

# HISTORY AS IT HAPPENED

## TEACHERS' NOTES

Teachers should read all the instructions intended for pupils but may find the following of further use. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils.

In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our suggestions in producing your project. Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have.

The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

## PARTICIPANTS

We suggest this project is done by students between the age of 8 and 15. This is an individual project and we feel it would be best done by individuals in a classroom situation.

## DURATION

This will depend on how you choose to carry out the project. Certainly there should be an introductory lesson at the beginning and one to bring all the work together at the end.

## LESSON GUIDELINES

You will first need to decide whether you are going to use the project within your scheme of work for a particular period of history or to give your pupils "free rein" and let them select an event from anywhere on our website. If you choose the former then the pupils' choice is limited and you could even just select one event and get them all to do the same thing.

In either case we would suggest you spend some time looking at the difference between a letter, which will be subjective and express personal feelings, and a newspaper report, which should be far more objective and look into factors that led to the event. We feel that being able to combine this historical project with looking at language use is one thing which makes our projects truly cross-curricula.

Pupils should be given a certain amount of time to carry out the necessary research.

Whichever way you chose with regard to selecting an event, it can be interesting for pupils to present their reports, once written, to the whole class.

## GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- understand, develop and communicate ideas and information
- be aware of different forms of writing (subjective, objective, reporting etc)
- use their imagination in a historical context
- place themselves in a situation with which they are unfamiliar
- access, analyse, evaluate and use information from a variety of sources work to achieve a goal
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretative and critical
- understand the power of language to explore and express views
- understand the power of effective communication
- understand the independence gained from thinking imaginatively, interpretatively and critically
- use the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- use technology and aids to communicate with a range of audiences
- recognise visual texts in a range of contexts
- use visual texts in a range of contexts
- read and respond to short written texts
- respond to increasingly complex written texts
- write short texts for everyday purposes
- compose increasingly complex written texts using language appropriately and effectively
- view and respond to a range of visual texts, media and multimedia
- communicate for a variety of purposes, in a range of contexts and with a range of audiences
- draw on background and experiences to respond to texts in ways that are imaginative, interpretative or critical
- express themselves
- explore social and cultural issues through texts