

'COLLINGWOOD 2010' Summary of Proposed Activities Years 5 and 6 and lower secondary Years 8 and 9

Lesson Title Key Question	Description of the Activity ----- -	Key Skills ----- Focus on writing
<p>1 Who Was Collingwood? (6 pages)</p>	<p>Biographical details of Collingwood's life and career on individual cards placed in a mystery envelope entitled 'Who Was Collingwood?' Children have to organise the cards chronologically. The number of cards can be reduced depending on the attainment and age of the children. They can be used to ask supplementary questions: Which countries did he visit? How long did he spend at home? What ships did he serve in?</p>	<ul style="list-style-type: none"> • Sequence events and recount them in appropriate detail • Use a clear structure to organise their writing • Plan and review their writing, discussing the quality of what is written • Write extended texts • Place events, people and changes into correct periods of time • To ask and answer questions, and to select and record information relevant to the focus of the enquiry • Recall, select and organise historical information
<p>2 Who Was Collingwood? Differing viewpoints (2)</p> <ul style="list-style-type: none"> • Collingwood and Bounce (2 pages) • Collingwood and 	<p>Children will be provided with a number of individual activity sheets which will encourage them to consider contradictory evidence and differing viewpoints e.g. Why did Collingwood love home life and family yet spend nearly all his life at sea? Why did some people think him 'cold as iron' whilst others remarked on his humanity and humour? These are intended for group presentations. There are 6 enquiry sessions which are age and ability</p>	<ul style="list-style-type: none"> • Sequence events and recount them in appropriate detail • Use a clear structure to organise their writing • Plan and review what their writing, discussing the quality of

<p>Nelson (2 pages)</p> <ul style="list-style-type: none"> • Collingwood and the French (3 pages) • Hard as Iron? (3 pages) • Home Sweet Home? (2 pages) • Other People (3 pages) 	<p>appropriate.</p>	<p>what is written</p> <ul style="list-style-type: none"> • to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied • Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.
<p>3 Cuthbert Collingwood's Navy</p>	<p>Ranks in the navy</p>	
<p>(A) Hunt the Enemy</p> <ul style="list-style-type: none"> • Battleship (3 pages) • Hunt the Enemy (3 pages) • Signalling Flag Activity (2 pages) • Tacking and Wearing Activity (3 pages) 	<p>Children will learn about the different type of naval craft in the Royal Navy through deploying them in a game to hunt and bring to battle the enemy navy. Frigates, sloops, line of battle gun ships. This will include learning some detail about the tactic of blockading, sailing to the wind, and gunnery aboard the ships.</p>	<ul style="list-style-type: none"> • Coordinates to one and two places • To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
<p>(B) Who Was Jack Tar?</p> <ul style="list-style-type: none"> • Rising through the ranks (1 page) • George Castle 	<p>What did the sailors of Collingwood's navy look like? What were the jobs aboard a gun ship - landsmen, able seamen, volunteers, pressed men, midshipmen, captains? What did you have to learn to survive at sea?</p>	<ul style="list-style-type: none"> • To ask and answer questions, and to select and record information relevant to the focus of the enquiry • Sequence events and

<p>Midshipman (5 pages)</p> <ul style="list-style-type: none"> • Desertion (1 page) • Pigtails (2 pages) • Tattoos (1 page) • What did they wear? (1 page) 		<p>recount them in appropriate detail</p> <ul style="list-style-type: none"> • Use a clear structure to organise their writing
<p>(C) Press Gangs?</p> <ul style="list-style-type: none"> • Beware the Press Gang (4 pages) • Judging the Press Gang (2 pages) 	<p>There were never enough volunteers to endure the discipline and hardships of life in the Royal Navy and so men were forced into the service. In the role of the magistrate, decide whether some pressed seamen should be released or should continue their service in the navy. North and South Shields witnessed some of the worst violence against the press gang.</p>	<ul style="list-style-type: none"> • Exercise judgment and to encourage debate • Develop a piece of drama/script around the activities of the press gang • Use persuasive writing to obtain release from the press gang
<p>(D) 'Flog 'em'?</p> <ul style="list-style-type: none"> • Before the mast (3 pages) 	<p>Cuthbert Collingwood rarely had recourse to the standard punishment of flogging. Some instances were horrific and men might die under the lash. Other punishments were possible such as withholding 'grog'. Children have to make the punishment fit the crime in accordance with the rules of the time. Children should be asked to justify their decisions.</p>	<ul style="list-style-type: none"> • to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied • exercise judgment and to encourage debate
<p>(E) Dangers at Sea?</p> <ul style="list-style-type: none"> • Hazards on the ship (2 pages) • Hazards on the 	<p>Life could be nasty, brutal and short and that was not always as a consequence of battle. Children will be presented with a number of dangers aboard a gun ship of the Royal Navy. They will rank them in order of severity.</p>	<ul style="list-style-type: none"> • exercise judgment and to encourage debate • Use a clear structure to organise their writing

ocean (3 pages)		
(F) Under the Knife? <ul style="list-style-type: none"> • Diseases and Death (2 pages) • On the operating table (3 pages) 	<p>The horrors of battle were only matched by the horrors of amputations below deck. There was no knowledge of disease carrying germs and no anaesthetics. However, they had learned the link between fresh fruit and vegetables and the prevention of scurvy. What practices would you recommend to the navy of the time if you could travel back in time? Which ideas might they be able to adopt?</p>	<ul style="list-style-type: none"> • to ask and answer questions, and to select and record information relevant to the focus of the enquiry • report writing
(G) What's on the Menu? <ul style="list-style-type: none"> • What's on the Menu (2 pages) • Food for Officers (2 pages) • Scurvy (2 pages) • Toilet matters (1 page) 	<p>Daily life for the sailors was not a constant round of fighting, working, eating and sleeping. Sailors entertained themselves to relieve some of the boredom.</p>	<ul style="list-style-type: none"> • Sing songs in unison with clear diction, control of pitch, a sense of phrase and musical expression • Practise, rehearse and present performances with an awareness of audience • How time and place can influence the way music is created, performed and heard • Explore, choose, combine and organise musical ideas within musical structures • compose and perform a piece of music based on traditional sea shanties
(H) Into Battle? <ul style="list-style-type: none"> • Preparing for battle (2 pages) • Gunnery Practice 2 	<p>Battles at sea were bloody and terrifying. How did they prepare for battle? What tactics were used to destroy your enemy? Pupils will draw up a plan of attack based on tactics and gunnery of the time. These will be presented to the class to determine the best battle plan.</p>	<ul style="list-style-type: none"> • exercise judgment and to encourage debate • to ask and answer questions, and to select and record information relevant to the

pages)		focus of the enquiry
<p>4) Collingwood: Does he deserve to be remembered as a hero? (1 page)</p> <p>Why was life in Collingwood's Navy harsh? (1 page)</p>	<p>Children will explore the meaning of 'hero' by discussing who they admire and why? From what they have learnt about Collingwood does he deserve the title of 'hero'?</p>	<ul style="list-style-type: none"> • Discuss the nature of specific terms • Form rational judgements from the available evidence • Produce a report on their conclusions • To think about the lives of people living in other places and times and people with different values and customs
<p>5 Picture Gallery of Sources</p>	<p>A range of picture sources which pupils and teachers can combine for class, group or individual study</p>	