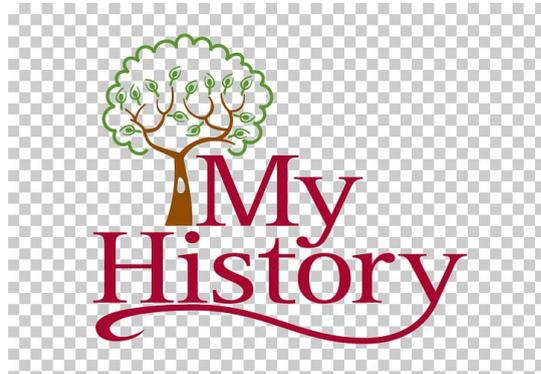


Project One - aimed at any age group: 'The History of Me!'



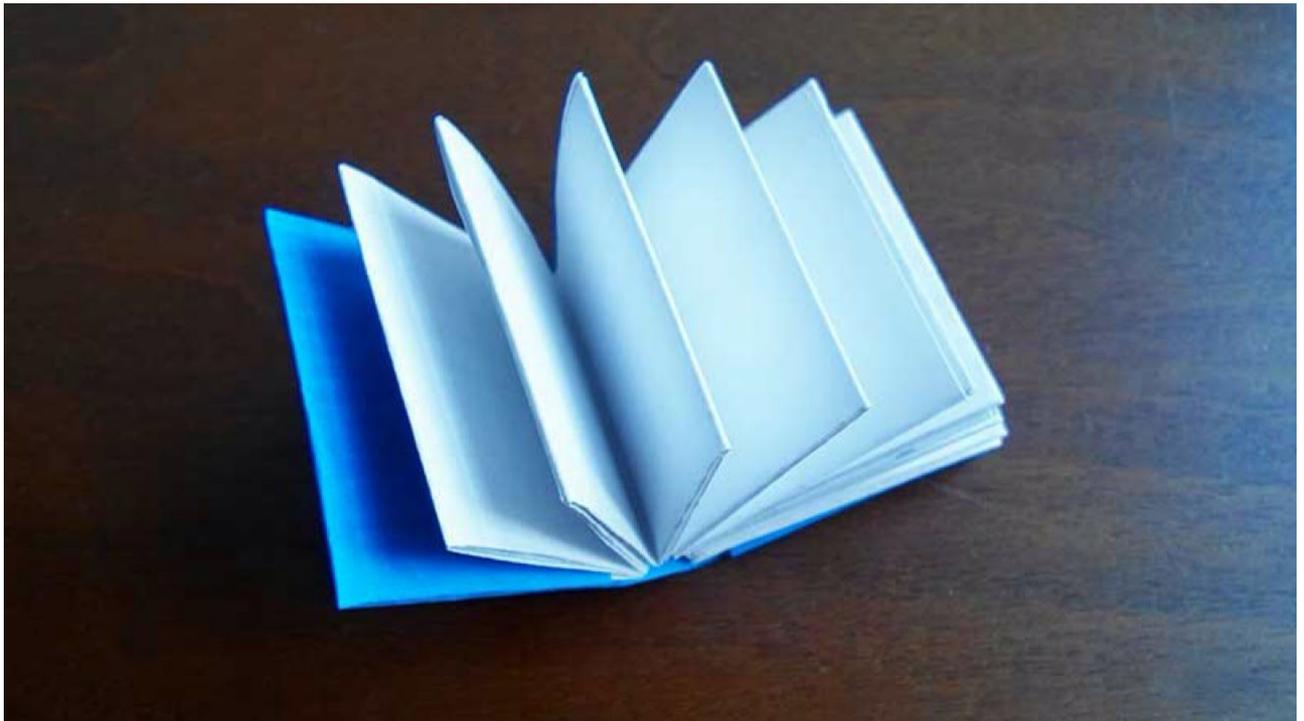
The children can make a book in a style called a 'Theatre Book' to record their own history. This will be a wonderful book to bring back into school when they start their new year group and explore each other's history. For example, they could provide the following information:

- When and where they were born.
- About the different members of their family.
- When they met different milestones in their life e.g. when they learnt to crawl, walk, talk, lost their first tooth, rode their bike without stabilizers, learnt to swim, achieved an award e.g. swimming, did something kind for someone else without being asked, learnt something new e.g. how to skip with a skipping rope or get to the end of the monkey bars without falling off.

What you will need to make a theatre style book: (You are welcome to make other styles of book or use a book that you already have at home but we thought we would share this style of book with you).

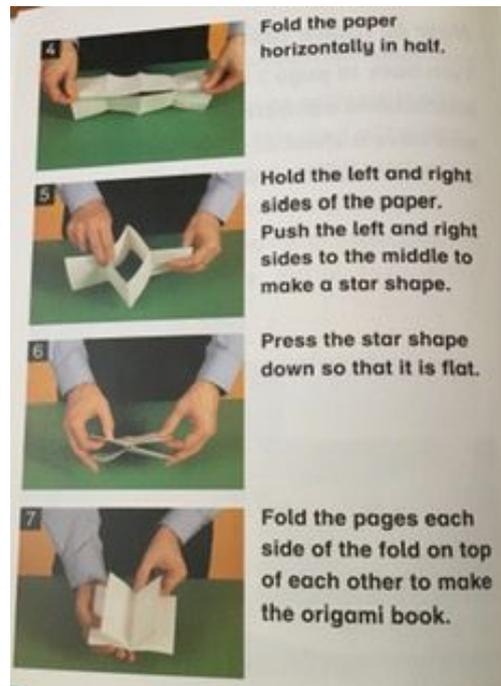
1. Ideally find a large sheet of plain paper (A3 would be perfect. It will work with A4 paper but might be a bit more tricky to work on a smaller scale.)
2. An adult to help explain and sequence the different folds needed to make the theatre style book. (Please refer to the photos below)
3. A pair of scissors; ideally scissors made for children to use and cutting to be supervised by an adult for younger children please.
4. A stick of glue.

We have provided a sequence of photographs below to show you the different steps for creating this book. Or you can follow the instructions with this Your Tube online link: Mr Mayberry - How to make an origami book https://www.youtube.com/watch?v=Qt_5blg3dz4



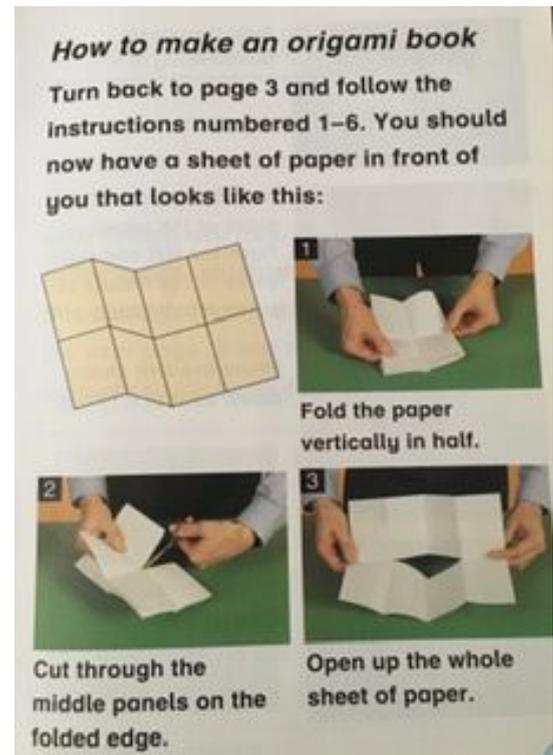
Origami books

You have probably seen animals made out of folded paper. This way of folding paper is called **origami**, and it comes from Japan. There are many kinds of origami books and some of them are very difficult to make. But this one is the simplest of them all.



Once you have made the book your child can draw and write about their history. Look at information books you have at home and investigate how they are set out with your child e.g. a Contents Page (Discuss how it works, can they explain to you?), headings, subheadings and labelled diagrams. Your child can draw and write their history that they would like other people to

know about such as the places, people and objects that are or have been important to in their life's history. This type of writing is called a 'biography'. (For younger children like those in the EYFS, parents are very welcome to scribe what their children would like to have recorded in writing about their history).



Project Two - for Key Stage 1: as historians, the children will be finding out about the lives of significant individuals.

The children will be learning about the lives of significant astronauts in this project.

Using the following link <https://spaceplace.nasa.gov/search/astronauts/> They can either pick some astronauts on this website to find out about in the 'Gallery Of People and Technology' page or they could find out about the American astronaut Neil Armstrong (the first person to walk on the moon) or Helen Sharman or Tim Peake, two famous British astronauts.



What resources will you need to carry out this project:

- Access to the internet. To keep the children safe, internet information searches will need to be supervised by an adult please.
- Paper and a pen/pencil and possibly a ruler.

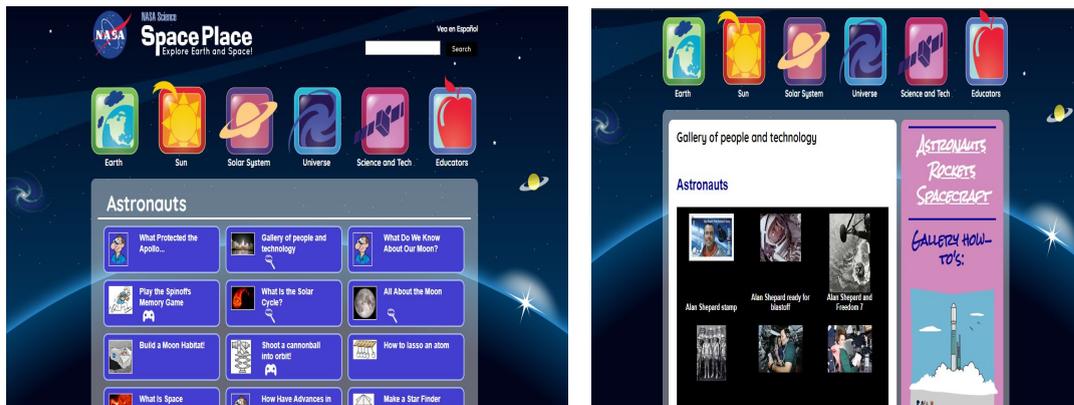
What history skills will the children be learning and what tasks could the children do to support this learning:

- The children will be learning about *chronology* by sequencing the events or dates in the order of their occurrence. The children could create timelines with sequential pictures.
 - Task: draw pictures of different astronauts or print out pictures of them from the internet, label them with their names and the date they went into space. Sequence these pictures in date order e.g. when they first went up into space to make an Astronaut Timeline Chronology Poster.
- They will be learning to use a *range of sources* to find out about *characteristic features of the past*.
 - Task: talk to your children about the different reference sources they have used to find out about astronauts e.g. information books you may have at home, the internet or a knowledgeable adult. You could make a social media page about your two favourite astronauts and compare and contrast them.
- They will *ask and answer questions* such as, What happened? How long ago? What was it like?
 - Task: Encourage your child to ask historical questions such as those listed above. Note with them how much historical information they can find about astronauts and record this information using headings, subheadings, pictures/ photographs, labels and captions to make a poster of all the information you research about the lives of astronauts.
 - Task: Once your child has made their poster of information about the astronaut's they found out about they could make a quiz. They could ask their family to read their poster and then take the poster away. Your child could check what facts the family could recall by taking a quiz your child created. (They may well need an adult to support them with this). You could have a 'picture round', 'fascinating facts round' and a 'dates round' for example.

How else could parents help at home?

Try out these websites:

<https://spaceplace.nasa.gov/search/astronauts/> (This website will be ideal for Year 2 and Year 1 children but the Reception children will enjoy aspects of it with an adult and all KS2 children will be able to enjoy this website too.)



<https://www.kidssoup.com/activity/space-and-astronauts-preschool-activities-lessons-games-and-printables> (This website has lovely making activities to do at home with Forde and Bradley class children but even some of the activities might appeal to older children). If you do any of the activities, photograph the outcomes and email them in so we can share them in school.



Project Three - for Key Stage 2: finding out about the Ancient Greeks.

This term's History topic in KS2 is Ancient Greece, to study aspects of Greek life and achievements and their influence on the western world. To this end, we have four suggestions for you! We hope at least one of them will inspire you.

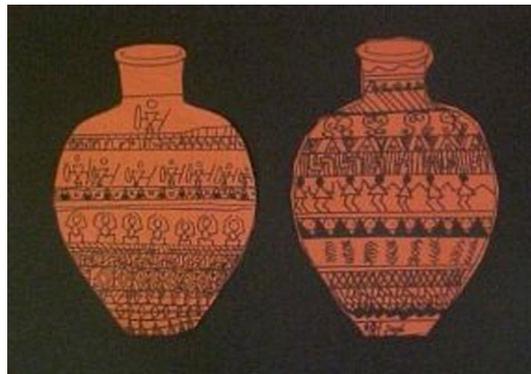
a) Design and make your own model of a Greek temple

Do some research before making a model (or a collage picture) of your own. What distinctive features will you need to include?

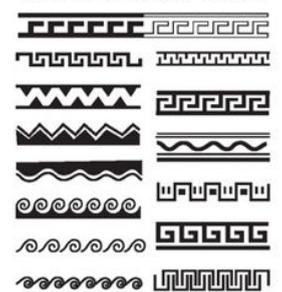


b) Design a Greek vase

For Ancient Greeks, vases were used for storage, carrying, mixing, serving, drinking, and as perfume containers. We would like you to design your own Greek vase using decorative patterns! Have fun trying out different patterns, from the examples below or invent your own.

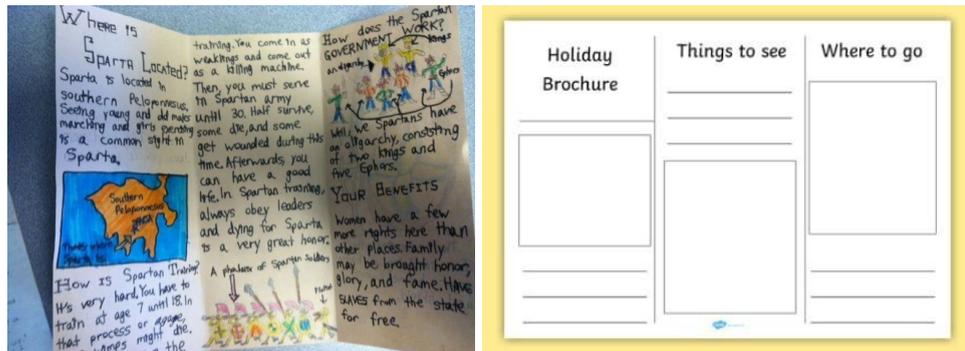


GREEK PATTERNS



c) Write a travel brochure for a place in Ancient Greece

Find out some facts about a significant place in Ancient Greece, such as Athens or Sparta. What was it like there? Write a travel brochure, advertising it to tourists!



d) Ancient Greek Top Trumps!

Investigate the monsters, heroes, gods and goddesses of Ancient Greece. Read all about them by researching online. Then print the playing cards (see separate document) and challenge someone in your family to a game!

	
MINOTAUR	CERBERUS
<p>A man-eating monster with the head of a bull. He was kept hidden in a labyrinth on the island of Crete.</p> <p>MAGIC 3 SPEED 48 LETHALITY 88 STRENGTH 85 MORALITY -48</p>	<p>A huge and powerful three-headed dog. He guarded the entrance to the underworld.</p> <p>MAGIC 28 SPEED 90 LETHALITY 82 STRENGTH 45 MORALITY -84</p>

Project Four- For years 5 and 6

Do you enjoy writing stories? Why not set a tale in the past, to enter a national competition?

<https://www.history.org.uk/primary/categories/primary-competitions>

Judges are looking for:

- **Historical accuracy** – even down to the choice of names characters are given and any props additional to the historical setting.
- **A riveting read** with a good plot!
- **A convincing story** - i.e. is it plausible that these events and/or this character could have existed at the time?
- **Use of historical knowledge** to feed the plot, context and character.
- **Effective use of historical vocabulary and literary conventions**, including where dialogue is included in the story.
- **Creative and interesting perspectives of story-telling**. In the past we have received an entry telling the story of a siege from the perspective of the castle!

There is a recommended minimum story length of 400 words. Entries must be received by **Friday 26 June**.