

History: Key Stage 1

Teachers Professional Development Programme

Enquiry 5: Who is the greatest history maker?



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Connecting the curriculum through enquiry based learning

Key Question: Who is the greatest history maker?

Learning objectives

During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:

- **Identify, describe and explain** what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom;
- **Describe, reason and explain** what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas;
- **Identify, describe and explain** how six significant people made history during their lifetime;
- **Compare and contrast** the achievements of these individuals, producing a rank order of historical importance **explaining and justifying** their decision;
- **Reflect** upon what history makers might achieve during the remainder of this century and **describe and explain** what they might wish to be remembered for in the future – the mark they would wish to leave on history;

Purpose and context

This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'. The investigation begins with the pupils considering the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? What did Guy Fawkes do that left a mark on history? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further eight significant people. These individuals are drawn from a wide variety of different locations, cultures and times, including Ancient Egypt and the present day. The challenge for the pupils is to make a judgement about which of these can be considered the greatest history maker – the person whose impact has been most significant. This process engages the pupils in weighing and contextualising evidence and developing perspective. In making a decision, pupils are compelled to justify their choice. In doing so, the pupils have to consider the concept of significance and how historians go about weighing up the relative importance of evidence. Finally, the pupils have an opportunity to reflect upon how in the future they might wish to create history and in time be remembered as a history maker.

National Curriculum coverage History

Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements
- events beyond living memory that are significant nationally or globally.

Connections to the subject content of other curriculum areas

Language and literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations – such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in

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- **Identify, describe and explain** why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.

Key Subject Vocabulary

Commemoration;
Commemorate;
Ceremony; Celebration;
Guy Fawkes Night; Bonfire Night; Firework Night;
Annual; Event; Engraving;
Unlawful; Harmful;
Impression; Assassinate;
King James I; Parliament;
House of Lords; Rent;
Cellar; Stockpile;
Gunpowder; Guard;
Catholic; Protestant; Plot;
Discovered; Arrested;
Torture; Executed;
Survive; Windsor Castle;
Effigy; Beliefs; Ideas;
Timeline; Chronology;
Evidence; Significant;
Independent; Chieftain;
Scotland; Ireland; Poland;
France; Kingdom; Ancient Egypt; BC; Tribe; Native Americans; United States; United Kingdom; Country;
City; Valley; Pakistan;
Ashanti; Ghana; West Africa; Proud; Powerful;
Kingdom; Rainforest;
Extended family;
Courtyard; Army; Great Britain; Announced;
Control; Colony; Gold Coast; Exiled; Frightening;
Chief; Battle; Cannon;
Fought; Superior;
Weapons; Defeat;
Beloved; Joy; Restored;
Mining; Gold; Cacao;
Chocolate; Accomplished;
Ethnic; Pashtun; Sunni Muslim; Birmingham;
Childhood; Encourage;

general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language that defines each subject in its own right, such as accurate mathematical and scientific language.

Numeracy and mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Computing

Pupils should be taught to:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography

Pupils should be taught to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

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Study; President; Possible; Taliban; Extreme; Islam; Religion; Accompanied; Demolish; Blog; Diary; Schoolgirl; Death threat; Hospital; Strengthened; Love; Prayers; United Nations; Revenge; Forgive; Murder; Nobel Peace Prize; Championing; Equal rights; Grocery; Chemistry; University; Politics; Conservative Party; Chemist; Law; Member of Parliament; Discrimination; Annoyed; Determined; Willpower; Elected; Leader; Prime Minister; Robert Walpole; Uncompromising; 'Iron Lady'; Resisting; Demands; Strike; Miners; Unpopular; Terrorists; IRA; war; Argentina; Falkland Islands; Invade; Occupy; Divided; Ancestral; Apache; Fighting; Skills; Reservation; Cattle Ranching; Prisoner; Escape; Shield; Warrior; Plan; Surprise; Geronimo; Legend; Leadership; Warfare; Raid; Preserve; Surrender; Shipped; Alabama; Disease; Tuberculosis; Unmarked Grave; Descendants; Ancient Egypt; River Nile; Pharaoh; King; Wealthy; Expedition; Trade; Goods; Neighbouring; Incense; Gold; Red Sea; Temple; Luxor; Hieroglyphics; Tourists; Marvel; Valley of the Kings; Poland; Russia; Secret; University; Scientist; Sorbonne; France; Sacrifice; Paris; Student; Physics; Proud; Research; Experiment; Investigation; Fact; Substance; Uranium; Radioactive; Powerful; Rays; Chemistry; Prize;

Ancillary Question 1: What does it mean for someone to 'make history'?

Begin by showing the pupils the images in **Resource 1**. What is being commemorated (a ceremony or celebration in which a person or event is remembered) here? Encourage discussion and particularly the name and date of this particular commemoration in the United Kingdom. What is the commemoration called? Today this celebration is commonly called Bonfire Night or Firework Night – how many of the pupils will identify it by its original name of Guy Fawkes Night? Develop the discussion and endeavour to explore with the pupils exactly what is being commemorated on the night of 5 November each year. How do they celebrate Guy Fawkes Night? Do they have their own family celebrations or attend larger public events?

Explain that Guy Fawkes Night has been an annual commemoration since 5 November 1605. Who was Guy Fawkes and how did he make history? Support speculation and reasoning. Now show the pupils the engraving in **Resource 2** in which Guy Fawkes (here given his preferred Spanish name, *Guido*). Tell the pupils that the title given to this engraving in 1605 was *The Conspirators*. What does the word *conspirator* mean? Knowing this will help pupils to understand what Guy Fawkes attempted to do and why it is commemorated over 400 years after the event. A conspiracy is a secret plan by a group to do something unlawful or harmful. What did Guy Fawkes and his fellow conspirators plan to do that was so awful? Encourage the pupils to look at the artist's impressions of the arrest of Guy Fawkes in 1605 in **Resource 3**. What was he attempting to do?

Guy Fawkes was in fact one of 13 conspirators who planned to assassinate Protestant King James I (**Resource 4**) and all Members of Parliament at the time by blowing up the House of Lords in London. The conspirators rented a cellar beneath the House of Lords in which they stockpiled barrels of gunpowder and brush. Guy Fawkes was given the job of guarding the gunpowder. The aim was, after the death of James I, to replace him with a leader who would be supportive of the Catholic religion and Catholics in general. However, on 5 November 1605, James received an anonymous letter telling him about the plot and Guy Fawkes was discovered in the cellar. He was arrested, tortured and later executed, along with the other 12 conspirators.

James I announced that from that date forward 5 November should become an annual celebration of how he had survived an attempt on his life and act as a warning to Catholics everywhere never to try something like this again. The picture in **Resource 5** shows commemorations at Windsor Castle on 5 November 1776. During the 1780s, children began to make effigies of Guy Fawkes, which they used to beg for money – 'penny for the Guy'. They then burned them on bonfires and 5 November became known as Guy Fawkes Night.

Now encourage the pupils to reflect upon the life of Guy Fawkes and the failed conspiracy in which he was involved. In what ways did Guy 'make history'? What does someone have to do in order to become a 'history maker'? Encourage the pupils to reflect upon and discuss their ideas as to what they think someone 'making history' might mean? Take ideas and support speculation and reasoning, then make a summary on the board. Making history means a person doing something so important (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs and ideas.

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X-ray machine; Doctor;
Injured; Illness; Treatment;
Front line; Soldier;
Ambulance; Dangerous;
Saved; Laboratory; Island;
Independent; Chieftain;
Inherited; Protecting;
Castle; Weapon; Pirate;
Seize; Wealthy; Fortify;
Prisoner; Plead; Bow;
Release; Bitter; Enemy;
Invasion; Revel; Will; Free;
Crowned; Henry VIII; Anne
Boleyn; Conquer; Claim;
Sir Walter Raleigh;
Trinidad; Caribbean;
Empire; Territories;
Spices; New World;
Hospital; Orphanage;
Patron; William
Shakespeare; Paid;
Perform; Ordinary; Play;
Study; Protect; Peace;
Swift; Action; Spanish
Armada; English Channel;
Navy; Fleet; Victory;
Executed; Mary, Queen of
Scots; Plotting; Overthrow;
Good Queen Bess;
Monarch.

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Ancillary Question 2: Which of these people was the greatest history maker?

Divide the pupils into pairs. Then print off copies of the six people in **Resource 6** and distribute them amongst the pupils. Explain to the pupils that each of these people in different ways can be said to have been real history makers during their lives because of the things they did. Encourage the pupils to take time to study each of the individuals in the images. Their first names are:

1. Malala
2. Margaret
3. Hatshepsut
4. Marie
5. Grace
6. Elizabeth.

Do any of the pupils have any ideas about what any of these people may have achieved? Can they speculate as to the reasons why each is remembered today as a history maker? Next, give each pair of pupils the set of six cards in **Resource 7** and challenge them to see if they can match each card with its correct owner. Allow plenty of time for this activity. Move the pupils on by challenging them to create a timeline of the six people, based on the year in which they were born and how many years ago this was – from the oldest to the most recent. At the end of this series of activities, provide the pupils with the answers (which are in **Resource 8**).

Now divide the pupils into groups of four. Explain that each of the six people that the pupils have been introduced to have been history makers in some way or another during their lifetime and are remembered today for what they achieved. Ask pupils to consider which of the six is the greatest history maker. Guide and support the pupils' thinking by first reading through each of the profiles in the **Further resources** folder with them. Take time to discuss key terms and vocabulary. Discuss how long ago each lived and whereabouts in the world. How many are still living? Who lived the longest ago? Go on to explain that you are now going to set them the task of deciding who of the six they consider to have been the greatest history maker. **Resources 9–14** can be used to support the written profiles:

Resource 9 relates to Malala Yousafzai. Resource 9: A is a map of Pakistan within the region. Resource 9: B is a map of Pakistan with cities. Resource 9: C shows Malala being flown by helicopter from Peshawar to Islamabad after she had been shot by the Taliban. Resource 9: D shows Malala speaking at an event. Resource 9: E shows protesters demonstrating their support for Malala.

Resource 10 relates to Margaret Thatcher. Resource 10: A shows Thatcher with Bermudian troops. Resource 10: B shows 'Margaret Thatcher for Finchley' campaigners. Resource 10: C shows a stamp bearing Thatcher's face. Resource 10: D shows a badge supporting the miners' strike.

Resource 11 relates to Hatshepsut. Resource 11: A is a map demonstrating Egypt's placement in North Africa/the Middle East. Resource 11: B is a map of modern Egypt. Resource 11: C shows a large granite sphinx bearing the likeness of Hatshepsut. It dates to the joint reign of Hatshepsut and Thutmose III, circa 1479–1458 BC. Resource 11: D shows an important Theban religious and funerary site on the west bank of the Nile. Resource 11: E shows an ancient painting at the Mortuary Temple of Hatshepsut. Resource 11: F shows the Valley of the Kings in Luxor, Egypt.

Resource 12 relates to Marie Curie. Resource 12: A shows Marie Curie as a child alongside her siblings (she is third from the left). Resource 12: B shows the Skłodowski family. Resource 12: C shows Marie Curie in her lab. Resource 12: D is an image of a female doctor today.

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Resource 13 relates to Grace O'Malley. Resource 13: A is an image of Clare Island. Resource 13: B shows Grace O'Malley's Castle at Kildavnet, Achill Island, Mayo, Ireland. Resource 13: C shows the meeting of Grace O'Malley and Queen Elizabeth I.

Resource 14 relates to Elizabeth I. Resource 14: A is a painting of Elizabeth as a young woman. Resource 14: B shows Sir Walter Raleigh's raid on Trinidad, 1595. Resource 14: C shows William Shakespeare's first folio. Resource 14: D shows the defeat of the Spanish Armada.

The objective of the group is to create a rank order 1–6 of the six history makers. Allow plenty of time for this group discussion. Support as appropriate. Suggest to the pupils that they should consider the achievements of each individual in the context of the times in which they lived. Once the groups have decided on their rank order, invite each one to feed back orally and to justify the decisions they have made. How they justify their decision is the most important aspect of the activity and is an important skill of being an historian. Probe the responses of the pupils. How did they go about comparing one with another? How did they take into account the fact that the history makers lived at different times, in different places and in very contrasting societies?

If desired, the pupils can be supported to produce a short piece of discursive writing to summarise and explain their decision. See conventions at text, sentence and word level in **Resource 15**.

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Ancillary Question 3: How would you like to be remembered as a history maker?

In primary schools today, many (if not most) Key Stage 1 pupils will live for the remainder of this century and some into the next. Take time to discuss the implications of this with the pupils, reminding them how and why life in Britain has changed during the past 80 years or so. If they had the opportunity, how would they like to make history? How would they wish to be remembered for something that they had achieved – remembering what the definition of making history is. What history-making event, invention, discovery, etc. would they like to be remembered for? Perhaps as the first human to set foot on Mars, finding a cure for cancer or a new source of pollution-less energy that no one knows about currently? This is a good opportunity for pupils to write a creative writing story sequenced with time-related words such as *then*, *later*, *before*, *next*, etc.

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Assessment

This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in History through the mastery of key historical skills and outcomes. It is not necessarily intended that all of the following learning activities should be assessed. Rather, the list can be used as a general guide for selecting perhaps one or two assessment opportunities relevant to individual pupils rather than on a whole group basis.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom	Oral and discussion Annotated sketch of a Bonfire Night party
1	Describe, reason and explain what it means for someone such as Guy Fawkes to 'make history', that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect it had on other people's lives, beliefs or ideas	Oral and discussion Questioning Short report: <i>Why Guy Fawkes made history</i>
2	Identify, describe and explain how six significant people made history during their lifetime	Oral and discussion Reading and questioning
2	Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision	Oral and discussion Short piece of discursive writing
3	Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history	Oral, questioning and discussion Creative writing story
Homework	Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers	Short written report

Homework possibilities

The Collins *Big Cat* series of non-fiction books include several focusing on people who have made history and are subsequently remembered as being 'significant'. Three examples are:

- *Brave Nurses*: Mary Seacole and Edith Cavell
- *Votes for Women* (Millicent Fawcett and Emmeline, Christabel and Sylvia Pankhurst)
- *When Rosa Parks Met Martin Luther King*

These books could be used in a number of ways. For example, they could be read to/with the pupils in class and then the pupils supported to investigate follow-up questions about the key personalities at home. Alternatively, pupils could be given one of the books as a home reader with supporting questions to investigate with family members and carers. (See below for more information.)

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Further reading



Collins *Big Cat* has books for every child in the classroom with a wide variety of genres, top authors, relevant topics and a range of engaging formats and illustrative styles. Listed below is a selection from the *Big Cat* list to support the enquiry topics in Connected History for KS1. Find out more at Collins *Big Cat* – www.collins.co.uk

ISBN: 978-0-00-759124-4	<i>Brave Nurses: Mary Seacole and Edith Cavell</i>	Charlotte Guillain	
ISBN: 978-0-00-749861-1	<i>Votes for Women</i>	Jane Bingham	
ISBN: 978-0-00-742878-6	<i>When Rosa Parks Met Martin Luther King</i>	Zoë Clarke	