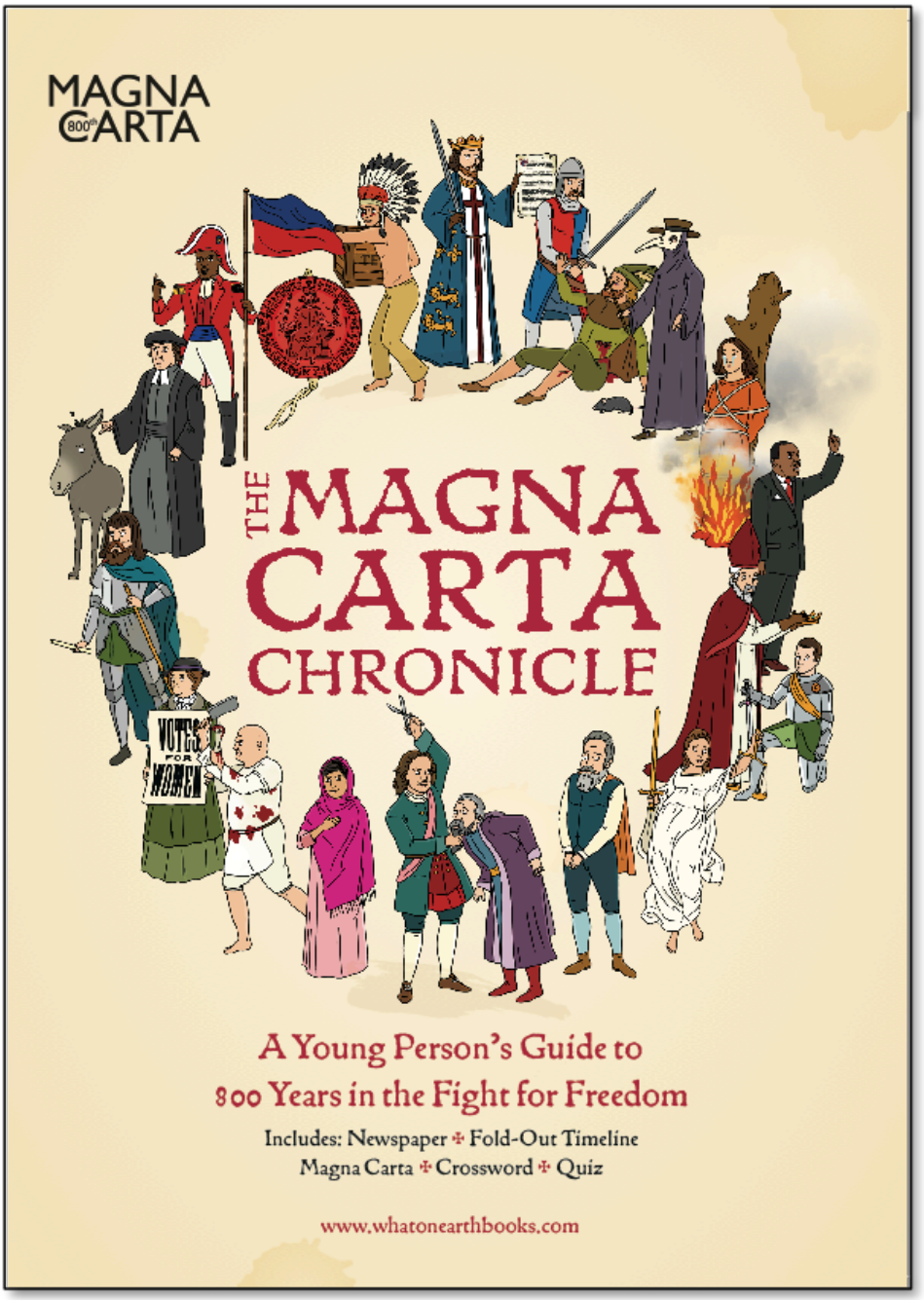
The What on Earth? Magna Carta Chronicle

Teacher Activity Support Pack for KS 2 / KS 3



www.whatonearthbooks.com/magnacarta

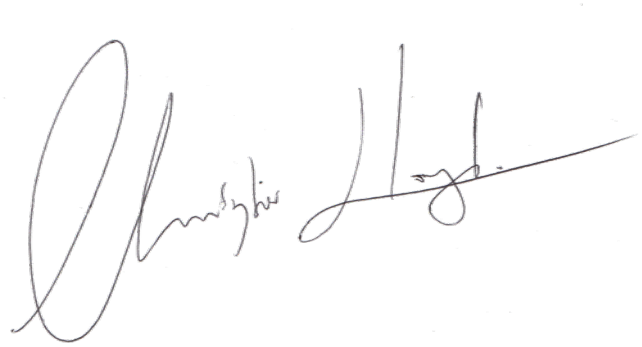
Dear Teacher,

We hope you find these three *Magna Carta Chronicle* activities helpful. They are designed for use at KS2 – although may be equally effective at KS 3.

All advice, thoughts and feedback are gratefully received. Please contact info@whatonearhtbooks.com or call us anytime on 01732 464621.

For further details of our wallbooks, posterbooks and other school timeline resources, please visit www.whatoenarthbooks.com/shop

Best wishes,



Christopher Lloyd

CEO What on Earth Publishing & Wallbook author

1 My Freedoms

Overview

Introductory Activity circa 1-2 periods

Main Activity circa 3 periods

Conclusion circa 1-2 periods

Activity covers English, History, Citizenship, ICT and Art & Design

Curriculum Mapping

English	-Listening to and discussing a wide range of non-fiction (KS2) -Reading books that are structured in different ways (Lower KS2) and reading for a range of purposes (Upper KS2) -Retrieve and record information from non-fiction (Lower KS2) and present that information (Upper KS2) -Participate in discussion about both books that are read to them and books they can read themselves, taking turns and listening to what others say (Lower KS2) building on their own and others' ideas and challenging views courteously (Upper KS2) -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic (Upper KS2) -Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Lower and Upper KS2) -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (Lower KS2) -Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Upper KS2) -Write for a wide range of purposes and audiences (KS3) -Plan, draft, edit and proof-read through considering how their writing reflects the audience and purposes for which it was intended.
Art & Design	-To improve their mastery of art and design techniques, including drawing (KS2) -to use a range of techniques and media (KS3) -to analyse and evaluate their work, in order to strengthen the visual impact or applications of their work
History	-Pupils should be taught about a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (KS2) -the achievements of earliest civilisations (KS2) -the development of Church, state and society in Medieval Britain 1066-1509 and 1509-1745 (KS3) -ideas, political power, industry and empire: Britain, 1745-1901 -Challenges for Britain, Europe and the wider world 1901 to the present day (KS3) -the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 -at least one study of a significant society or issue in world history and its interconnections with other world developments
Citizenship	-Acquire a sound knowledge and understanding of how the United Kingdom is

	governed, its political situation and how citizens participate actively in its democratic systems of government -Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced -Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom (KS3) -Pupils should be taught about human rights and international law (KS4)

Resource List

The Magna Carta Chronicle

PUPIL SHEET 1.1 LIST OF FREEDOMS

PUPIL SHEET 1.2 *MY FREEDOMS* TIMELINE

Learning Aims and Objectives

In this activity pupils will:

- have the opportunity to look at historical events in chronological order and make links between events that happened at the same time in different parts of the world
- use a range of sources to research and check historical facts
- consider their own freedoms and their effect on others
- collaborate with others
- discuss ideas as a class in groups and pairs
- evaluate their own work and the work of others

Introductory Activity

1. You might like to begin by watching the *Introductory to the Magna Carta Chronicle Video* as a class. This will establish the context for the activity. You can find this video at www.whatonearthbooks.com/magnacartavideo

2. Still as a class, discuss what is meant by 'freedom', 'liberty' and 'rights'.

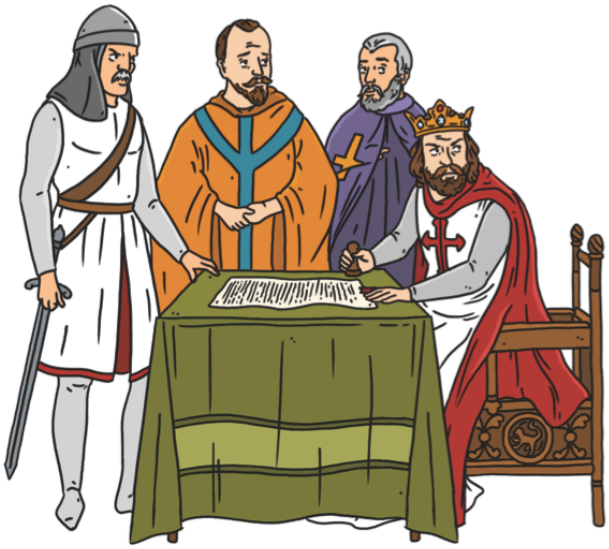
   Freedom: the power or right to act, speak, or think as one wants **OR** the state of not being imprisoned or enslaved.

   Liberty: the state of being free within society from oppressive restrictions imposed by authority on one's behaviour or political views **OR** a right or privilege, especially a statutory one.

   Rights: that which is morally correct, just, or honourable **OR** a moral or legal entitlement to have or do something.

3. With the Magna Carta Chronicle displayed, ask small groups of children to find examples of different freedoms that have been fought for over the years. They could list them on **PUPIL SHEET 1.1** LIST OF FREEDOMS with their corresponding dates.
    - Freedom of speech
    - Free elections
    - Women's rights/ gender equality
    - Right to vote
    - Freedom from slavery
    - Right to education
    - Right to equal and fair pay
    - Civil rights
    - Freedom to worship your chosen religion
    - Freedom from fear
    - Freedom from want
    - Human rights
    - Right to privacy
    - Race equality
    - Right to a fair trial
    - Right to political representation
    - Right to peaceful protest

    Useful websites include:
    http://magnacarta800th.com/
    https://en.wikipedia.org/wiki/Human_rights
    http://www.un.org/en/documents/udhr/



Magna Carta – 1215 issue
On June 15 King John is cornered at Runnymede and agrees to a peace treaty with rebellious barons. The charter guarantees the freedom of the Church from Royal interference.

4. Having looked at the different rights and freedoms that have been granted to people in the past, in small groups, consider:
    - What kinds of freedoms do we still need to fight for?
    - What obstacles might we face in this fight?
    - How will things change if these freedoms are granted?
    - Are there any freedoms and liberties that we have that might be lost in the future?

Main Activity: My Freedoms

5. Explain to pupils that they are to design a 9th panel for the Magna Carta Chronicle timeline. The panel should include their own freedoms at school, home and in society. They should design the freedoms they would like to have in the respective streams, for example, freedom to play video games all day at home or freedom to vote on young people's issues in society or to spend their child benefit allowance themselves.
6. They should then consider what effect these freedoms would have on themselves and other people, for example, what are the consequences of spending all day on their video games? (They don't learn anything; don't get to spend time outside playing, for example.)
7. Once they have thought about this pupils should design their timeline panel (using pupil sheet 2.2). They should categorise their freedoms under the three streams, 'At home', 'In school', and 'In society', writing a little about their freedoms and the impact they have on themselves and others, if any. Pupils could decorate their timelines with some artwork as well if they wish.
8. Pupils should also think about the timeline along the bottom of the panel, and consider how the freedoms they desire will change as they get older. Generally as the timeline moves on, the majority of freedoms will move vertically down the timeline, from 'in school', through 'at home' and increasingly 'in society' as they get older. However, pupils could also consider, towards the end of the projected timeline, freedoms they would desire for their children at school.
9. In the shields of the top of the timeline, pupils should select the freedoms they feel to be most important, one each from 'in school', 'at home' and 'in society'.

Conclusion

10. In pairs or small groups, ask pupils to look at each other's timeline panels. They should discuss whether there are freedoms they agree on, and why they might disagree with some of the freedoms wanted by others or the importance of some freedoms that others have chosen.
11. Ask pupils to pick which timeline panel in their group is the best and, using the chosen panels, create a collage of the class' desires for freedom to be displayed on the wall of the classroom.

Overseas Voting Rights – 1975
Tea bags are dangled in front of Tip O'Neil in the House of Representatives by overseas Americans demanding either quitting having to pay US income tax or getting the right to vote in federal elections.

List of Freedoms

Freedom	Date
Freedom from slavery	1833

My Freedoms Timeline

2 Liberty Timeline

Overview

Introductory Activity circa 1-2 periods

Main Activity circa 3 periods

Conclusion circa 1-2 periods

Activity covers English, ICT, History, Citizenship and Art & Design

Curriculum Mapping

English	-Listening to and discussing a wide range of…non-fiction… (KS2) -Reading books that are structured in different ways (Lower KS2) and reading for a range of purposes (Upper KS2) -Retrieve and record information from non-fiction (Lower KS2) and present that information (Upper KS2) -Participate in discussion about both books that are read to them and books they can read themselves, taking turns and listening to what others say (Lower KS2) building on their own and others' ideas and challenging views courteously (Upper KS2) -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic (Upper KS2) -Draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Lower and Upper KS2) -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (Lower KS2) -Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Upper KS2) -Write for a wide range of purposes and audiences (KS3) -Plan, draft, edit and proof-read through considering how their writing reflects the audience and purposes for which it was intended.
Art & Design	-To improve their mastery of art and design techniques, including drawing (KS2) -to use a range of techniques and media (KS3) -to analyse and evaluate their work, in order to strengthen the visual impact or applications of their work
Computing	- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (KS2) - Use technology safely, respectfully and responsibly -undertake creative projects that involve selecting, using and combining multiple applications, to achieve challenging goals (KS3) -Develop their capability, creativity and knowledge in computer science, digital media and information technology (KS4)
History	-Pupils should be taught about a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (KS2) -the achievements of earliest civilisations (KS2) -the development of Church, state and society in Medieval Britain 1066-1509 and

	1509-1745 (KS3) -ideas, political power, industry and empire: Britain, 1745-1901 -Challenges for Britain, Europe and the wider world 1901 to the present day (KS3) -the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 -at least one study of a significant society or issue in world history and its interconnections with other world developments
Citizenship	-Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political situation and how citizens participate actively in its democratic systems of government -Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced -Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom (KS3) -Pupils should be taught about human rights and international law (KS4)

Resource List

The Magna Carta Chronicle

What on Earth? Wallbook of Big History (Optional)

What on Earth Happened? (Optional)

PUPIL SHEET 2.1 LIST OF FREEDOMS

PUPIL SHEET 2.2 THINGS TO THINK ABOUT WHEN MAKING A TIMELINE

PUPIL SHEET 2.3 TIMELINE OF SLAVERY

Learning Aims and Objectives

In this activity pupils will:

- have the opportunity to look at historical events in chronological order and make links between events that happened at the same time in different parts of the world
- use a range of sources to research and check historical facts
- use research, imagination and reasoning skills
- use creativity and ICT/art and design skills to design a timeline
- collaborate with others
- discuss ideas as a class in groups and pairs
- evaluate their own work and the work of others

Introductory Activity

1. If you haven't watched it already you might like to begin by watching the *Introductory to the Magna Carta Chronicle Video* as a class. This will establish the context for the activity. You can find this video at www.whatonearthbooks.com/magnacartavideo
2. Still as a class, discuss what freedoms have been fought for throughout history. They could list them on **PUPIL SHEET 20.1** LIST OF FREEDOMS along with their corresponding dates. The list might include some or all of the following:
    - Freedom of speech
    - Free elections
    - Women's rights/ gender equality
    - Right to vote
    - Freedom from slavery
    - Right to education
    - Right to equal and fair pay
    - Civil rights
    - Freedom to worship your chosen religion
    - Freedom from fear
    - Freedom from want
    - Human rights
    - Right to privacy
    - Race equality
    - Right to a fair trial
    - Right to political representation
    - Right to peaceful protest

    Useful websites include:
    http://magnacarta800th.com/
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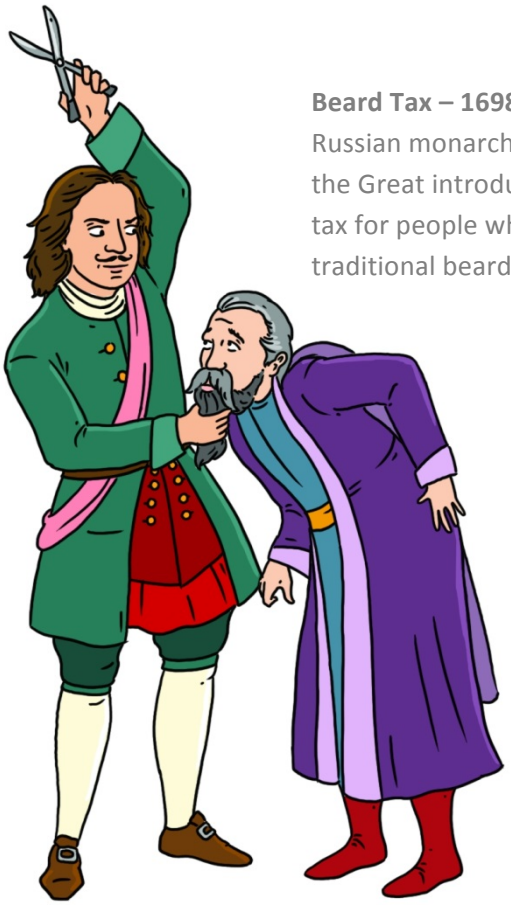


Beard Tax – 1698
Russian monarch Peter the Great introduces a tax for people who wear traditional beards

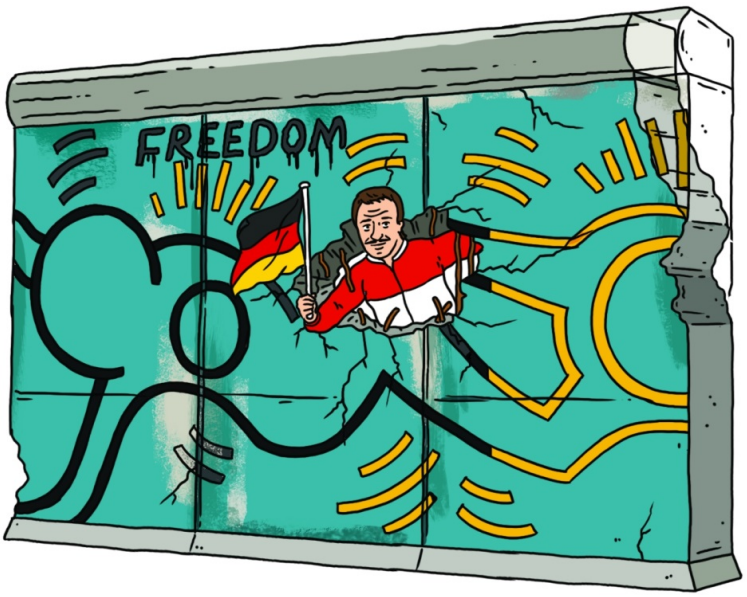
3. Having looked at the different rights and freedoms that have been granted to people in the past, in small groups, pick one particular fight for a freedom, e.g. slavery, suffrage, freedom of worship, etc., and consider how the fight was fought throughout history.
    - How did the struggle begin?
    - How were people suffering?
    - What obstacles did people face in this fight?
    - How did they finally achieve their freedom?
    - How have things changed since they won their fight?
    - Have they really won or are there still restrictions on them, things they can't do, persecution that they still face?

Main Activity

4. Explain to pupils that they are to design their own timeline charting the fight for their chosen freedom throughout history. The timeline should include between 5 and 10 key moments in the fight for freedom, complete with illustrations as well as key figures in the hall of fame at the top of the timeline. There should be greater detail than on the Chronicle timeline as pupils are focussing on one freedom.
5. Ask pupils to use the chronicle and any other relevant materials to research their chosen freedom. Consider moments in politics, culture, newspaper stories etc. for examples of key moments in the historical fight for their chosen freedom.
6. Once they have completed their research pupils should design their timelines, using **PUPIL WORKSHEET 2.3** THINGS TO THINK ABOUT WHEN MAKING A TIMELINE as a guide. Pupils should include captions summarising the information they have found from their research that is the most relevant to the moments they are describing alongside suitable illustrations.

Conclusion

7. In pairs or small groups, ask pupils to look at each other's timeline panels. They should discuss whether there are moments they agree on, and whether there are other relevant moments that have been overlooked. Does the timeline tell the full story? Are the chosen moments appropriate?
8. Ask pupils to pick which timeline in their group is the best and, using the chosen timelines, create a giant timeline of freedom to be displayed on the wall of the classroom.



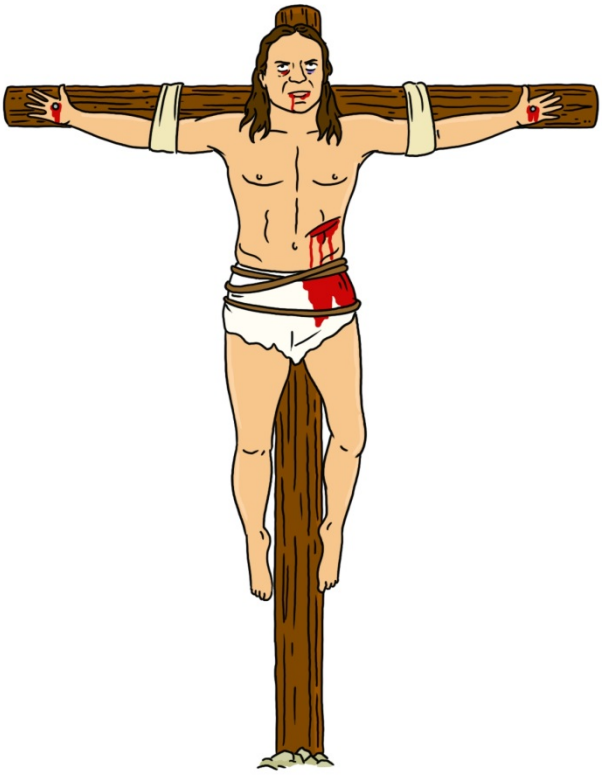
Iron Curtain Falls – 1989
A concrete wall dividing Europe is demolished. It follows a policy of openness pursued by the last Soviet leader Mikhail Gorbachev

Support Activities

Younger pupils, or those who need more support, could use **PUPIL SHEET 20.3** TIMELINE Of SLAVERY. This provides the outline for a timeline of the history of slavery for the students to fill in. There are 4 boxes containing text for pupils to complete and spaces for them to draw accompanying illustrations. If they have time, they might want to consider which other moments they could include (E.g. See Spartacus image on the right).

Extension Activities

Older pupils, or those who respond well to additional challenge, could Write a newspaper-style story about one of the moments from their newly created timeline. They should be aware of the audience they are writing for and consider the kind of language they should use.



Spartacus Revolt – 73 BC
Escaped gladiator Spartacus leads a revolt of more than 70,000 slaves against the oppressive Roman rule. Although they are defeated, their protest inspires freedom fighters for thousands of years

List of Freedoms

Freedom	Date
Freedom from slavery	1833

Things to think about when making a timeline

1. Dates and scale: how are you going to fit your timeline on the page? What will be on the x axis? And the y axis?

2. How will you make it visually engaging, so that people will see it on a wall from a distance? How will you make it interesting for people to read close-up as a reference?

3. Depth and quality of information: who are you making the timeline for? It needs to be engaging for a wide audience. Consider the visual element of it, the text, your use of colour, perhaps use different materials – maybe your timeline could be 3D?

4. Consider the context: perhaps include other events that are not strictly relevant but could help to provide context – what else was happening at the same time as the fight for your chosen freedom?

PUPIL SHEET 2.3

Timeline of Slavery

1807 – Slavery is banned in _____

1833 – Campaigner _____ _____ is successful in making ownership of _____ illegal in the British Empire.

1863 – During the American Civil War Abraham _____ proclaimed all slaves in rebellious states free in his '_____ Proclamation'.

1868 – The _____ Amendment grants former slaves the right to _____

3 A World Without Freedom

Overview

Introductory Activity circa 1-2 periods

Main Activity circa 3 periods

Conclusion circa 1-2 periods

Activity covers English, ICT, History, Citizenship and Art & Design

Curriculum Mapping

English	-Listening to and discussing a wide range of…non-fiction… (KS2) -Reading books that are structured in different ways (Lower KS2) and reading for a range of purposes (Upper KS2) -Retrieve and record information from non-fiction (Lower KS2) and present that information (Upper KS2) -Participate in discussion about both books that are read to them and books they can read themselves, taking turns and listening to what others say (Lower KS2) building on their own and others' ideas and challenging views courteously (Upper KS2) -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic (Upper KS2) -Draft and write by organising paragraphs around a theme, in narratives, creating settings, characters and plot (Lower KS2) -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (Lower KS2) -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Lower KS2) -Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Upper KS2) -Noting and developing initial ideas, drawing on reading and research where necessary (Upper KS2) -Write for a wide range of purposes and audiences (KS3) -Plan, draft, edit and proof-read through considering how their writing reflects the audience and purposes for which it was intended. -Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear (Upper KS2)
Art & Design	-To improve their mastery of art and design techniques, including drawing (KS2) -to analyse and evaluate their work, in order to strengthen the visual impact or applications of their work
History	-Pupils should be taught about a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (KS2) -the achievements of earliest civilisations (KS2)

	-the development of Church, state and society in Medieval Britain 1066-1509 and 1509-1745 (KS3) -ideas, political power, industry and empire: Britain, 1745-1901 -Challenges for Britain, Europe and the wider world 1901 to the present day (KS3) -the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 -at least one study of a significant society or issue in world history and its interconnections with other world developments
Citizenship	-Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political situation and how citizens participate actively in its democratic systems of government -Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced -Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom (KS3) -Pupils should be taught about human rights and international law (KS4)

Resource List

The Magna Carta Chronicle

What on Earth? Wallbook of Big History (Optional)

What on Earth Happened? (Optional)

PUPIL SHEET 3.1 LIST OF FREEDOMS

PUPIL SHEET 3.2 A WORLD WITHOUT FREEDOM

Learning Aims and Objectives

In this activity pupils will:

- have the opportunity to look at historical events in chronological order and make links between events that happened at the same time in different parts of the world
- use a range of sources to research and check historical facts
- use research, imagination and reasoning skills
- use creativity imagination to write a fictional story
- collaborate with others
- discuss ideas as a class in groups and pairs
- evaluate their own work and the work of others

Introductory Activity

1. If you haven't watched it already you might like to begin by watching the *Introductory to the Magna Carta Chronicle Video* as a class. This will establish the context for the activity. You can find this video at www.whatonearthbooks.com/magnacartavideo

2. Still as a class, discuss what freedoms have been fought for throughout history. They could list them on **PUPIL SHEET 3.1** LIST OF FREEDOMS alongside their corresponding dates. The list might include some or all of the following:
    - Freedom of speech
    - Free elections
    - Women's rights/ gender equality
    - Right to vote
    - Freedom from slavery
    - Right to education
    - Right to equal and fair pay
    - Civil rights
    - Freedom to worship your chosen religion
    - Freedom from fear
    - Freedom from want
    - Human rights
    - Right to privacy
    - Race equality
    - Right to a fair trial
    - Right to political representation
    - Right to peaceful protest

    Useful websites include:
    http://magnacarta800th.com/
    https://en.wikipedia.org/wiki/Human_rights
    http://www.un.org/en/documents/udhr/

Monkey Business – 1993
An international campaign in Brazil is launched to try to persuade the UN to grant basic legal rights to non-human great apes. It is called the Great Ape Project

3. Having looked at the different rights and freedoms that have been granted to people in the past, in small groups, pick one particular fight for a freedom, e.g. slavery, suffrage etc., and consider how the fight was fought throughout history.
    - How did the struggle begin?
    - How were people suffering?
    - What obstacles did people face in this fight?
    - How did they finally achieve their freedom?
    - How have things changed since they won their fight?
    - Have they really won or are there still restrictions on them, things they can't do, persecution that they still face?

Main Activity

4. Explain to pupils that they are to write their own fictional story imagining what the world would be like if their chosen freedom had never been won. For example, they can imagine how the world would be if slavery had not been abolished or if women were still unable to vote of if children did not have a right to education.
5. Make pupils aware that in some parts of the world these things are still true.
6. Ask pupils to use the Chronicle and any other relevant materials to research their chosen freedom. Consider
    - What was the world like before this freedom had been won?
    - How will this freedom not being won change the community/country/world?
    - Who are your main characters and why would they be affected?
7. Ask pupils to carefully consider the audience they are writing for, what kind of language they should be using. Ask them to ensure there is a clear beginning, middle and an end to their story. By the end of the story has anything changed in the fight for their freedom?
8. Pupils could also use images, this could be a photograph or an image they have drawn themselves, in order to illustrate their stories.

Black Death – 1348-50

As many as 200 million people worldwide die from the plague, a bacterial disease carried by rats. Peasants, labourers and artisans are worst hit but survivors are gradually able to demand higher wages, helping to end feudalism

Conclusion

9. In pairs or small groups, ask pupils to read each other's stories. They should discuss whether there are moments they agree on, and why they might disagree with some of the predictions made by others or the importance of some moments that others have chosen.
10. Ask pupils to pick which story in their group they enjoyed the most and ask pupils to read these out loud to the whole class.

Women Priests – 1992
The Church of England's General Synod approves the ordination of women as priests by a narrow margin. The Reverend Libby Lane has since been ordained as the first female bishop for the Church of England in 2014

Support Activities

Younger pupils, or those who need more support, could use **PUPIL SHEET 3.2** A WORLD WITHOUT FREEDOM to create their own story by filling in the gaps. They could also draw an illustration to go with their story.

Extension Activities

Older pupils, or those who respond well to additional challenge, could turn their story into a play to be performed to the class. They should be aware of how writing a play is different from writing a story. They should consider how many characters they need, what the set should look like and how people speak in dialogue rather than reported speech.

List of Freedoms

Freedom	Date
Freedom from slavery	1833

A World Without Freedom

Fill in the gaps in the paragraphs below to write your story. You can add extra detail if you like and draw an illustration for your story.

.....

In the world today there is no longer freedom from/of…….[choose one freedom e.g. freedom of speech]……

People are not allowed to……..[add details of what they cannot do]……..

My friend …….[add name]……. got into trouble the other day because…….[add what your friend did]…….

We are all scared because……..[add reason for fear]……

We want to changes things so that we can……[add what you want to be able to do]…… My friends and I are going to……..[add what you will do to gain your freedom]……

We will be free to……..[add detail]……