

# history zone - key stage 1

*Welcome pupils to the zone and remind them of your name.*

## **Aims:**

In this zone we are going to travel back in time to discover how and why The Salvation Army began.

## **Starter: Odd One Out (3-5 mins)**

First I want to find out how much you know about what life was like in Victorian times which is around 150 years ago. I will show you three pictures at a time and I want you to tell me which one is the odd one out – something which people would not have been able to do in Victorian times. *Show the cards in the following groups:*

1. Send a letter

Read a newspaper

**Make a telephone call**

2. **Watch TV**

Play the piano

Take a photo

3. Go to school

Go to church

**Watch a film**

4. Travel by train

**Go into space**

Travel by boat

Life was very different in Victorian times. Lots of things people use all the time today had not been invented. Now we know a little bit about what life was like back then it's time to find out about some people who lived during that time.

*Choose from the following activities:*

## **1. Time capsule activity (15-20 minutes)**

*Invite the pupils to sit around the time capsule, making sure everyone can see.* In front of you is a very special and mysterious object. Can anyone see what it is? That's right it's a time capsule. Do you know what a time capsule is? Sometimes people fill a container or bag with lots of objects and clues about what life is like and about important events, and then they bury it in the ground. It stays buried for a very long time. Years and years later, when other people find it and open it up, they can find out about the past. In our time capsule there are lots of objects and clues to help us find out about how The Salvation Army began, more than 150 years ago. Shall we open it up and see what's inside?

*First take out the 1912 newspaper.* It looks like this newspaper was the last thing to be placed in the capsule. *Unfold the newspaper and lay it out so all the pupils can see it.* Can anyone see a date on the newspaper? Who can tell me what important event has happened? *Read the first part of the article to the pupils, or pick out the most important points.*

William Booth must have been someone important. I wonder why so many people went to his funeral. I think we should find out more about him and about the other people who have left clues in the capsule.

*As you take the other objects out of the capsule invite pupils to touch and ask questions about the objects. Ask them what they think some of the objects might have been used for and why they were put in the box. What might they have to do with the story of how The Salvation Army began? Allow them to use their imaginations – there are no right or wrong answers at this stage! Encourage them to put on hats and other items of clothing so they feel part of the story and identify with the characters.*

I wonder if there is anything else in the box to help us find out how The Salvation Army began. *Look again in the time capsule and 'discover' the extra clues (time capsule cards).* Each of these extra clues matches with an object to give us more information. Let's see if we can work out which clue goes with each object.

*One by one, invite different pupils to take a clue and read it aloud, and then match it with the correct object. Alternatively, spread all the clues out on the floor and allow pupils to work together to match them all up. Read each clue together to check if they are matched correctly. Support with reading if necessary and encourage pupils to think about what they are learning by picking out anything interesting or surprising in the clues.*

We've explored all the objects in the time capsule and found out lots of important things about how and why The Salvation Army started. Now it's time to see how much you remember. Let's put all the objects away. *Put all the objects and costumes back in the time capsule ready for the next group, before you move on to the plenary.*

*or*

## **2. Dramatic story (10-15 minutes)**

You are going to take part in a dramatic story about William Booth and The Salvation Army. *Give out any hats, bonnets and shawls etc for pupils to wear to help them to feel that they are part of the story.* Now I need you to help me to tell the story. You must listen out for certain names and words that you will hear in the story and each time you hear these names and words you will have an action to perform. The names and words you hear are important and will help you to remember the story.

*Teach the children the actions for the following names/words.*

### **William Booth**

Booth often wore a top hat which was the fashion in the Victorian era. Imagine that you are wearing a top hat. When you hear William Booth's name mime tipping your hat forward as if you are greeting someone.

### **Catherine Booth**

Booth's wife, Catherine, had a strong faith in God and prayed often. When you hear Catherine's name put your hands together as if you are praying.

### **poor**

Booth wanted to help the poor and needy who often felt deep despair and helplessness. When you hear the word 'poor' hold out your hands as if you are begging or asking for help.

### **pawnbroker**

Booth became a pawnbroker's apprentice when he was a teenager. This meant that he accepted valuable possessions like watches and jewellery from the poor in exchange for money. When you hear the word 'pawnbroker' rub your hands together as if you are pleased to receive more money.

### **money**

A little money exchanged hands at the pawnbroker's shop but the poor still found that they didn't have enough to spare. When you hear the word 'money' rub your fingers together as if you have coins between them.

### **match or matches**

The Salvation Army used to have its own matches. When you hear the word 'match' or 'matches' strike a match on a matchbox.

### **The Salvation Army**

William Booth founded (started) The Salvation Army. When you hear the words 'The Salvation Army' perform the Salvation Army salute.

*You may want to display the names/words throughout the story so that the children are reminded of what they are listening out for.*

*See Key Stage 1 story script.*



### **Quick plenary (3-4 mins)**

*Use some or all of these questions to check what pupils have learnt.*

- Who started The Salvation Army?
- Can you remember what made William Booth feel that he should start The Salvation Army?
- What else do you remember from the story?
- Can you tell me about anyone else helped by The Salvation Army?
- What did you like best about the story of how The Salvation Army began?
- Which part of the story did you think was most important?

### **Alternative plenary: Picture quiz (5-7 minutes)**

*Show the pupils the series of pictures relating to the story of how The Salvation Army began. Ask them to tell you what is happening in each picture, giving as much detail as they can. Then read the back of the cards to check their answers.*

## **extra activities**

### **Making bonnets and caps (10-15 minutes)**

*Using ready-made cut-out shapes, a yellow or gold pencil and a stapler, pupils can construct their own Salvation Army bonnet or cap. (See instruction sheet – download from USB.)*

### **Pupil book (5 minutes)**

*Pages 11 and 12 have a research activity with questions which pupils should be able to answer after completing the activities in this zone.*

