

Famous People 2 profiles the lives of five famous people whose actions and experiences are still remembered and celebrated today. Each programme opens with a dramatic event that was central to the subject's life. The narrator then recounts the famous person's story with key moments dramatically reconstructed. The programme concludes with different types of physical evidence to support the story: museums, artefacts, pictures and buildings.

The series is supported by an Activity Book and five Story Books about the people featured in the programmes.

Curriculum Relevance

History

5–14 Environmental Studies: People in the Past

Cross-curricular links: literacy, numeracy, PSHE, citizenship, race, health, science (the senses and flight), festivals and celebrations, and geography Key Stage 1

Scottish Level A, B

Age 5–7

- Recognition of why people did things, what events happened and what happened as a result of them
- Identification of differences between ways of life at particular times
- How to find out about the past from a range of sources
- The nature of historical evidence

Programme 1: **Boudica: Victorious Queen**

The programme introduces Boudica as she urges on her troops to do battle with the Romans. The narrator invites the children to travel back in time to the early first century when the Romans had invaded Britain. Boudica's story begins. Boudica was married to the King of the Iceni tribe. When he died, he left a will giving half of his kingdom to the Romans, but they wanted all of it. Boudica protested, but to no avail, and she and her two daughters were cruelly punished. Boudica vowed revenge. She gathered an army of disenchanted Britons and sacked and burned first Colchester, then London and finally, St Albans. This was too much for the

Romans who chose a battle site where their well-drilled army would have every chance of defeating the Britons. And so they did. Boudica and her daughters escaped to an unknown fate. However, her rebellion made the Romans adopt a more conciliatory approach to living with the Britons.

- Give some background information on the Roman Conquest.
- Begin a timeline, marking events on it.
- Discuss Celtic life and look at and list the differences between then and now: clothes, houses, water, heating, cooking, toys and entertainment.

Programme 2: **Guy Fawkes: Gunpowder Plot**

A man is seen preparing to light a fuse in a dark cellar filled with barrels. The narrator explains that someone is planning to kill the King by blowing him sky high. Guy Fawkes is his name. When he was born, all subjects of Queen Elizabeth I had to belong to her Protestant church. Guy Fawkes' family belonged to the Catholic church with the Pope as its head. It was very dangerous to be a Catholic at that time. When Guy Fawkes grew up he went to fight for Spain, the most powerful Catholic country in Europe. He became an explosives expert. Meanwhile, James VI of Scotland and I of England had succeeded Elizabeth. He too was anti-Catholic. A group of powerful Catholics in England plotted to blow up the King as he opened Parliament. They asked Guy Fawkes to do the deed. However, a letter of warning was sent to a prominent Catholic Member of Parliament, who informed the King. Guy Fawkes was arrested and, under torture, revealed the names of his co-conspirators. He was hanged as a traitor.

- Discuss Bonfire Night and why it is celebrated. Emphasise safety aspects.
- Explore the rights and wrongs of Guy Fawkes' actions. Why was he willing to kill the King?
- Discuss the concept of treason.
- Put the event on the timeline.

Programme 3: **Helen Keller: True Visionary**

The programme opens with a mother and father learning that an illness has left their baby daughter, Helen, deaf and blind. They ask what sort of life she will be able to have. The narrator explains that the child, Helen Keller, was born over a hundred years ago when people with special needs were not understood. He explains that as Helen grew older her inability to communicate made her angry and frustrated. Not much help was available for blind/deaf children then, but her parents found her a teacher who, by being kind but firm, established a bond with Helen. She began to spell out words on Helen's hand, but words had no meaning for Helen, until one day at the water pump, she finally made the connection between an object and its name. After that, there was no holding her back. Helen went to school, learned Braille and went on to university. She wrote about her life and about her disability. She lectured all over the world. Helen Keller was an inspiration to all disabled people, especially those who were blind or deaf.

- Have some samples of Braille for children to experience.
- Investigate how deaf people learn to communicate.
- Explore children's sense of touch by making 'feely' bags or playing Blind Man's Buff.
- Place Helen Keller's life on the timeline.

Programme 4: **Gandhi: Great Soul**

The programme opens by the sea where Gandhi is being arrested by British soldiers as he bends down to collect salt. The narrator begins the story of Gandhi who tried to change things in India by using 'quiet words, a spinning wheel and a lump of salt'. Gandhi was born when India was part of the British Empire. He grew up in a religious, middle-class home and came to London as a young man to train as a lawyer. He started work in South Africa and soon found himself a victim of the repressive treatment Indians received there. Gandhi encouraged peaceful protest among the Indian population and succeeded in having some of the laws changed to make life better. He returned to India where he quickly became recognised as a leader. He tried, by similar means as in South Africa, firstly to gain fairer laws, and finally total independence from the British. After many years, including some spent in prison for rebellion, he helped the Indian people to achieve independence.

- Show India on a world map. If possible, find a map that shows the extent of the British Empire.
- Discuss the concepts of empire, conquest and foreign rule with modern examples.
- Explore the rights and wrongs of Gandhi's actions, for example, refusing to obey the law.
- Put Gandhi's life on the timeline.

Programme 5: **Amy Johnson: Maiden Flight**

A large crowd, including Amy's father and sister, are anxiously scanning the sky. The narrator explains that Amy Johnson is due to land in Australia, having flown solo from Britain. Most pilots in 1930 were men, but Amy wanted to change that. After her first flight, she was determined to learn to fly her own plane. She managed to raise the money to pay for lessons and finally qualified as a pilot. Now she wanted to show the world that women could be just as good at flying as men by flying solo from England to Australia, faster than had ever been done before. She set off in her wooden and cloth, single-engined plane, with no radio or navigational aids other than a compass. This was a dangerous venture and she had many hair-raising experiences en route. She almost crashed into a mountain, she was attacked by wild dogs, she ran out of petrol and had to make an emergency landing on a small island. Finally she reached Australia – not quite the fastest pilot, but the first woman to make this 11,000-mile flight. And after that? She planned to fly to China.

- Discuss Amy's adventure. Was she brave? Why?
- Ask the children to tell their experiences of flying.
- Discuss the differences between flying in the 1930s and now.
- Find out if Amy's flight changed things. Are there lots of women pilots now? How easy is it for women to train?
- Put Amy Johnson's life on the timeline.

Support material for Famous People 2

Activity Book: 206871 £6.95 • Story Books: £5.95 each:

Boudica: 220594

Gandhi: 220595

Guy Fawkes: 210746

Amy Johnson: 206879

Helen Keller: 206878

For information and orders, consult 4Learning's annual brochure or visit www.channel4.com/learningshop Email: sales@4learning.co.uk
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Stop, Look, Listen

History for 5–7 year olds

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