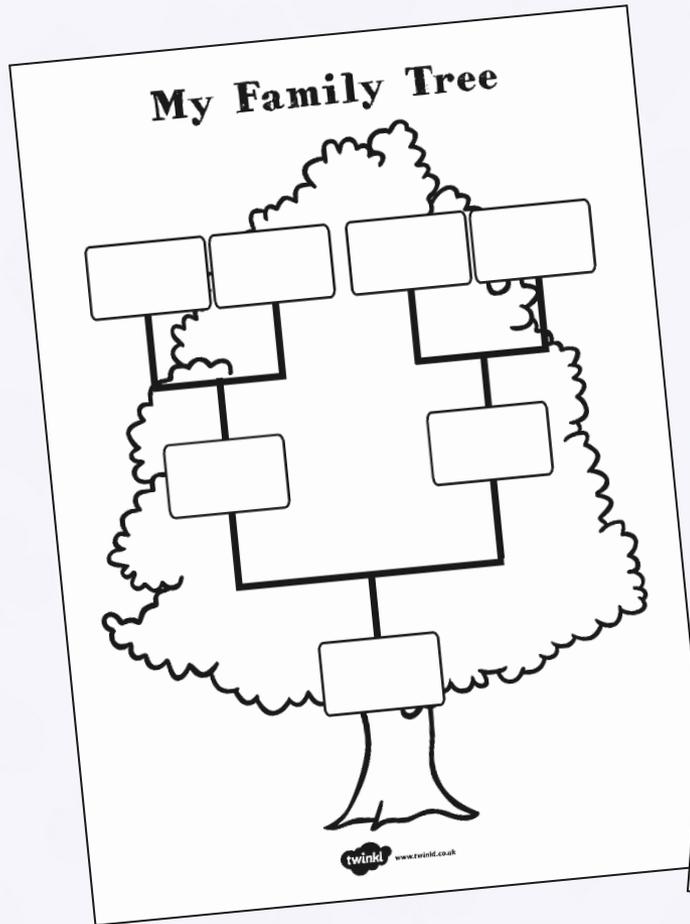
The oldest family member goes at the top of the tree.



The youngest family member (this is you!) should be at the bottom of the tree.

**Remember:** all families are different, it would be boring if every family was the same!

# Share Your Family Trees



# Aim



- I can find out how the title of king or queen is inherited
- I can find out about how family history, such as Queen Victoria's and my own family, can be represented

# Success Criteria

- I can explain how the monarchy continues through the royal family
- I can understand why the eldest son is represented differently to other children in royal paintings
- I can talk about what I know about Queen Victoria's family tree
- I can represent my own family history as a family tree



# Emmeline Pankhurst

2018 marks the 100 year anniversary of women in the UK first being able to vote. What do you know about the campaign for votes for women? Maybe you've heard of one of the leading campaigners, Emmeline Pankhurst, who was the leader of the Women's Social and Political Union.

## Who Was She?

Emmeline Goulden was born in Moss Side, Manchester in 1858. Her parents were involved in politics. At the young age of 14, she was introduced to the women's suffrage movement which supported the right of women to vote. At the age of 21, she married Richard Pankhurst who was 24 years older than her. He was a barrister who supported women's right to vote and they had four children together. In 1889, Emmeline and Richard started the Women's Franchise League which campaigned for women to be allowed to vote in local elections. When the organisation broke apart, she tried to join the Independent Labour party but at first was refused as she was a woman.



### Did You Know?

Emmeline worked as a Poor Law Guardian in a workhouse and was shocked at the terrible conditions there.

## Who Were The Suffragettes?

In 1903, five years after the death of her husband, Emmeline Pankhurst started the Women's Social and Political Union (WSPU). Her daughters Christabel, Sylvia and Adela also became part of the group. The WSPU were more aggressive than other groups that supported women's right to vote. Instead of peaceful marches and public speeches, the WSPU held demonstrations, smashed windows and set buildings on fire. Their violent actions meant that these women were the first to be called 'Suffragettes'. Many of their protests were illegal and several of the suffragettes, including Emmeline Pankhurst, went to prison. Whilst in prison,

the suffragettes often went on hunger strike and refused to eat to raise further awareness of their fight. Emmeline Pankhurst was imprisoned several times and force-fed whilst on hunger strike herself.



### Did you know?

In 1913, a suffragette called Emily Davison died when she was trampled by the King's horse at the Epsom Derby. She was trying to hang a suffragette banner on the horse.

### What Changed In 1914?

The beginning of the First World War in 1914 changed Emmeline's political focus. She turned to the war effort and called for the suffragettes to do the same. They encouraged women to work in factories producing munitions for the soldiers and supported the young men fighting. Emmeline Pankhurst died just weeks before all men and women over the age of 21 were granted the vote by Parliament in July 1928. Two years later, a statue was built in London's Victoria Tower Gardens to remember the great suffragette.



### Did you know?

Emmeline Pankhurst supported the White Feather Movement which wanted to make men who didn't volunteer to fight feel ashamed and join up to fight in the First World War.

# Questions

1. How many years ago did women first receive the right to vote in the UK?

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2. How old was Emmeline Pankhurst when she first became interested in women's suffrage?

Tick one.

21

14

24

3. Why was she refused membership of the Independent Labour Party?

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4. Which organisation did Emmeline Pankhurst establish in 1903? Tick one.

The Independent Labour Party

The National Union of Women's Suffrage Societies

The Women's Social and Political Union

5. How was Emmeline Pankhurst's organisation different from other suffragists?

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6. What did Emmeline Pankhurst support during the First World War? Tick one.

Young men joining the armed forces

Equal votes for women

Men standing for election

7. How is Emmeline Pankhurst remembered in London?

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8. What was the aim of the White Feather Movement? Tick one.

- to give white feathers to everyone who could vote
- to make men who didn't volunteer to fight feel ashamed
- to encourage women to work in factories

# Answers

1. How many years ago did women first receive the right to vote in the UK?

**Women first received the right to vote in the UK 100 years ago.**

2. How old was Emmeline Pankhurst when she first became interested in women's suffrage?

Tick one.

21

**14**

24

3. Why was she refused membership of the Independent Labour Party?

**She was refused membership of the Independent Labour Party because she was a woman.**

4. Which organisation did Emmeline Pankhurst establish in 1903?

The Independent Labour Party

The National Union of Women's Suffrage Societies

**The Women's Social and Political Union**

5. How was Emmeline Pankhurst's organisation different from other suffragists?

**The WSPU were more aggressive than other suffragists. Instead of peaceful marches and public speeches, the WSPU held demonstrations, smashed windows and set buildings on fire. Many of their protests were illegal.**

6. What did Emmeline Pankhurst support during the First World War? Tick one.

- Young men joining the armed forces**
- Equal votes for women
- Men standing for election

7. How is Emmeline Pankhurst remembered in London?

**Emmeline Pankhurst is remembered with a statue in London's Victoria Tower Gardens.**

8. What was the aim of the White Feather Movement? Tick one.

- to give white feathers to everyone who could vote
- to make men who didn't volunteer to fight feel ashamed**
- to encourage women to work in factories

# Emmeline Pankhurst

2018 marks the centenary of women in the UK first being entitled to vote. How much do you know about the campaign for votes for women? Maybe you've heard of one of the leading campaigners, Emmeline Pankhurst, who was the founder and leader of the Women's Social and Political Union (WSPU), one of the main groups in the fight for women's suffrage.

## Who Was She?

Emmeline Goulden was born in Moss Side, Manchester in 1858 to parents involved in radical politics. As the eldest of ten children, Emmeline had the task of reading the newspaper to her father at breakfast. This led to her early interest in politics. At the young age of 14, she was introduced to the women's suffrage movement which supported the right of women to vote. Although her father was in support of votes for women, she later recalled hearing him say it was a pity she wasn't a boy. This cemented her belief in the campaign for women's equality. At the age of 21, she married Richard Pankhurst who was 24 years older than her and a friend of the MP and suffragist, John Stuart Mill. He was a barrister who supported women's right to vote and had written documents on the subject. Together they had four children, Christabel, Sylvia, Frank and Adela. In 1889, Emmeline and Richard started the Women's Franchise League which campaigned for women to be allowed to vote in local elections. When the organisation broke apart, she tried to join the Independent Labour party but was initially refused as she was a woman despite her friendship with its leader, Keir Hardie.



## Did You Know?

Emmeline worked as a Poor Law Guardian in a workhouse and was shocked at the terrible conditions there. She was convinced that women in particular got a rough deal in the workhouse.

## Who Were The Suffragettes?

In 1903, five years after the unexpected death of her husband, Emmeline Pankhurst founded the Women's Social and Political Union (WSPU). Her daughters Christabel, Sylvia and Adela were active in the organisation which was more militant than other organisations in support of votes for women.

Founded on the motto, 'deeds, not words', the WSPU went to great lengths in pursuit of their cause. Instead of the peaceful marches and public speeches of other suffragists, the WSPU held demonstrations, smashed windows and set buildings on fire. Their violent actions meant that these women were the first to be called 'suffragettes'. Many of their protests were illegal and several of the suffragettes, including Emmeline Pankhurst, went to prison. Whilst in prison, the suffragettes often went on hunger strike and refused to eat in an aim to raise further awareness of their fight. Emmeline Pankhurst was imprisoned several times and force-fed whilst on hunger strike. The WSPU was not connected with any political party and only women could be members.



### Did you know?

In 1913, a suffragette called Emily Davison died when she was trampled by the King's horse, Anmer, at the Epsom Derby. It is believed that she was trying to drape a suffragette banner on the horse.

### What Changed In 1914?

With the outbreak of the First World War in 1914, Emmeline's focus quickly changed. She turned her focus to the war effort and called for the suffragettes to do the same. They encouraged women to work in factories producing munitions for the soldiers and encouraged young men to enlist in the armed forces. When the bill was passed in 1917 to grant women over 30 the vote, Pankhurst closed down the WSPU and a year later the bill became law. Emmeline Pankhurst died just weeks before all men and women over the age of 21 were granted the vote by Parliament in July 1928. Two years later, a statue was unveiled in London's Victoria Tower Gardens to remember the great suffragette.



### Did You Know?

Emmeline Pankhurst supported the White Feather Movement which aimed to make men who didn't volunteer to fight feel ashamed and join up to fight in the First World War. This movement would give a white feather to men not in uniform in an attempt to shame them.

# Questions

1. How many years ago were women first able to vote in the UK?

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2. Find and copy a word which is a synonym for 'allowed'.

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3. What first sparked Emmeline's interest in politics?

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4. Which organisation did Emmeline Pankhurst found in 1889? Tick one.

- The Women's Franchise League
- The Independent Labour Party
- The Women's Social and Political Union

5. How did the suffragists campaign for women's suffrage?

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6. Which organisation was founded in 1903 and by whom?

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7. What does the motto, 'deeds, not words' tell you about the Women's Social and Political Union?

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8. Draw lines to complete the sentences.

Whilst in prison,
Emmeline Pankhurst died
In 1928,

women over 30 could vote for the first time.
Pankhurst went on hunger strike.
shortly before the Equal Franchise Act was passed

9. How is Emmeline Pankhurst remembered in London?

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10. Tick the correct box related to each statement in the table:

	True	False
Emmeline Pankhurst had 5 children.		
Richard Pankhurst was 24 years older than his wife.		
Emmeline Pankhurst was first introduced to the women's suffrage movement aged 21.		
Emmeline Pankhurst is commemorated with a statue in Paris.		
Emmeline Pankhurst was shocked by the conditions in the workhouse.		

For those statements which are false, write the correct statement below:

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# Answers

1. 1. How many years ago were women first able to vote in the UK?

**Women first received the right to vote in the UK 100 years ago.**

2. 2. Find and copy a word which is a synonym for 'allowed'.

**entitled**

3. What first sparked Emmeline's interest in politics?

**Emmeline's interest in politics was first sparked by reading the newspaper to her father at breakfast.**

4. Which organisation did Emmeline Pankhurst found in 1889? Tick one.



**The Women's Franchise League**



The Independent Labour Party



The Women's Social and Political Union

5. How did the suffragists campaign for women's suffrage?

**The suffragists campaigned peacefully and legally for women's suffrage, through marches, speeches and lobbying MPs to put forward bills in Parliament.**

6. Which organisation was founded in 1903 and by whom?

**The Women's Social and Political Union was founded in 1903 by Emmeline Pankhurst.**

7. What does the motto, 'deeds, not words' tell you about the Women's Social and Political Union?

**Children's own responses, such as: The motto tells us that they believed their actions would have more impact than speeches and parliamentary bills.**

8. Complete the sentences.

Whilst in prison, ~~women over 30 could vote for the first time.~~  
 Emmeline Pankhurst died ~~Pankhurst went on hunger strike.~~  
 In 1928, ~~shortly before the Equal Franchise Act was passed~~

9. How is Emmeline Pankhurst remembered in London?

**Emmeline Pankhurst is remembered with a statue in London's Victoria Tower Gardens.**

10. Tick the correct box related to each statement in the table:

	True	False
Emmeline Pankhurst had 5 children.		✓
Richard Pankhurst was 24 years older than his wife.	✓	
Emmeline Pankhurst was first introduced to the women's suffrage movement aged 21.		✓
Emmeline Pankhurst is commemorated with a statue in Paris.		✓
Emmeline Pankhurst was shocked by the conditions in the workhouse.	✓	

For those statements which are false, write the correct statement below:

**Emmeline Pankhurst had 4 children.**

**Emmeline Pankhurst was first introduced to the women's suffrage movement aged 14.**

**Emmeline Pankhurst is commemorated with a statue in London.**

# Emmeline Pankhurst

2018 marks the centenary of women in the UK first being entitled to vote. How much do you know about the campaign for votes for women? Maybe you've heard of one of the leading campaigners, Emmeline Pankhurst, who was the founder and leader of the Women's Social and Political Union (WSPU), one of the major organisations in the fight for women's suffrage.

## Who Was She?

Emmeline Goulden was born in Moss Side, Manchester in 1858 to parents involved in radical politics. As the eldest of ten children, Emmeline had the task of reading the newspaper to her father at breakfast which led to her early interest in politics. At the young age of 14, she was introduced to the women's suffrage movement which supported the right of women to vote and became interested in the cause. Despite her father's support of votes for women, she later recalled hearing him say it was a pity she wasn't a boy which cemented her belief in the campaign for women's equality. She realised that women were essentially seen as less important than men. At the age of 21, she married Richard Pankhurst who was 24 years older than her and a friend of the MP and suffragist, John Stuart Mill. He was a barrister who supported women's right to vote and had been involved in women's suffrage Parliamentary bills and had published works on the subject. Together they had four children, Christabel, Sylvia, Frank and Adela. In 1889, Emmeline and Richard founded the Women's Franchise League which campaigned for women to be allowed to vote in local elections. When the organisation broke apart, she sought membership of the Independent Labour party but was initially refused, in spite of her friendship with its leader Keir Hardie, as she was a woman.



## Did You Know?

Emmeline worked as a Poor Law Guardian in a workhouse and was shocked at the terrible conditions there. She was convinced that women in particular got a rough deal in the workhouse and described heavily pregnant women scrubbing the floors.

## Who Were The Suffragettes?

In 1898, Emmeline was forced to move to a smaller house after Richard Pankhurst died. Five years after the unexpected death of her husband, in 1903, she founded the Women's Social and Political Union (WSPU). Her daughters Christabel, Sylvia and Adela were active in the organisation which was more militant than other organisations supporting women's suffrage. Founded on the motto, 'deeds, not words', the WSPU went to great lengths in pursuit of their cause. Instead of the peaceful marches and public speeches of other suffragists, the WSPU held demonstrations, smashed windows and set buildings on fire. As a result of their militant activities, they came to be called 'suffragettes'. Many of their protests were illegal and several of the suffragettes, including Emmeline Pankhurst, went to prison repeatedly. Whilst in prison, the suffragettes often went on hunger strike and refused to eat in an aim to raise further awareness of their fight. Emmeline Pankhurst was imprisoned several times and force-fed whilst on hunger strike herself. The WSPU was not connected with any political party and only women could be members. Whilst other organisations supported universal adult suffrage, meaning equal votes for all men and women, the WSPU wanted to keep the requirements of property ownership necessary for votes at the time. This was criticised as being not votes for women, but votes for ladies.



### Did You Know?

In 1913, a suffragette called Emily Davison died when she was trampled by the King's horse, Anmer, at the Epsom Derby. It is believed that she was trying to drape a suffragette banner on the horse. Since 2017, the banner has been on display in the Houses of Parliament.

## What Changed In 1914?

With the outbreak of the First World War in 1914, Emmeline's political focus quickly changed. She turned to the war effort and called for the suffragettes to do the same. The WSPU encouraged women to work in factories producing munitions for the soldiers and encouraged young men to enlist in the armed

forces. When the bill was passed in 1917 to grant women over 30 the vote, Pankhurst dissolved the WSPU and a year later the bill came into force. Later on, in 1918, she changed her political views and became a Conservative Party candidate. Emmeline Pankhurst died just weeks before all men and women over the age of 21 were granted the vote by Parliament in July 1928. Two years later, a statue was unveiled in London's Victoria Tower Gardens to commemorate the leader of the suffragettes.

**Did You Know?**

Emmeline Pankhurst supported the White Feather Movement which aimed to make men who didn't volunteer to fight feel ashamed and join up to fight in the First World War. This movement would give a white feather to men not in uniform in an attempt to shame them.

# Questions

1. How many years ago were women first able to vote in the UK?

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2. Which event in Emmeline's childhood had a profound effect on her belief in women's equality?

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3. Which organisation did Richard and Emmeline Pankhurst found in 1889?

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4. Which organisation did Emmeline Pankhurst found in 1903 and what were they known as?

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5. What does the motto, "deeds, not words" tell you about the WSPU?

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6. What changed Emmeline Pankhurst's focus in 1914 and how did it change it?

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7. Summarise Emmeline Pankhurst's life after her husband died.

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8. From what you have read in the text, would you have supported the suffragists or the suffragettes? Explain your answer.

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9. 'Emmeline Pankhurst died just weeks before all men and women over the age of 21 were granted the vote by Parliament in July 1928.' Why do you think the author chose to include the word 'just' in this sentence?

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10. Do you think that the White Feather Movement was similar or different in its aims and methods to the Women's Social and Political Union? Explain your answer using evidence from the text.

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# Answers

1. How many years ago were women first able to vote in the UK?

**Women first received the right to vote in the UK 100 years ago.**

2. Which event in Emmeline's childhood had a profound effect on her belief in women's equality?

**The event in Emmeline's childhood that had a profound effect on her belief in women's equality was overhearing her father saying it was a pity she hadn't been born a boy and realising that women were seen as less important than men.**

3. Which organisation did Richard and Emmeline Pankhurst found in 1889?

**Richard and Emmeline Pankhurst founded the Women's Franchise League in 1889.**

4. Which organisation did Emmeline Pankhurst found in 1903 and what were they known as?

**Emmeline Pankhurst founded The Women's Social and Political Union, also known as the suffragettes.**

5. What does the motto, "deeds, not words" tell you about the WSPU?

**The motto tells us that they believed their violent actions would have more impact than speeches and parliamentary bills.**

6. What changed Emmeline Pankhurst's focus in 1914 and how did it change it?

**The outbreak of the First World War in 1914 turned Emmeline Pankhurst's focus to the war effort, encouraging women to work in factories producing munitions and encouraging young men to enlist in the armed forces.**

7. Summarise Emmeline Pankhurst's life after her husband died.

**Children's own responses, which may include the following points:**

- **After her husband died, Emmeline Pankhurst was forced to move house.**
- **She founded the Women's Social and Political Union.**
- **She went to prison repeatedly for her militant activities as a suffragette, and went on hunger strike.**
- **She dissolved the WSPU when women over 30 were granted the vote.**

- **She changed her political views and became a Conservative Party candidate.**
- **She died just before all men and women over the age of 21 were granted the vote.**

8. From what you have read in the text, would you have supported the suffragists or the suffragettes? Explain your answer.

**Children's own responses.**

9. 'Emmeline Pankhurst died just weeks before all men and women over the age of 21 were granted the vote by Parliament in July 1928.' Why do you think the author chose to include the word 'just' in this sentence?

**Children's own responses, such as: I think the author chose to include the word 'just' because it emphasises how Emmeline Pankhurst would only have needed to live a little while longer to see her goal achieved.**

10. Do you think that the White Feather Movement was similar or different in its aims and methods to the Women's Social and Political Union? Explain your answer using evidence from the text.

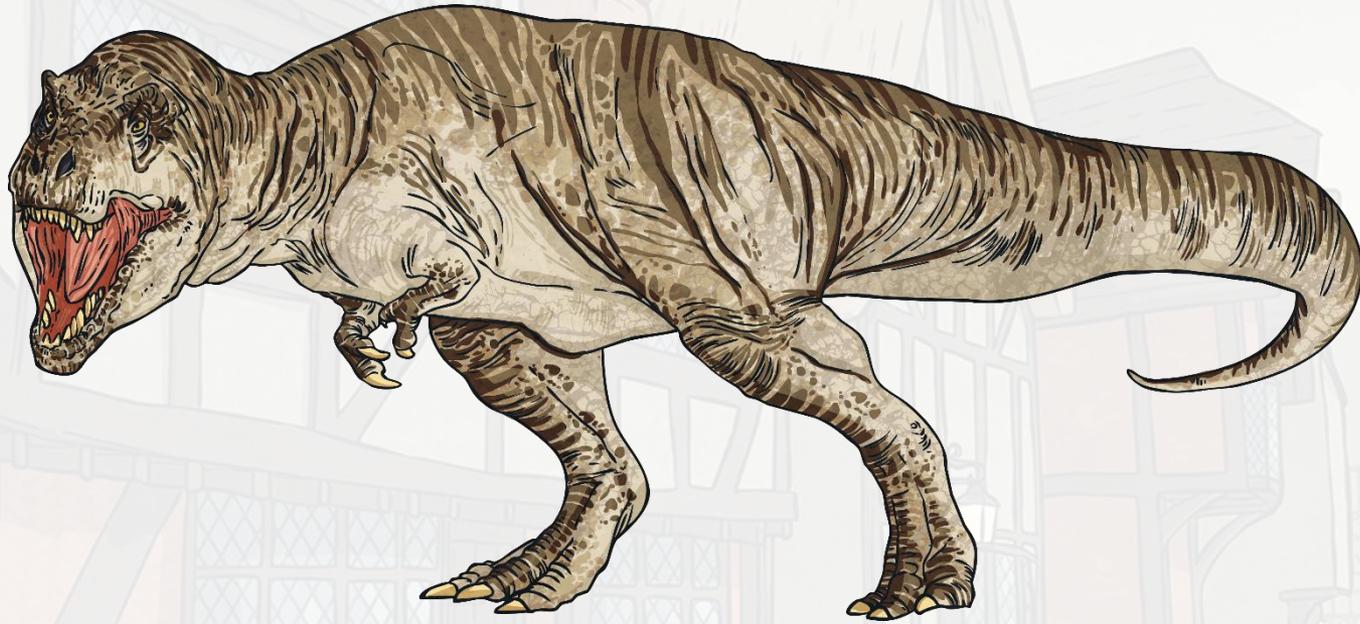
**Children's own responses, such as: I think that the White Feather Movement was different in its aims and methods to the WSPU because they only gave feathers to people, they were not violent and did not do anything illegal like setting buildings on fire for their cause; I think that the White Feather Movement was similar in its aims and methods to the WSPU because both of their campaigns were designed to persuade people to act differently and there were unpleasant consequences if they didn't, such as shame for men who didn't join the Army, and damage to buildings and property if people didn't support women's suffrage.**

# British History Timeline



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# Mesozoic Era



About 250,000,000 years ago

# Stone Age



15,000BC – 2,500BC

# Bronze Age



3,000BC – 800BC

# Iron Age



800BC – AD43

# The Celts



800BC – AD43

# Romans in Britain



AD43 – AD410

# Anglo-Saxons



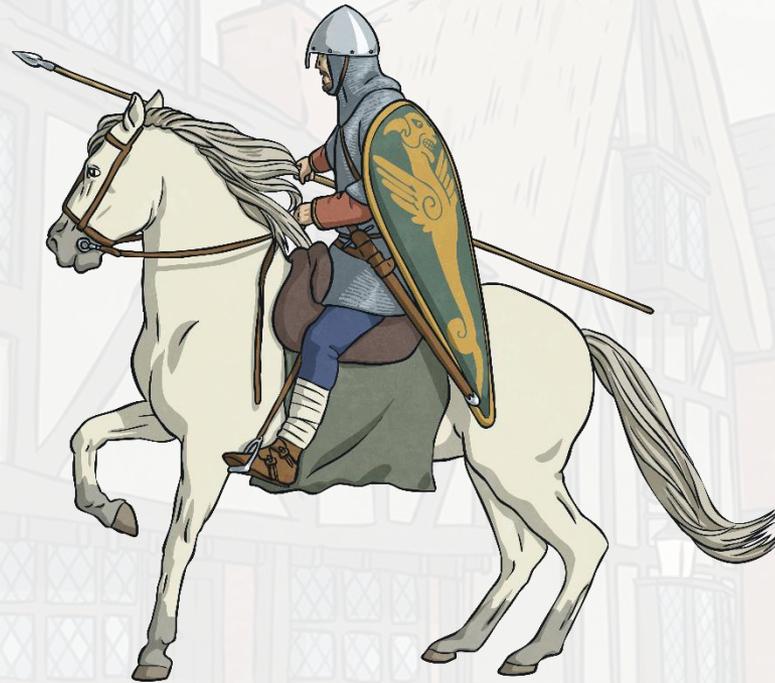
AD449 – AD1066

# Vikings



AD793 – AD1066

# Normans



AD1066 – AD1154

# Middle Ages



AD1154 – AD1485

# Tudors



AD1485 – AD1603

# Civil War and Revolution



AD1603 – AD1714

# The Great Plague of London



AD1665 – AD1666

# The Great Fire of London



AD1666 – AD1666

# Georgians



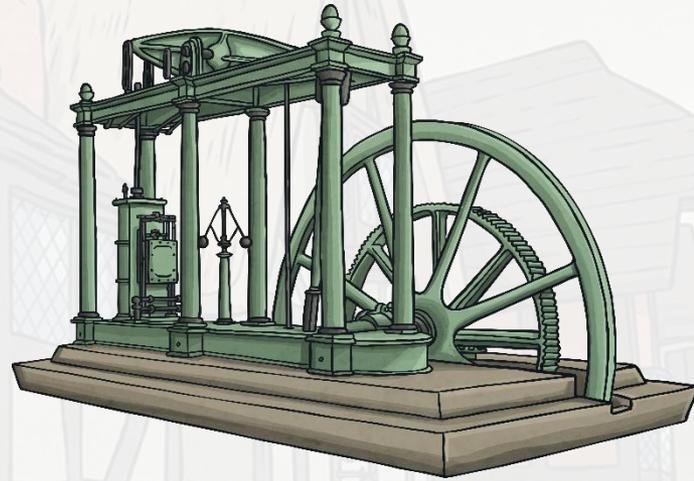
AD1714 – AD1830

# Empire and Sea Power



AD1714 – AD1837

# The Industrial Revolution



AD1760 – AD1820 (approx.)

# Victorians



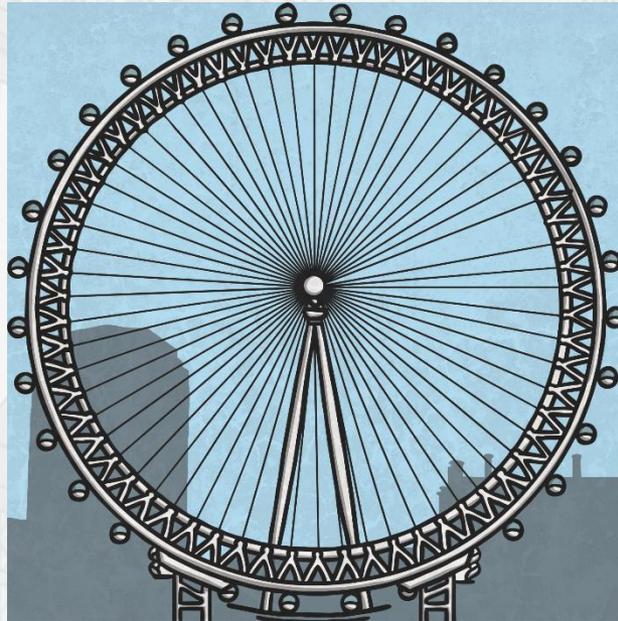
AD1837 – AD1901

# World Wars



First World War: 1914 – 1918  
Second World War: 1939 - 1945

# Modern Britain



1945 – Present Day



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# Florence Nightingale



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# Who Was Florence Nightingale?

Florence Nightingale was born in 1820.

She was named Florence after Florence in Italy, where she was born.

She died in 1910.

She is still famous today.

She became a nurse and helped **soldiers** who were hurt in the war.



# Who Was Florence Nightingale?



She is known as the 'Lady of the Lamp' because she carried a **lamp** with her when she checked on her **patients** in the night.

**Make It!** 

Make your own Florence Nightingale lamp using this activity sheet

# Why Is Florence Nightingale Remembered?



**She changed the way that hospitals looked after their patients.**



**She changed the way that people thought about nurses.**



**She changed the way that people thought about women.**

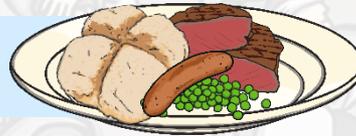
# How Did Florence Nightingale Help?

**She changed the way hospitals looked after their patients.**

Before Florence Nightingale, hospitals were overcrowded and there were not enough beds. Hospitals were dirty and had rats and there weren't enough doctors to help the **patients**.

Florence Nightingale made hospitals cleaner.

She gave **patients** good food.



She saved many lives.

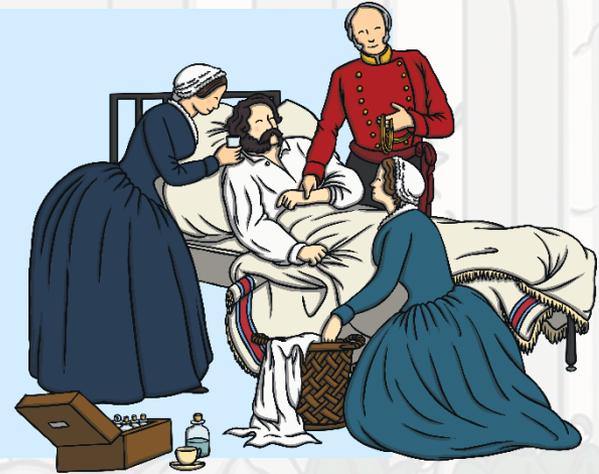


# How Did Florence Nightingale Help?

She changed the way hospitals looked after their patients.

Florence Nightingale showed that trained nurses and clean hospitals could help sick people to get better.

Because of this, she is called the **founder** of modern nursing.



Make a role play hospital in your classroom. Is it hard work to look after all of the patients?



Try It! 

# How Did Florence Nightingale Help?

**She changed the way that people thought about nurses.**

In the past, most people thought that only male doctors could look after patients and that nurses should only do the tidying and cleaning up.



In the past, nurses were not trained.

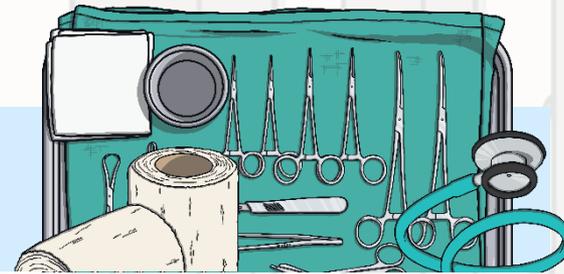
Florence Nightingale met Queen Victoria and told her what was wrong with army hospitals.



# How Did Florence Nightingale Help?

**She changed the way that people thought about nurses.**

She opened a nursing school called the 'Nightingale Training School for Nurses'.



Florence Nightingale wrote a book called Notes for Nursing.

**Read It!** 

Read this poem about Florence Nightingale's work in the Crimean War:

# How Did Florence Nightingale Help?

**She changed the way that people thought about women.**

In the past, most rich women like Florence got married and looked after their homes instead of working.

Florence decided she wanted to work.

She showed that women could choose to work and do things outside the home.



# How Did Florence Nightingale Help?

**She changed the way that people thought about women.**

In 1907, Florence Nightingale was awarded the Order of the Merit by King Edward VII.



She was the first woman to receive this honour.

In the past, people thought that women could not do the same jobs as men. Do you think this is fair? Do people still think like this today?



**Discuss It!** 

# Do It!

Sort the statements into the table.

Before Florence Nightingale	After Florence Nightingale

There were rats in the hospitals.

Before    After

The patients were dirty.

Before    After

There were not enough doctors.

Before    After

Patients had fresh food.

Before    After

Nurses were allowed to look after patients.

Before    After

The hospitals were cleaner.

Before    After

The army started training doctors.

Before    After

Patients had mouldy food.

Before    After

Patients had clean clothes.

Before    After

[Next Page](#)

# What Was Florence Nightingale Like?

**She was determined** – when she arrived in the Crimea, the doctors wanted nothing to do with her but Florence continued with her work.

**She was kind** – she wrote letters home for the injured men who could not write.

**She was a good leader** – she led a team of 38 nurses in the Crimean War.

**Watch It!** 🗓️👁️

Watch a video telling the story of Florence Nightingale's life and achievements.

**Discuss It!** 🗨️

What other words could you use to describe Florence Nightingale?

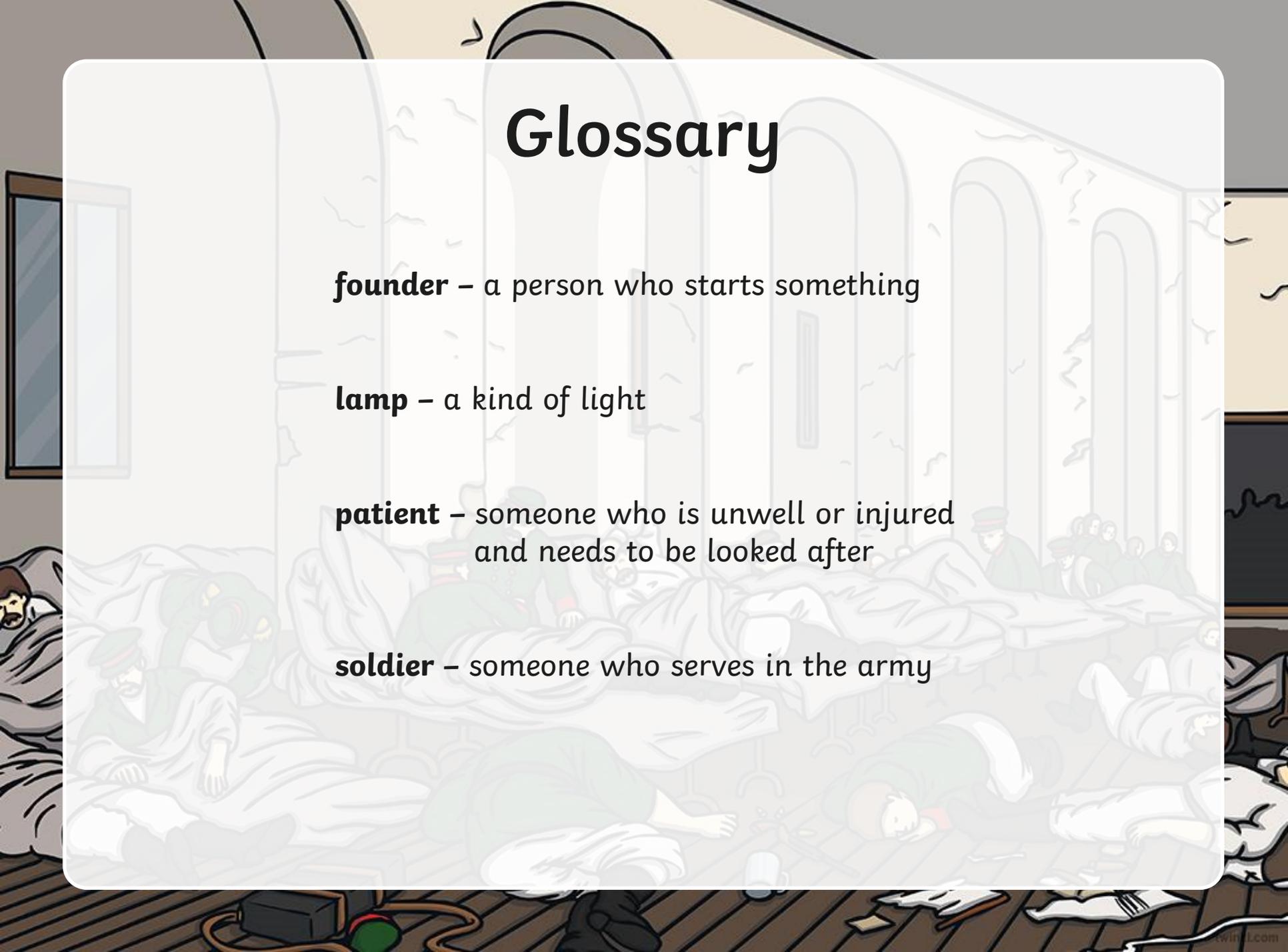
# Glossary

**founder** – a person who starts something

**lamp** – a kind of light

**patient** – someone who is unwell or injured and needs to be looked after

**soldier** – someone who serves in the army





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# Who Burnt the Buns?

The Great Fire is spreading across London like... well, like wild fire! Everyone is desperately trying to put out the flames that have been burning for days. But how did the fire start and **who** is to blame?

As Detective Chief Inspector on the case, it is your job to find out who is responsible for starting the fire. So far, you have discovered that the fire began in the early hours of Sunday morning at Thomas Farriner's bakery on Pudding Lane. Thomas Farriner has told you that it started when someone forgot to take the buns out of the oven but he doesn't know who it was! You have taken down the names and descriptions of the 20 people who work at the bakery. There are also five important clues to be discovered.

To crack the case, you will need to solve each clue and check the information with the list of names. Will you be able to solve the mystery of who burnt the buns before London burns down?

**Good luck!**



# Bakery Staff Descriptions

First Name	Surname	Adult or Child?	Bakery Job	Favourite Baked Food	Height (In Ft.)
Agnes	Yorke	child	selling	bread	2
Anne	Westowe	adult	baking	cake	3
Charles	Baker	adult	baking	cake	3
Clement	Usburn	child	cleaning	bun	2
Dorothea	Thomson	adult	baking	bread	3
Edmund	Baker	adult	baking	cake	6
Elinor	Shawe	adult	selling	pie	4
Florence	Rowley	adult	baking	bun	5
Francis	Russel	adult	cleaning	bread	4
Gabriel	Plumpton	child	selling	cake	2
Gilbert	Norton	adult	baking	pie	4
Hester	Baker	adult	baking	cake	4
Honour	Marton	child	cleaning	bread	2
Isaac	Metcalf	adult	baking	cake	4
Joyce	Lyster	adult	baking	pie	2
Marion	Lowde	child	selling	bun	4
Matthew	Karr	adult	baking	cake	3
Nathaniel	Dryng	adult	cleaning	cake	2
Thomasina	Baker	adult	baking	cake	5
Zachariah	Barley	adult	baking	pie	3

The person who burnt the buns was \_\_\_\_\_.

# Clue 1

## A Misspelt Mystery

Thomas Farriner has received an anonymous note from the person who burnt the buns. But they are not very good at spelling! Can you circle the words in the note that are spelt incorrectly and write the letters that are missing from the words below? Rearrange the letters to find out if the bun burner is an adult or a child.

Dear Thomas,

I am afrid to tell you that it was me that burnt the buns.

I wan to tell you how sorry I am. I only popped out for a second and then I forgot all abot them!

I'm sure you'l punish me if you fin out so I must keep my name a secret.

Please forgive me,

The Bun Burner



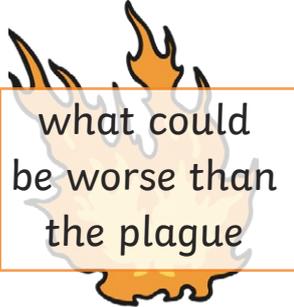
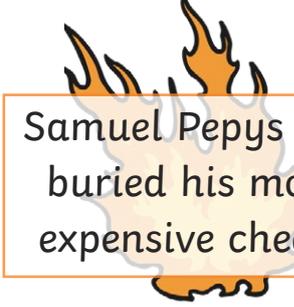
The missing letters are \_\_\_\_\_.

The bun burner is a/an \_\_\_\_\_.

# Clue 2

## Soaking Sentences

The fire is getting worse! Can you help to put out the fire by matching the correct flames with the correct water buckets? Write out the sentences below each water bucket with the correct punctuation. The water bucket that has the most sentences written below it will tell you the bakery job of the bun burner.

 what could be worse than the plague	 grab a bucket and get to work	 the fire started on Sunday the 2 <sup>nd</sup> of September 1666	 help me to load my things onto this waggon
 how many days will the fire burn for	 who will help to put out the fire	 Samuel Pepys has buried his most expensive cheese	

Statement Sentence (Selling) 	Command Sentence (Cleaning) 	Question Sentence (Baking) 

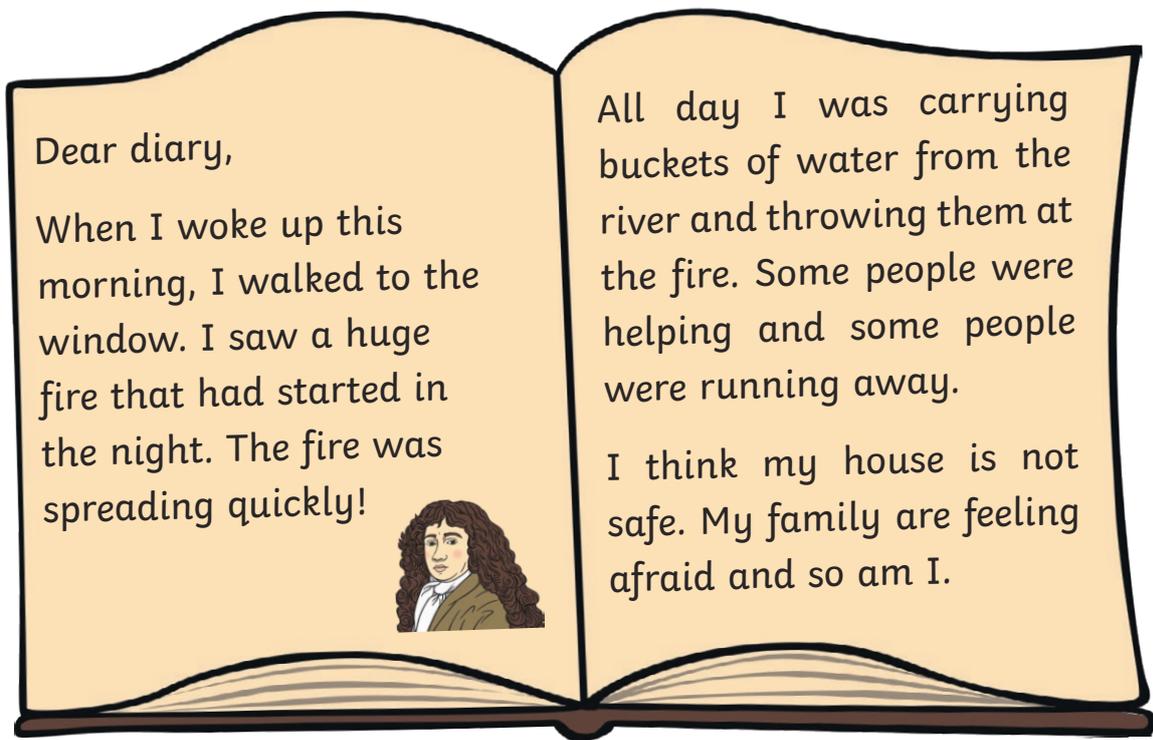
The sentence form used the most is \_\_\_\_\_.

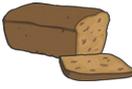
So, the bun burner's job is \_\_\_\_\_.

# Clue 3

## Pepys Past and Pepys Present

You have found a page from Samuel Pepys' diary! Read the diary entry carefully and sort the sentences into the simple past tense, simple present tense, progressive past tense and progressive present tense. The tense with the most sentences will tell you the favourite baked food of the bun burner.



<b>Simple Past Tense</b> (Bread) 	<b>Simple Present Tense</b> (Bun) 	<b>Past Progressive Tense</b> (Cake) 	<b>Present Progressive Tense</b> (Pie) 

The tense form used the most is \_\_\_\_\_.

So, the bun burner's favourite baked food is \_\_\_\_\_.

# Clue 4

## Name Game Changer

It's getting late and the flames are growing higher and higher! Colour in the view out of your window to reveal the next clue...

If -er can be added to make a new word, colour in orange.

If -less can be added to make a new word, colour in red.

If -ment can be added to make a new word, colour in yellow.

If no suffix can be added to make a new word, colour in dark blue.

buckets	fires	nights	zooms	diary
buns	horses	terrifying	buried	escaped
servants	bakery	thank	pudding	flames
lane	higher	job	gloom	winds
wealth	fear	read	speech	cities
oven	taste	eat	end	dampens
carriage	home	kick	hope	alarm
joy	attack	judge	burn	harm
thought	amaze	disappoint	place	power

Rearrange the first letter of each of the words coloured in orange to find out the bun burner's surname.

The bun burner's surname is \_\_\_\_\_.

# Clue 5

## London's Burning Line-Up

You can hear the words of a popular new song being sung. Go through the song and write all the words in **bold** in the table below, sorting them by word class. When written in the table from the bottom upwards, the word class that has been used the **most** will reveal the height of the bun burner!

**Buns** are **burning**, buns are burning,

**Find** the **baker**, find the baker,

Fire, fire! Fire, fire!

We need water, **lovely** water.

Do it **quickly**, do it quickly,

**Flames** are **growing**, flames are growing,

Fire, fire! Fire, fire!

**Get** some water, **river** water.

**London's** burning, London's burning,

Call the **brigade**, call the brigade,

Fire, fire! Fire, fire!

**Pour** on water, **freezing** water.

Fire is out, **finally** out,

Praise the **firemen**, praise the firemen,

Ash and **cinders**! Ash and cinders!

**Saved** by water, **amazing** water.

<b>height</b>				
6ft				
5ft				
4ft				
3ft				
2ft				
1ft				
	<b>noun</b>	<b>verb</b>	<b>adverb</b>	<b>adjective</b>

The word class that is used the most is \_\_\_\_\_.

So, the bun burner is \_\_\_\_\_ feet tall.

# Answers

## Clue 1: A Misspelt Mystery

Dear Thomas,

I am afraid to tell you that it was me that burnt the buns.

I want to tell you how sorry I am. I only popped out for a second and then I forgot all about them!

I'm sure you'll punish me if you find out so I must keep my name a secret.

Please forgive me,

The Bun Burner

The missing letters are **a t u l d**.

The bun burner is an **adult**.

## Clue 2: Soaking Sentences

<b>Statement Sentence</b> (Selling) 	<b>Command Sentence</b> (Cleaning) 	<b>Question Sentence</b> (Baking) 
Samuel Pepys has buried his most expensive cheese.  The fire started on Sunday the 2 <sup>nd</sup> of September 1666.	Grab a bucket and get to work.  Help me to load my things onto this waggon.	How many days will the fire burn for?  Who will help to put out the fire?  What could be worse than the plague?

The sentence form used the most is **question sentence**.

So, the bun burner's job is **baking**.

### Clue 3: Pepys Past and Pepys Present

<b>Simple Past Tense</b> (Bread) 	<b>Simple Present Tense</b> (Bun) 	<b>Past Progressive Tense</b> (Cake) 	<b>Present Progressive Tense</b> (Pie) 
<p>When I woke up this morning, I walked to the window.</p> <p>I saw a huge fire that had started in the night.</p>	<p>I think my house is not safe.</p>	<p>The fire was spreading quickly!</p> <p>All day I was carrying buckets of water from the river and throwing them at the fire.</p> <p>Some people were helping and some people were running away.</p>	<p>My family are feeling afraid and so am I.</p>

The tense form used the most is **past progressive tense**.

So, the bun burner's favourite baked food is **cake**.

### Clue 4: Name Game Changer

buckets	fires	nights	zooms	diary
buns	horses	terrifying	buried	escaped
servants	bakery	thankless	pudding	flames
lane	higher	jobless	gloom	winds
wealth	fearless	reader	speechless	cities
oven	tasteless	eater	endless	dampens
carriage	homeless	kicker	hopeless	alarm
joyless	attacker	judgement	burner	harmless
thoughtless	amazement	disappointment	placement	powerless

The bun burner's surname is **Baker**.

**Clue 5:** London's Burning Line-Up

<b>height</b>				
6ft				
5ft				
<b>4ft</b>	<b>cinders</b>			
	<b>firemen</b>			
3ft	<b>brigade</b>	<b>saved</b>		
	<b>London</b>	<b>pour</b>		
2ft	<b>river</b>	<b>get</b>		
	<b>flames</b>	<b>growing</b>		<b>amazing</b>
1ft	<b>baker</b>	<b>find</b>	<b>finally</b>	<b>freezing</b>
	<b>buns</b>	<b>burning</b>	<b>quickly</b>	<b>lovely</b>
	<b>noun</b>	<b>verb</b>	<b>adverb</b>	<b>adjective</b>

The word class that is used the most is **noun**.

So, the bun burner is **4ft** tall.

The person who burnt the buns was **Hestor Baker**.

# Rosa Parks

Rosa Parks was a black woman, who played an important part in the American Civil Rights movement. She made changes to try to make life fair for black and white people in America.

## Early Life

Rosa Parks was born on 4th February, 1913 and grew up on a farm with her mother, brother and grandparents in a place called Montgomery in the USA. Rosa Parks grew up at a time when African-American people and other people of colour were treated as second-class citizens. They did not have the same rights as white people.

## Segregation in America

When Rosa Parks was growing up, black people were not allowed to use many of the same public places as white people. This was called 'segregation'. The laws in many American states enforced segregation between white people and black people in public places such as schools, transport, toilets and restaurants. They also made it difficult for black people to vote. Many white people did not respect black people and treated them very badly.

## The Bus Ride

On 1st December, 1955, Rosa Parks was sitting on the bus on the way home from work. She was sitting in the section segregated for black people but if the white section was full, black people had to move so white people could have a seat.

On this day, the white section was full and Rosa was told to move but she did not. The driver said that he would call the police but she stayed sitting down. Eventually, the police came and she was arrested, charged and found guilty for breaking the law and she had to pay a fine.

## What Happened Next?

Amazingly, what Rosa did on that day started a big movement. 40 000 black people in the area (and some white people) refused to use the buses at all until they were treated fairly – this was called The Bus Boycott. The huge amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days before finally the government took action and the segregation on buses was lifted – and all because of Rosa Parks.

Rosa's actions made history as it sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116



# Rosa Parks Questions

Try and answer the questions using full sentences.

1. Where did Rosa grow up?

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2. What is 'segregation'?

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3. What did Rosa Parks do to break the rules?

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4. List three places where black and white people had to stay apart from each other.

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5. Why do you think Rosa wouldn't move?

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6. What was the name of the movement of people to stop using the buses?

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7. In the final paragraph, what type of word is 'amazingly'?

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# Rosa Parks Questions

8. If you had been sitting next to Rosa Parks on that day, what do you think you would have done and why?

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9. What sort of characteristics do you think Rosa Parks had? Give reasons for your answers.

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# Rosa Parks Answers

1. Where did Rosa grow up?

**Rosa grew up in a place called Montgomery in America.**

2. What is 'segregation'?

**Segregation means the separation of people by law usually by race, gender or religion.**

3. What did Rosa Parks do to break the rules?

**Rosa Parks broke the rules because she did not move when she was told to do so to let a white person sit down on the bus.**

4. List three places where black and white people had to stay apart from each other.

**Three places where black people and white people had to stay apart from each other are: schools, churches and toilets. (Also accept any from: buses, town hall and public buildings.)**

5. Why do you think Rosa wouldn't move?

**Pupil's own response, which could include: she was tired of giving in/ she didn't want to be treated unfairly anymore/ she wasn't frightened of police action, etc.**

6. What was the name of the movement of people to stop using the buses?

**The name of the movement of people to stop using the buses was 'The Bus Boycott'.**

7. In the final paragraph, what type of word is 'amazingly'?

**The word 'amazingly' is an adverb.**

8. If you had been sitting next to Rosa Parks on that day, what do you think you would have done and why?

**Open-ended question for discussion, but answers should include reasons or evidence for choices.**

9. What sort of characteristics do you think Rosa Parks had? Give reasons for your answers.

**Open-ended and for discussion. Example answers might include:**

- **braveness – for standing up for her rights**
- **calmness – to not get violent in such an unfair situation**
- **stubbornness – to not move on the bus**
- **proudness – for being proud of who she was**
- **determined – to stand her ground**

# Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

## Early Life

Rosa Parks was born on 4th February, 1913 and grew up on a farm with her mother, brother and grandparents in a place called Montgomery in the USA. Rosa Parks grew up at a time when African-American people and other people of colour were treated as second-class citizens. They did not have the same rights as white people.

## Segregation in America

When Rosa Parks was growing up, black people were not allowed to use many of the same public places as white people. This was called 'segregation'. The laws in many American states enforced segregation between white people and black people in public places such as schools, transport, toilets and restaurants. Usually, the schools, hospitals and bathrooms that white people used were in much better condition than the ones that black people had to use. The laws at the time also made it difficult for black people to vote. Many white people did not respect black people and treated them very badly.

## The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as she had to – in the section allocated for black people at the back of the bus. The bus companies always moved black people further back or made them stand if the section allocated for white people was full and a white person needed to sit down. This happened to Rosa and she was told to move further back to give her seat to a white person...but she did not move. She was threatened with police action but she stayed put. Eventually, the police arrested, charged and fined her for breaking the law.

## What Happened Next?

Amazingly, Rosa's behaviour unleashed a wave of protest and 40 000 black people in the area (and some white people) supported a bus boycott (a refusal to use the bus services in Montgomery). The bus companies lost a lot of money and the amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days, before it came to the attention of the government and just over a year later, in December 1956, the segregation on buses was lifted.

Rosa's actions made history as they sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116



# Rosa Parks Questions

Try and answer the questions using full sentences.

1. Where did Rosa grow up?

---

2. What is 'segregation'?

---

---

3. How were the facilities provided for black and white people different?

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4. How old was Rosa when she did not move on the bus?

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5. If you boycott something, what are you doing?

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6. In 1955, how were the buses in Montgomery segregated?

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7. In 'The Bus Ride That Changed History' section, why has the author used an ellipsis?

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# Rosa Parks Questions

8. Near the end of the text, the author writes that 'it wasn't the end of segregation'. When the bus laws were changed, why wasn't it the end of segregation?

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9. In Rosa's quote, what was Rosa tired of and why do you think this was?

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10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.

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# Rosa Parks Answers

1. Where did Rosa grow up?

**Rosa grew up in a place called Montgomery in America.**

2. What is 'segregation'?

**Segregation means the separation of people by law usually by race, gender or religion.**

3. How were the facilities provided for black and white people different?

**The facilities provided for black people were not up to the same standard as the facilities provided for white people. They were not as clean or as modern.**

4. How old was Rosa when she did not move on the bus?

**Rosa was 42 years old when she did not move on the bus.**

5. If you boycott something, what are you doing?

**If you boycott something, you are refusing to go there or take part in it or have anything to do with it.**

6. In 1955, how were the buses in Montgomery segregated?

**In 1955, there were separate sections on buses allocated to white and black people. If the section allocated to white people was full, the black people on the bus were as to move back or stand to make way for the white citizens to have their seat.**

7. In 'The Bus Ride' section, why has the author used ellipsis?

**The author has used ellipsis to show a pause as there was a pause in real life as people waited for Rosa to move.**

8. Near the end of the text, the author writes that 'it wasn't the end of segregation'. When the bus laws were changed, why wasn't it the end of segregation?

**Even though the bus laws had been changed, it was not the end of segregation because there were still laws on segregation for many other places in the community, such as schools and churches.**

9. In Rosa's quote, what was Rosa tired of and why do you think this was?

**Rosa was tired of 'giving in'. I think that she had enough of things not being fair and being told what to do whilst feeling like a second-class citizen. She wasn't being treated fairly and up until then had been following the rules and not fighting back but she knew she couldn't do it anymore.**

10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.

**Open-ended and for discussion. Example answers might include:**

- **braveness – for standing up for her rights**
- **calmness – to not get violent in such an unfair situation**
- **stubbornness – to not move on the bus**
- **proudness – for being proud of who she was**
- **determined – to stand her ground**

# Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

## Early Life

Rosa Parks was born Rosa Louise McCauley on 4th February, 1913. After her parents separated, she grew up on a farm with her mother, brother and grandparents in Montgomery, Alabama, USA. She grew up in a time when America was segregated before the Civil Rights Act was enforced. African-American people and other people of colour were treated as second-class citizens. They did not have the same rights as white people.

## Segregation in America

When Rosa Parks was growing up, black and white people were separated by law in many ways. This was called 'segregation'. The laws in many American states enforced segregation between white people and black people in public places such as schools, transport, toilets and restaurants. It was also clearly apparent that black facilities were of a poorer standard than white facilities. The laws at the time also made it difficult for black people to vote. So not only were black and white people segregated, but black people were treated very badly in society.

## The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as rules required – in the black section to the rear of the bus. Bus companies prioritised seating for white people and moved black people further back, or made them stand if the white section was full and a white person needed a seat. This happened to Rosa and she was told to move further back to give her seat to a white person...but she refused to move. She was threatened with police action but she stayed sat still, adamant that she would not follow the 'rules'. Eventually, the police arrested, charged and fined her for breaking the law.

## What Happened Next?

Amazingly, Rosa's defiance unleashed a wave of protest. Around 40 000 black citizens (and some white citizens) supported the 'Montgomery Bus Boycott'. The profits of the bus companies fell and the sheer size of the movement could not be ignored. The press reported it all over America and the boycott went on for 381 days. It gained the attention of the USA government and just over a year later, in December 1956, the unfair segregation on buses was lifted. Rosa's small actions made history as they acted as a catalyst for the Civil Rights movement, which eventually succeeded. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory for the rights of black people within society.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). *Rosa Parks: My Story*. Dial Books. p. 116



# Rosa Parks Questions

Try and answer the questions using full sentences.

1. In the introduction paragraph, what type of word is 'comparatively'?

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2. If Rosa was born with the name Rosa Louise McCauley, what can we most likely guess happened in her private life?

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3. Explain what you understand by the term 'segregation'.

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4. The author uses the words 'second-class citizens' to describe how people of colour were treated. What do you think this means?

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5. Why did the bus driver ask Rosa to move on the bus?

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6. Find two compound adjectives in the text.

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7. What was 'The Montgomery Bus Boycott'?

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# Rosa Parks Questions

8. Near the end of the text, the author writes: 'Rosa's small actions made history as it acted as a catalyst for the Civil Rights movement', what does the author mean by 'acted as a catalyst'?

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9. In Rosa's quote, what was Rosa tired of and why do you think this was?

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10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.

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# Rosa Parks Answers

1. In the introduction paragraph, what type of word is 'comparatively'?  
**The word 'comparatively' is an adverb.**
2. If Rosa was born with the name Rosa Louise McCauley, what can we most likely guess happened in her private life?  
**Rosa's surname was probably changed because she got married. (She may also have changed her surname in conjunction with her mother and father splitting up).**
3. Explain what you understand by the term 'segregation'.  
**The terms 'segregation' means the separation of people by law usually by race, gender or religion.**
4. The author uses the words 'second-class citizens' to describe how people of colour were treated. What do you think this means?  
**'Second-class citizens' means people were treated as though they were not as valued in society as others.**
5. Why did the bus driver ask Rosa to move on the bus?  
**Rosa was asked to move by the bus driver to give up her seat to a white person that had boarded the bus (as the 'rules' at the time stated).**
6. Find two compound adjectives in the text.  
**Two compound adjectives in the text are: 'African-American' and 'second-class'.**
7. What was 'The Montgomery Bus Boycott'?  
**The Montgomery Bus Boycott was when many black citizens (and some white citizens) refused to use the buses until it was fair for black and white people to sit where they liked and not be separated.**
8. Near the end of the text, the author writes: 'Rosa's small actions made history as it acted as a catalyst for the Civil Rights movement', what does the author mean by 'acted as a catalyst'?  
**The phrase 'acted as a catalyst' means that something was given a boost, it speeded up the process or kick-started an event or change.**
9. In Rosa's quote, what was Rosa tired of and why do you think this was?  
**Rosa was tired of 'giving in'. I think that she had enough of things not being fair and being told what to do whilst feeling like a second-class citizen. She wasn't being treated fairly and up until then had been following the rules and not fighting back but she knew she couldn't do it anymore.**
10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.  
**Open-ended and for discussion. Example answers might include:**
  - braveness – for standing up for her rights
  - calmness – to not get violent in such an unfair situation
  - stubbornness – to not move on the bus
  - proudness – for being proud of who she was
  - determined – to stand her ground

# The Great Fire of London



# The Great Fire of London



The famous 'Great Fire of London' started on Sunday the 2<sup>nd</sup> of September 1666 in a baker's shop on Pudding Lane. The baker was called Thomas Farriner.

# The Great Fire of London



In 1666, most of London's buildings were made from wood. They were also packed tightly together in narrow rows.

# The Great Fire of London



This meant that they burnt very easily and quickly.  
The wind also helped carry the fire!

# The Great Fire of London



Fire services never used to exist so citizens had to try and put the fire out! They used leather buckets filled with water and axes. They tried their best but were unable to battle the flames.



# The Great Fire of London

On Wednesday The Duke of York (the future King James II) ordered that houses be destroyed using gunpowder ahead of the fire to stop the fire from spreading even further. This plan succeeded and by Thursday, the fire had been extinguished.



# The Great Fire of London



The disaster made London a better and safer city. Streets were widened and buildings were made stronger, more fireproof and out of brick instead of wood.

A lot of rats carrying the black plague were also killed off.

# The Great London Fire

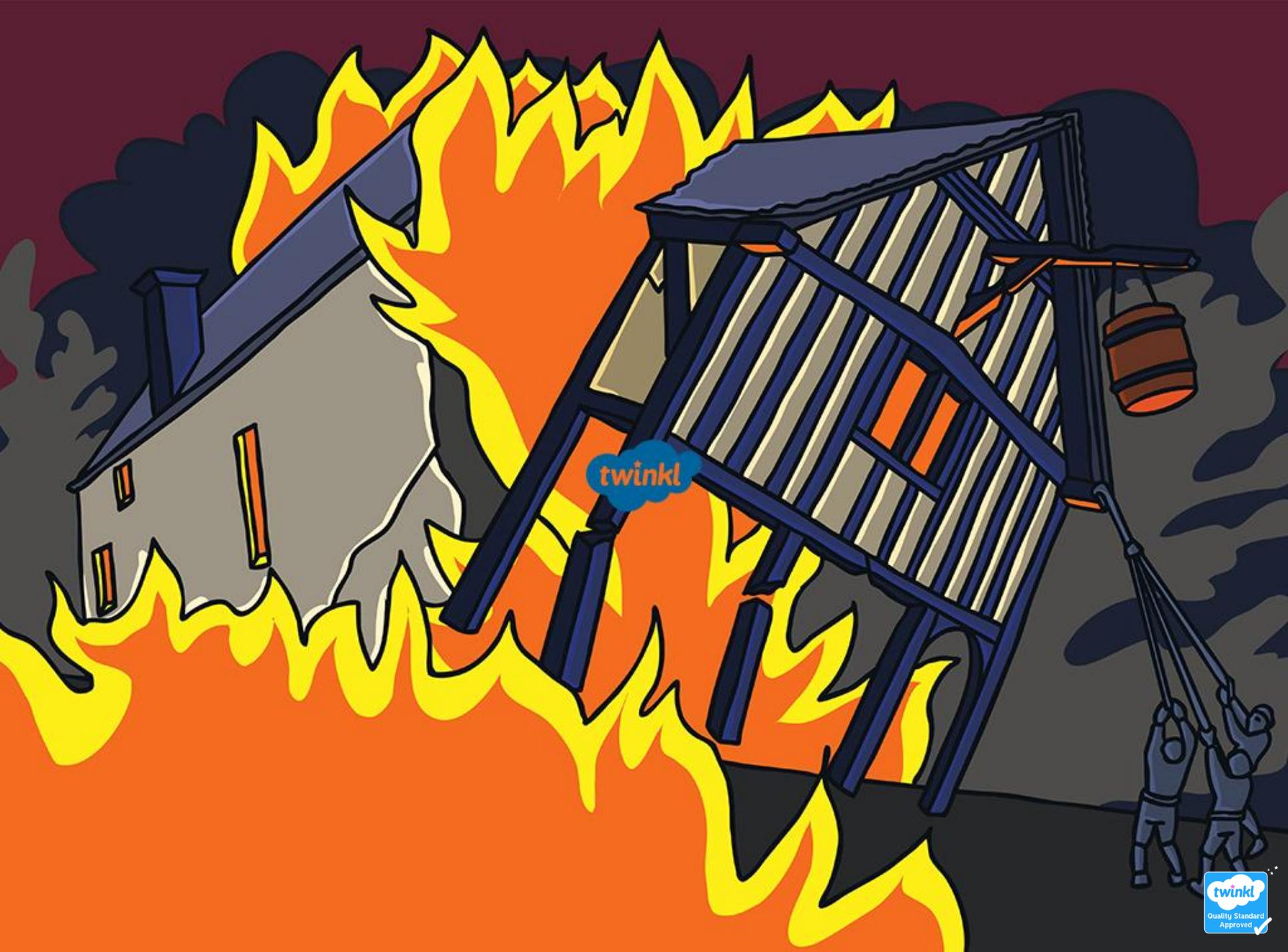


The Monument to the Great Fire of London was erected. The monument still remains in place today so that no one will ever forget what happened.

# The Great London Fire



Even the smallest fire can be dangerous within a few minutes. Make sure you always have a fire escape planned. If a fire starts, stay calm and leave immediately.



twinkl

HA Resource Hub Submission Form	
<b>Resource Title: Leeds Museums and Galleries #Museum from Home videos – Stone Age and Bronze Age (Prehistory)</b>	<b>Age Range:</b>  KS2
<p><b>Author name and email contact: *NB This form will be published along with your resource, so please choose an email address that you do not mind making public, or leave blank if you would rather not be contacted about your resource.</b></p> <p>Leeds Museums and Galleries <a href="mailto:Discovery.centre@leeds.gov.uk">Discovery.centre@leeds.gov.uk</a></p>	<p><b>Resource Details: (e.g. how many documents does it consist of? In which order?)</b></p> <p>Leeds Museums and Galleries are producing a video each weekday looking at a different object from our Primary School Loans boxes. Each week's videos have a different topic, and are accessible via the Leedsmuseums Youtube channel.</p> <p>Each set of videos are accompanied by a downloadable sheet of additional links, resources and activity ideas, below.</p>
<p><b>Necessary prior learning to complete this:</b></p> <p>Videos can be used to start a topic, or at any point throughout the topic to consolidate and add to learning.</p>	<p><b>What does it lead to next?</b></p> <p>Resources and activity/discussion suggestions are available on a downloadable sheet for each set of videos.</p> <p>Most topics are also supported by resources and information on MyLearning.org, which is free to access.</p>
<p><b>Explanation: How should this resource be used?</b></p> <p>These videos are designed to be a versatile support to learning in the classroom, and a way of bringing object based teaching and learning to you remotely. There are 4 or 5 videos of just over 2 minutes for each topic. They aim to cover a range of themes within the topic, so can be used together as a starter to a topic, or alternatively can be used separately to introduce or consolidate each theme. The videos cover history, geography and science topics. They often build on learning from previous videos in the topic.</p> <p>Each week is accompanied with discussion ideas, activity ideas and additional links to resources to build on the learning introduced by the video.</p> <p>There are also links to artworks, and suggestions of cross curricular links where possible.</p> <p><b><u>Video links – Stone Age and Bronze Age (Prehistory)</u></b></p> <ol style="list-style-type: none"> <li>1. Palaeolithic and Neolithic Axes: <a href="https://youtu.be/BvmfTUQQb98">https://youtu.be/BvmfTUQQb98</a></li> <li>2. Hafted Neolithic Axe with Real Deer Antler: <a href="https://youtu.be/7QpKpWz5Uqc">https://youtu.be/7QpKpWz5Uqc</a></li> <li>3. Flint Arrow Heads: <a href="https://youtu.be/x1CREggTE1k">https://youtu.be/x1CREggTE1k</a></li> <li>4. Bronze Age Axe Hammer: <a href="https://youtu.be/i0nsSEnyDpU">https://youtu.be/i0nsSEnyDpU</a></li> <li>5. Bronze Axe Heads and Moulding: <a href="https://youtu.be/6aVGEUpVEQA">https://youtu.be/6aVGEUpVEQA</a></li> </ol>	

## Stone/Bronze Age Week - Additional Teaching Resources



### Video 1

**Watch** Stone Age axe video: <https://youtu.be/BvmfTUQQb98>

**Science:** Flint is a sedimentary rock. Link this in with your Rocks and Fossils topic (what sort of properties would Stone Age people look for in a rock to make a tool out of? Flint – easy to flake, sharp edges, relatively hard for a sedimentary rock. Doesn't break too easily.)

**Watch this video on flint knapping:** <https://youtu.be/7nJKqNjXDkU>

**Investigate** different types of rocks around you. See if they break or crumble easily (what are their properties). Are they rough or smooth? What sort of tool could you make out of each type of stone? (Rough ones can be used for grinding, hard ones for hammering or polishing into a blade etc.)

**Look at** this Neolithic axe, and do the activities that go with it on MyLearning: <https://mylearning.org/stories/neolithic-axe/457>

**Vocabulary:** Palaeolithic, Mesolithic, Neolithic

### Video 2

**Before you watch:** What sort of materials that Stone Age people used survive in the ground the best? (Stone). What sort of materials from the Stone Age do you think don't survive for archaeologists to find and why? (Wood, bone, plant fibres, animal skins – organic materials).

**Watch** hafted axe video: <https://youtu.be/7OpKpWz5Uqc>

**Science:** Do an experiment to see how long it takes for bacteria to break up a piece of fruit when buried in the ground (you'll have to mark where you buried it, and dig it up every couple of days).

**Look at** this information about the Star Carr deer helmet – it's Mesolithic, so even older than the one in the video: <https://mylearning.org/stories/star-carr-deer-antlers/452>

**Look at** this information about Langdale:  
<https://freedomtoteach.collins.co.uk/neolithic-know-how-great-langdale-axes/>

**Extension Activity:** What can you figure out about Neolithic Stone Age people by the way that the stone for these axes was found, the axes were made, and moved around the country?

### Video 3

**Watch** arrowhead video: <https://youtu.be/x1CREgqTE1k>

**Write** a list, based on all three of these videos, of the skills that Stone Age people must have had in order to make and use all of these objects. (Think about things like communication as well as technical skills).

**Extension Activity:** Have a debate with someone in your household. One person has to argue that Stone Age people were clever or skilled, the other that Stone Age people weren't. What are the main points you would make based on these videos?

**Look at** this information about the Amesbury Archer, an early Bronze Age burial containing lots of flint arrow heads: <https://www.wessexarch.co.uk/our-work/amesbury-archer>. About half way down, in the 'Importance of the Finds' section, is a list of finds and a marked diagram of the burial. Looking at this, what can you figure out about the person? Were they rich or poor? What sort of job might they have done? What sort of skills might he have had?

### Video 4

**Before you watch:** Discussion – What is Bronze? (Alloy of copper and tin. Melts at lower temperature than copper and harder when cool.) What sort of materials did people use in the Bronze Age? (Bronze, wood, bone, flint, stone, animal skins, cloth, pottery – cloth and pottery only start to be used at the end of the Neolithic, but very much mastered in the Bronze Age).

**Watch:** Bronze Age axe hammer video: <https://youtu.be/i0nsSEnyDpU>

**Draw:** We will never know why this Bronze Age person never finished this axe hammer. Imagine the person who made it. Are they male or female? (There is no evidence that women didn't do these jobs!) Draw a cartoon strip of the person making this hammer, but not finishing it. What do you think happened?

## Video 5

**Watch** Bronze axe heads video: <https://youtu.be/6aVGEUpVEQA>

**Look at** this digital model of a socketed axe mould: <https://skfb.ly/6wxxH>

**Watch** this more detailed video on how to make palstave Bronze axes:  
[https://youtu.be/\\_yh6eSr61N8](https://youtu.be/_yh6eSr61N8)

**Make** your own axe head by carving the shape using wax from an old candle, or a bar of soap. If you have any air drying clay, model magic or similar, mould this around the outside and crack it open once dry to see what your mould looks like when open!