

1066

1189

1265

1301

1400

the British had the advantage by reason
of gunpowder, good ships and wind

1080

1100

1200

1205

1290

1314

The Tudors
who reigned

the things and people
of the 17th



Using **web-based** **resources** in **Primary History**

485

1587

1588

1577

1603

Web-based resources for Primary History

The internet has many useful resources and applications that can support primary history teaching. You can bookmark them and use them offline, or download them and adapt them to meet specific learning objectives. The examples given here describe a number of lessons in which ICT is used effectively to support the teaching of history in Key Stages 1 and 2. In some of the examples, applications are used with a projector and whiteboard or a large-screen monitor in whole-class teaching, whilst others are used by groups of children, working independently or with a teacher. In some cases pupils work in pairs discussing and sharing ideas with their partner.

All web addresses have been checked and were correct at time of printing.



BBC Education DynaMo's History

This BBC website encourages children to develop a knowledge and understanding of people and changes in the past. It also develops children's historical enquiry skills.

URL: <http://www.bbc.co.uk/education/dynamo/history/stepback.htm>

Relevant to the following:

KS1 QCA Primary History Unit 2: What were homes like long ago?
Section 4: What would we find inside people's homes a long time ago?



Channel 4 Fire

This website tells the story of how The Great Fire of London started and shows how its devastation spread.

URL: <http://www.channel4.com/history/microsites/H/history/fire/map.html>

Relevant to the following:

KS1 QCA Primary History Unit 5: How do we know about the Great Fire of London?
Section 4: How do we know what happened in the Great Fire?

Children do not acquire historical skills, knowledge and understanding by magic. They need to be taught chronological understanding, and about continuity and change. They must learn how and why different interpretations are put on events and how to plan and undertake an effective historical enquiry. Specific reference is made to the use of ICT in the history programme of study for Key Stages 1 and 2 under 'Historical enquiry'. The internet can broaden the scope of the enquiry by providing a wide range of resources, many of them primary source materials that would not otherwise be available to pupils. They can view exhibits from museums and galleries, company archives and public records and assess the evidence for themselves.

A Year 2 class had been learning about The Great Fire of London. The teacher had used simplified extracts from contemporary diaries, but wanted to show the children the spread of the fire. He used this site with the whole class and read appropriate parts of the on-screen text to them. He asked questions such as:

What do we call someone who sees and tells us about an event? What do we call the sort of book that somebody writes telling us what happened each day? How does that help us to learn about things that happened a long time ago? Is the fire spreading evenly? Can you think why not? What does the brown line on the map show? Why did the fire do most damage inside the city walls? What do you think happened after the fire?

The teacher made information cards showing dates and times and asked the children to sequence these.



Clicker History - Florence Nightingale

This website tells the story of the life of Florence Nightingale in child-friendly language.

URL: <http://tlfe.org.uk/clicker/flashhistoryks1/florence.swf>

Relevant to the following:
 KS1 QCA Primary History Unit 4: Why do we remember Florence Nightingale?
 Section 6: Why do we remember Florence Nightingale?

A Year 2 teacher read the story to her class and asked them questions about the pictures and text, for example:

How do we know this lady lived a long time ago? How do you think this picture tells us that Florence's parents were very rich? Why did her parents not want Florence to be a nurse? What do you think Florence thought when she saw the hospital?

Later the children sequenced the text from the story to make their own history books.

A Year 1 class was looking at differences between homes of the past and present. The teacher used this site with small groups of children, asking them to identify the rooms and objects.

The children then talked about similarities and differences between their homes and the on-screen home. The teacher made a list of these for each room. The teacher had earlier printed pictures of some of the rooms and the children wrote simple statements underneath.

Holidays by the Sea

Have you ever been on a seaside holiday in Britain? Today many people in Britain go to other countries for their summer holiday. Some people go to places in the Mediterranean such as Spain, France and Cyprus. In the past, people in Britain often went that far, but not for a long time. There were no package holidays to other countries: people were content to get away to the coast or inland for a few days.

In Victorian times you would find that the poor could not afford to go on holiday. In 1906 Bank Holidays were created and this allowed working people to escape to the coast.

This is called people to know that a thousand a week (then) the technique was taking was seen to be very things to.

In 1926 the law was introduced that everyone was to have a paid holiday. This was called a Bank Holiday.

AD 304 in Verulamium, a Roman soldier was beheaded for sheltering a christian who had converted him.

Pupils need opportunities to discuss their ideas with their teacher and each other, to consider different interpretations of history and to listen to how other children arrived at their ideas. This interaction is vital for developing an understanding of the causes and effects of historical events, situations and changes; it will also help pupils to appreciate why the past is represented in different ways. It is here that the skills of the teacher are so important, to question and probe children's understanding.

Clicker History - Seaside holidays

This website shows what seaside holidays were like in the past through pictures and text.

URL: <http://tlfe.org.uk/clicker/flashhistoryks1/seaside.swf>

Relevant to the following:
 KS1 QCA Primary History Unit 3:
 What were seaside holidays like in the past?
 Section 3: What is different and what is the same about seaside holidays now and then?

The role of the teacher, or a teaching assistant, is paramount in raising standards in history, as in all subjects. As both a tool and a resource, ICT can enhance learning by helping teachers to demonstrate, explain and question, stimulate discussion and invite interpretations of what is displayed.

The teacher of a Year 2 class used this site as a big book. She read the text and asked children to suggest other things it might say about seaside holidays today. She pointed out details on the pictures saying, for example:

What is this girl on the right wearing? Is it the same as the other costumes? This is a steam train. How can you tell that this picture was taken a long time ago?

The teacher gave each child a grid with three columns headed 100 years ago, 50 years ago and Now. The children completed the grid by filling in features of seaside holidays of the past and present.

You can view all of the web-based resources online at:
www.ictadvice.org.uk/webbasedresources



The Romans in Sussex

This comprehensive website covers all aspects of Roman life in Sussex.

URL: <http://www.romansinsussex.co.uk/level1/livingin/index.asp>

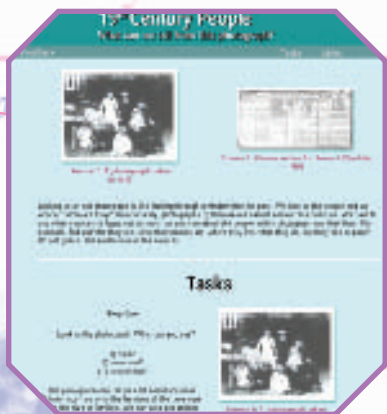
Relevant to the following:

KS2 QCA Primary History Unit 6a: Why have people invaded and settled in Britain in the past?
Section 7: How did the Romans change Britain when they settled here?

This site was used by a Year 3 teacher with small groups of children. Each group studied a different aspect of Roman life, for example 'In the Roman kitchen'. They read the story together. At the end of each paragraph the teacher asked the children questions such as:

*What remains would have been found?
How do we know that the Romans cooked with charcoal? What evidence is there that they ate shellfish? How do we know that they grew herbs?*

The children each wrote a few sentences about what they had found out and reported back to the rest of the class.



The Public Record Office

This website uses original source materials to illustrate life in Victorian times. There are also suggestions of tasks which children might undertake.

URL: <http://learningcurve.pro.gov.uk/snapshots/snapshot03/snapshot3.htm>
and
<http://learningcurve.pro.gov.uk/snapshots/snapshot04/snapshot4.htm>

Relevant to the following:

QCA Primary History Unit 11: What was it like for children living in Victorian Britain?
Section 1: Who were the Victorians and when did they live?

BBC Schools - Children in Victorian Britain

This 'Children in Victorian Britain' website looks at the lives of children in the age of Queen Victoria. The site supports the programmes in the Landmark television series.

URL: <http://www.bbc.co.uk/schools/victorians/>

Relevant to the following:

KS2 QCA Primary History Unit 11: What was it like for children living in Victorian Britain?
Section 6: How did life change for children living in Victorian Britain?

A Year 3 teacher used these photos in turn with small groups of children. In particular she wanted to focus on the lives of the children in the photos. She asked questions such as:

When do you think these photos were taken? Who do you think these people are? What do you think is happening in this picture? Why do you think that? What do you think life was like for the children in the two pictures? What would be the same/different? How would their lives compare with children's lives today?

The children were then asked to write down a question about the people/event that they would like to ask, for example:

Why are you wearing a bowler hat?

At the end of the lesson some of the questions were read out and other children suggested answers.



MAPE - Sir Henry Unton

This website has resources and activities based upon the portrait of the life of Sir Henry Unton painted by an unknown artist in 1597.

URL: <http://www.mape.org.uk/kids/untun/index.htm>

Select Sir Henry Unton's Portrait.

Relevant to the following:

KS2 QCA Primary History Unit 8: What were the differences between the lives of rich and poor people in Tudor times?
Section 2: How comfortable were the lives of rich Tudor people?



The Imperial War Museum

This website uses original materials to illustrate what life was like for evacuees and their families in World War 2.

URL: http://www.iwm.org.uk/education/ww2children/research/topic/evacuee_I_and_d_index01.htm

Relevant to the following:

KS2 QCA Primary History Unit 9: What was it like for children in the Second World War?
Section 4: What was it like to be an evacuee?

This was one of a range of resources a teacher used when working with his Year 5 class. He divided the class into three groups and worked with each group to study one aspect of children's lives in Victorian times. The teacher used the interactive site, and began by watching the movie with the children. From time to time he paused the movie to focus the children's attention on something or to ask questions such as:

Give me some adjectives to describe the working conditions. What were the children wearing? How old do you think the children are? Why did the children fall ill or have accidents?

The class then listened to the children's experiences of work. The teacher liked the second level game, but felt it would be unmanageable without access to a computer lab, so he changed it to a paper and pencil exercise.

After each group had used the site and a range of other resources, they planned and produced an extended piece of chronological writing, including a timeline, detailing how life changed for Victorian children in their area of study, during the 19th Century. The groups reported back to the whole class.

A Year 5 teacher used this site to develop the children's skills in historical interpretation and enquiry during a unit studying Tudor life. The teacher had explained that the picture was painted posthumously and detailed some of the events in Sir Henry Unton's life. The teacher explained that she wanted the children to use the picture and text as evidence of whether rich people in Tudor times lived comfortable lives.

The children worked in twos or threes to explore one section of the picture. They copied the accompanying text into a word processor, highlighted key words and phrases and added their own observations and deductions from the picture. They explained their inferences to the rest of the class, justifying them by referring to text or details in the picture.



The Olympics

This website contains comprehensive materials about the origins of the Olympic Games.

URL: http://www.museum.upenn.edu/new/research/Exp_Rese_Disc/Mediterranean/Olympics/olympicintro.shtml

Relevant to the following:

QCA Primary History Unit 15: How do we use Greek ideas today?
Section 6: In what ways are the modern Olympic games like the ancient ones?



The Mary Rose

This website illustrates the life and times of the Tudor warship, the Mary Rose.

URL: <http://www.maryrose.org/explore/index.htm> and
<http://www.maryrose.org/lcity/index.htm>

Relevant to the following:

KS2 QCA Primary History Unit 19:
What were the effects of Tudor exploration?

Section 3: *How did people explore the world in Tudor times?*



With the help of their teacher, a Year 4 class had prepared and displayed a list of things they already knew about being evacuated and things they wanted to find out. The teacher asked the children what sources of information they could use to find out, and she made a list of their responses.

The whole class listened to the audio clips, and then discussed what extra information these provided. The teacher added this to the list of things the children knew about evacuation.

One group of children studied the pictures, another group used the letters as sources of information, listing what information they provided.

During the plenary session the teacher drew up two columns, one for 'Things I would have liked' and one for 'Things I would not have liked'. The children suggested entries for both by referring to the sources they had studied.

Working in pairs, a Year 5 class used this site to help them research similarities and differences between the ancient and modern Games. The teacher prepared a grid for the children to complete with headings such as:

Why are the games held? How often are they held? Who takes part? How do they prepare for the games? What are the different events? What prizes do the winners receive? Who watches the games?

During the plenary the children suggested reasons for the differences between the ancient and modern Olympic Games.



The British Museum - Ancient Egypt

This website uses artefacts from the British Museum collections to illustrate the range of trades found in Ancient Egypt.

URL: <http://www.ancientegypt.co.uk/trade/index.html>

Relevant to the following:

KS2 QCA Primary History Unit 10: *What can we find out about ancient Egypt from what has survived?*

Section 5: *What do objects that have survived tell us about ancient Egypt?*

Using a large screen, a teacher of a Year 4 class accessed this site and began by asking them what sort of jobs people might have done in Ancient Egypt, and how we know. She read the story to the class, pointing out the illustrations. At the end she asked:

What does the story teller think is the most important job? Why? What other jobs are mentioned?

The teacher then explored the workshops with the children and asked questions such as:

What sorts of tools did the workmen use? What were the tools made of? What materials did they work with?

The children undertook the challenge, working in pairs or small groups. Afterwards the teacher asked:

Could any of the tools have been used by more than one tradesman? Which ones?

The children looked at the artefacts and wrote down what they knew about them.

A Year 3 teacher used this site with small groups of children to help them understand what life would have been like on board ship in Tudor times. He explained that the Mary Rose was a warship.

The teacher divided the class into small groups and assigned a role to each group. He asked the groups to look at the relevant pages and to note down information about their assigned person such as their duties, accommodation, tools and general information about life on board ship.

Afterwards each group made a brief report to the class. The teacher asked the children if they would have liked to have been aboard a Tudor ship, and to give their reasons.

The British Museum Children's Compass

This website uses original artefacts to illustrate the finds made at Sutton Hoo.

URL: http://www.thebritishmuseum.ac.uk/compass/ixbin/hixclient.exe?_IXDB_=compass&search form=graphical/edu/gt/gtindex.html&submit-button=search
Select Sutton Hoo.

Relevant to the following:

KS2 QCA Primary History
 Unit 6B: *Why have people invaded and settled in Britain in the past? An Anglo-Saxon case study*

National Curriculum

History programmes of study:

Children should be taught:

- 2a. About characteristic features of the periods and societies studied...
- 4a. How to find out about the events, people and changes.
- 4b. To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Using a large monitor, one Year 4 teacher showed the virtual tour to the whole class, reading the text to them. At the end of the tour she asked questions such as:

*How did the archaeologists know it was a grave?
 What shape was the grave? What do you think that tells us about the person buried there? What artefacts were found in the grave? What sort of person would have owned these? Why do you think that? If swords were often passed down from father to son, why was there a sword in this grave? Why are the artefacts that have been found made of metal?*

The children then worked in groups to write labels describing the exhibits in the Virtual Museum.

The National Portrait Gallery

This website shows portraits of famous people painted by a number of different artists. It contains a searchable database of the portraits.

URL: <http://www.npg.org.uk/live/search/peopList.asp?search=ss&sText=Henry+VIII>

Relevant to the following:

KS2 QCA Primary History Unit 7: *Why did Henry VIII marry six times?*

Section 2: *What was Henry like as a person?*



The teacher of a Year 5 class studying the Tudors used this site when she worked with small groups of children to consider the ways in which Henry VIII was portrayed. She asked questions such as:

How old was Henry when this was painted? How has Henry's appearance changed in this portrait from earlier ones? What similarities are there between the portraits? What do you think the artists are trying to convey? Why? How do they manage this? What is Henry carrying/wearing that tells us how important he was? Look at the dates of the later portraits. What do you notice? Could Henry have 'sat' for these artists? Why did they paint him after he was dead? How did they know what he looked like?

The children numbered the portraits chronologically and made two lists of words against these that described Henry's physical appearance and his personality. They compared these later with written descriptions, highlighting similarities and differences.





Snaith Primary School - The Home Front

This school website contains a range of resources and activities for studying the Second World War.

URL: <http://www.snaithprimary.eril.net/propagan.htm>

Relevant to the following:

KS2 QCA Primary History Unit 9: What was it like for children in the Second World War?

Section 6: In what other ways might the war have affected people?

Year 6 children, working in small groups, were asked to classify the wartime posters into those that gave economic advice, personal safety advice, national security advice, and others. The teacher asked the children to select the poster that they thought had the most impact from each category, copy it into a word processing document and write about the intended audience, what the message is, whether the message is conveyed in images, words or both, and how effective the message is.

In the plenary session the children discussed which posters they felt had been most effective.



The National Maritime Museum

This website has an interactive version of a painting showing the invasion of the Spanish Armada.

URL: <http://www.nmm.ac.uk/uploads/package/6/armada/page2.htm>

and

[http://www.nmm.ac.uk/site/request/setTemplate: singlecontent/contentTypeA/conWebDoc/ contentId/171/navId/00500300f00a](http://www.nmm.ac.uk/site/request/setTemplate: singlecontent/contentTypeA/conWebDoc/contentId/171/navId/00500300f00a) for a large version of the picture.

Relevant to the following:

NC Programme of study History KS2: Knowledge and understanding of events, people and changes in the past.

The teacher showed the large picture to a Year 6 class and explained that it was not historically accurate, but an artist's impression of what might have happened.

Small groups of children used this site independently. They were asked to note down instances of the artist interpreting events from the English perspective. Afterwards the children were asked to explain how a Spanish artist might have interpreted a similar scene.

During the plenary session the children shared their ideas. At a later date the children drew pictures showing a Spanish interpretation of events.



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