

Objectives	Historical Archives	Extra Information
<p>L.O:</p> <p>To Create An Historical Archive For The Future.</p>	<p>GUIDANCE – Today we are going to prepare our archive for the children of the future who will look back from a historical perspective. Just as toys were important to evacuees, it is just as important that the toys of today are recorded for the future.</p> <p>Use an old shoebox, old school bag, plastic wallet or anything that is suitable to store your archive in.</p> <p>This history lesson is intended to be an ongoing activity – it may take days or weeks to collect the information that the class wants to include in their archive. Or they may complete it in an hour and that is absolutely fine too.</p> <p>STARTING ACTIVITY – Moving Forward in Time. (10 Minutes)</p> <p>Let us revisit our timeline – remember we stopped at the present day. Today we are going to extend our timeline by 50 years so that it now finishes in the future, in the year 2070.</p> <p>Using the scale that you have already been using, add the ‘future’ section of your timeline and discuss the concept of the ‘future’ with the class.</p> <p>MAIN TEACHING – Creating an Historical Archive. (15 Minutes)</p> <p>In our last lesson, the class was asked to think about which of their toys they would take if they were an evacuee. Thinking now about our lives today, would they still like this toy to be the one(s) that they wish the children of the future to read about? Do they want to change their mind?</p> <p>Ask them to collect the toy or toys to have near them.</p> <p>Over the course of the previous history lessons we have learnt some important vocabulary that is used when we study history:</p> <ul style="list-style-type: none"> ▶ Timeline ▶ Artefacts ▶ Sources ▶ Past ▶ Present ▶ Future ▶ Historical significance 	<p>Materials Required:</p> <ul style="list-style-type: none"> ▶ Paper ▶ Pens/ pencils ▶ Small scrapbook (you can easily make one: use folded and stapled A4 paper) ▶ Disposable cameras ▶ Shoe box or another suitable holder for an archive <p>Key Words:</p> <ul style="list-style-type: none"> ▶ Historical significance ▶ Artefact ▶ Sources ▶ Future ▶ Archive ▶ Eyewitness ▶ Catalogue <p>Differentiation:</p> <p>Recap all previous vocabulary and key words to see if the class can remember their meanings?</p>

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	<p>Introduce the new key vocabulary for today:</p> <ul style="list-style-type: none"> ▶ Archive – a place where historical information is kept and stored in a suitable way that makes access easy. ▶ Eyewitness – somebody who has lived through an historical event and who has recorded the event through their own point of view or captured, first-hand, other people’s thoughts and experiences. <p>You have learnt that it is important that there are reliable historical sources so that the people of today can learn about the people of the past. It is important that these records and artefacts are kept safe and are available to those people who wish to research the past. The National Archives in Kew, West London, is one such place that keeps historical information safe and available.</p> <p>GUIDANCE – This is a great place to visit, and you should consider it once the archives are re-opened when it is safe to do so. Information can be found on their website: www.nationalarchives.gov.uk</p> <p>MAIN TASK – (30 minutes)</p> <p>Explain to the class that they are in a unique position, in that they are experiencing and living through a significant event that has been of relevance to the whole world and will be documented in history.</p> <p>“In the future, school children, just like you will be studying history. They will be looking at significant historical events, sources, artefacts and eyewitness accounts. They will look in the National Archives to carry out research, they may even contact people who are still living – just like you may do when investigating the second world war.</p> <p>Instead of being the school child who is looking back in history, you are now the person who is going to produce all these wonderful pieces of evidence that the future children will study. You are going to be the history, you are going to produce the sources, you are going to be the eyewitness. Your evidence is important, valued and deserves to be recorded so that future children can learn from you. History is no longer something that happens to other people: history is now happening to you!”</p> <p>Ask the class to think about what kind of things could go into their archive to document the 2020 pandemic. What are their ideas? Remember, it is their archive and what they choose will be very personal to them – not always in an obvious way!</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ I can understand the importance of documenting events. ▶ I can understand the importance of documenting events and select relevant information material. ▶ I can understand the importance of documenting events, select relevant information material and organise information using a catalogue list.

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	<p>To create your own historical archive, you can include any of the following information:</p> <ul style="list-style-type: none">▶ Diary entry – encourage the class to write a diary entry from a typical day during the pandemic. Remember to record the date!▶ Photographs – buildings, people, nature, symbols (rainbows), transport, food – all of these build a picture of the context of the world during this time.▶ Newspaper clippings – try to make sure the date is recorded!▶ Interviews – maybe some of the class would like to interview you, a sibling or a grandparent (via zoom etc!) and make a transcript of the interview.▶ Drawings and poetry – art is so important and often reflects the circumstances of the time.▶ Artefacts – (your favourite toy; you can just put an image in until you are ready to part with your toy)! <p>Over the course of the next few hours, days or weeks (whichever suits), work with the class to help them build their own archive that represents their viewpoint of the coronavirus pandemic.</p> <p>Ask the class to prepare a letter to the children of the future. It could look something like this:</p> <div data-bbox="696 963 1368 1426" style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"><p><i>Dear student,</i></p><p><i>I was a school child in the time of the 2020 coronavirus pandemic! I am so happy that you have decided to look through my archive that I created while I was unable to go to school! Yes, that's right, all our schools closed for 3 months, for some children even longer, and we had to be 'home schooled' by our parents!</i></p><p><i>I have put together these...</i></p><p><i>...</i></p><p><i>I hope you have enjoyed looking through all of the information. What did you think of the kind of toys that we played with back then?</i></p><p><i>Your child's name</i></p></div>	

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	<p>Once you have completed your archive, if you wish, you could help the class to create a catalogue to accompany the archive. This is a list of all the items that are in the class's archive and each item can be allocated a reference number:</p> <div data-bbox="667 520 1335 778" style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"><p><i>My 2020 Coronavirus Pandemic Catalogue</i></p><p><i>CN*001 - Photograph of a local house displaying a rainbow</i> <i>CN*002 - One of my trading cards that was a really popular toy at the time.</i></p><p><i>*Child's name in initials.</i></p></div> <p>Plenary – (5 minutes)</p> <p>Have a conversation with the class regarding how they feel about being alive in the time of a significant historical event that has had an impact globally. Let the conversation go wherever it needs to. Acknowledge their fears and worries, don't try to explain them away just remind them that they are loved and supported and like all the history they have looked at, this time will pass.</p> <p>To finish on a positive note, have a discussion about all the great things that have come about due to these unprecedented times.</p>	