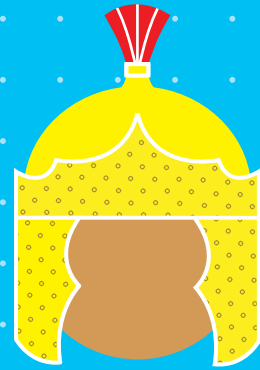
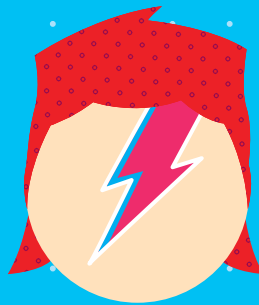


MAYOR OF LONDON



London History Day at School

TEACHER'S GUIDE 2017

How to get involved
26 May 2017

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Greater London Authority
May 2017

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Historic England



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Introduction

Wednesday 31 May 2017 is the first ever London History Day. Launched by Historic England, the aim is for this to become an annual event for Londoners. A chance for them to celebrate their city's unique history and heritage: its historic buildings and places, its communities and heroes.

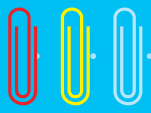
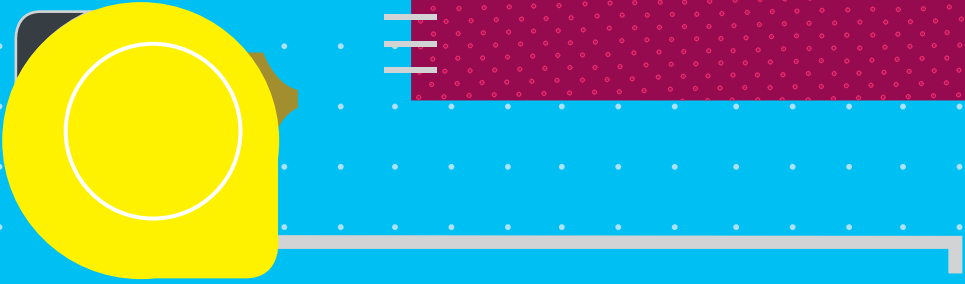
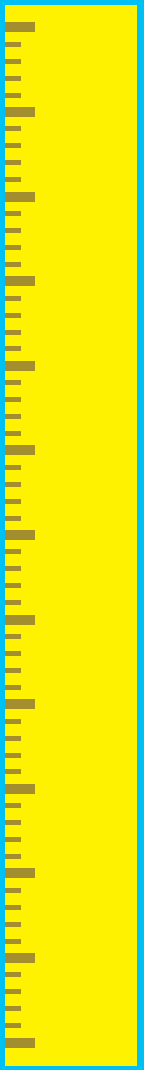
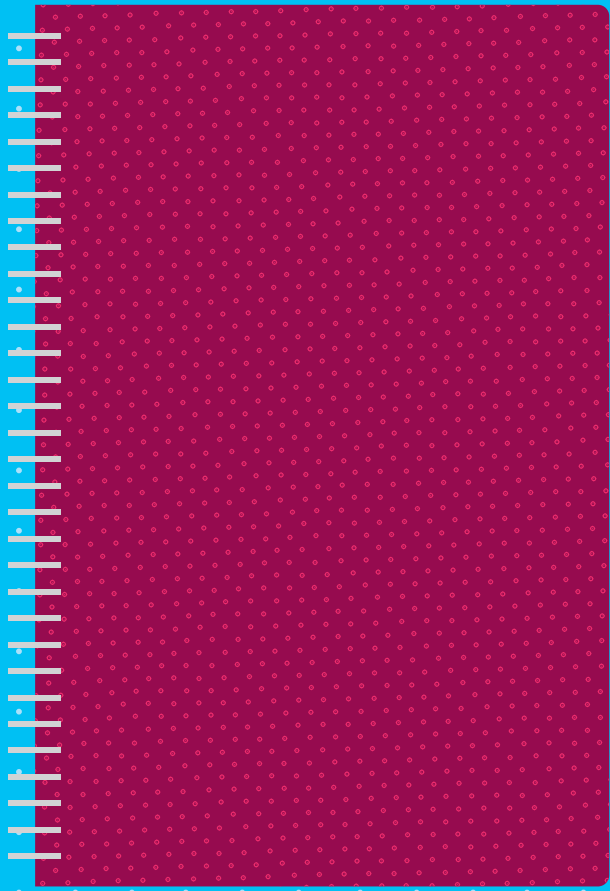
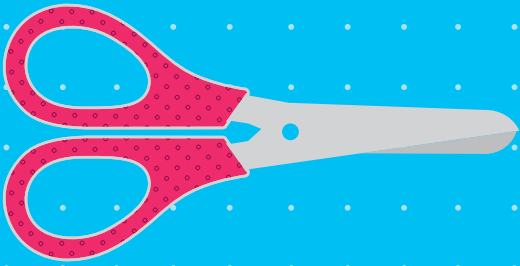
Londoners chose this date because it is the anniversary of the day when Big Ben first started to keep time. The Houses of Parliament and Big Ben were voted as the places that best sum up London. The Queen was chosen as the historic London hero when she left Buckingham Palace and secretly joined the crowds celebrating VE day in the Mall.

In 2017, London's museums have chosen an object in their collection that shows how London's people and places have shaped the city's cultural identity. Examples include Charles Dickens' walking stick at the Charles Dickens Museum and one of Sigmund Freud's notebooks at the Freud Museum. There's also a patchwork quilt made for the Festival of Britain in Royal Festival Hall, while curator-led tours at the National Portrait Gallery will highlight portraits of great Londoners. At the Museum of London, as on every day of the year, every object in the museum's nine permanent galleries charts the capital's ever-changing history from 450,000 BC to the present day.

We're inviting schools to get involved with London History Day on **Friday 26 May**. The emphasis of the day is on celebration and fun. So it will be a great way to round off the half-term's work before breaking up for the holiday.

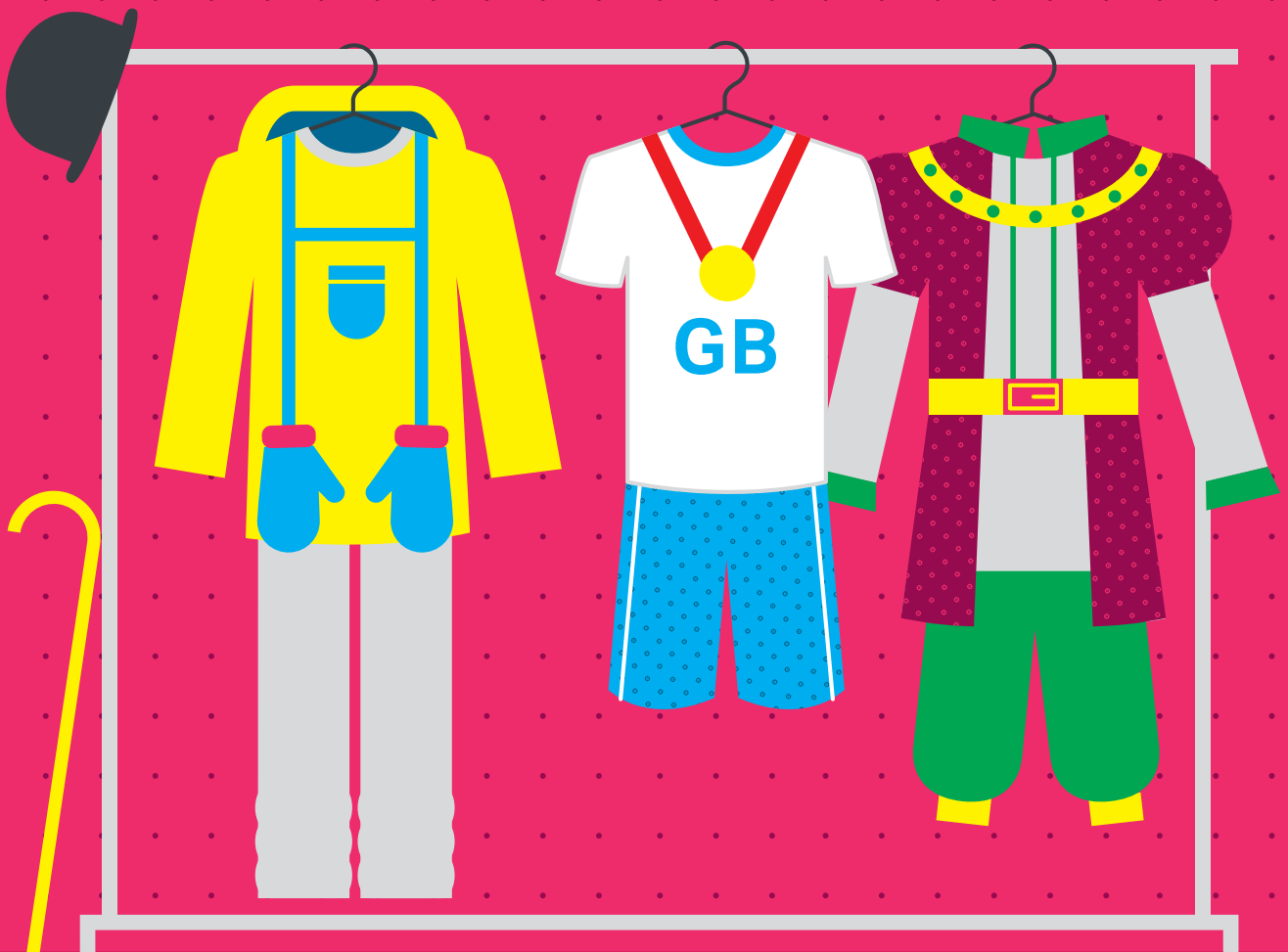
How to take part

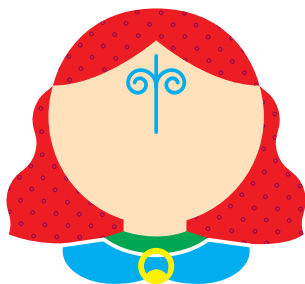
- 1 Schools can join in by encouraging students to dress up as their favourite historic Londoner, or member of a London community, for the day. This guide has some suggestions you may want to use. You could add some of your own that relate to your local area, or a topic you're studying in history, science or citizenship.
- 2 We suggest you start planning for the day a few weeks before. This will give students plenty of time to choose their historic Londoner, or community member, and find out more about them. The day could be part of your English programme, for example. You could ask students to write a brief biography, or a few key points, about their Londoner or group.
- 3 Help students to plan their costumes at school. Encourage them to use items of clothing they already have, or can borrow from parents or carers. They could also use recycled materials such as bin bags or old pillowcases for their costumes. Art and design lessons are a good opportunity to create props and accessories (**see Activities**).
- 4 On the day, you can inspire your students to learn more about their city's cultural heritage with fun activities. This guide offers some suggestions you might like to use. Don't forget to take lots of photos for classroom displays and your school website.
- 5 You can share photos of your students' celebrations online using **#londonhistoryday**. Please ensure you have all photographic permissions in place before uploading any images onto the social media sites.



01

Historic Londoners





BOUDICA (DIED C. 60 AD)

Who was she?

Queen of the Iceni people of East Anglia, a freedom fighter who led a rebellion against the Romans.

London links

The Boudican rebellion destroyed the first Roman settlement which was then rebuilt as a planned Roman town. There is a statue of Boudica on Westminster Bridge.

Get the look

Plain coloured long sleeved dress with leggings underneath. Flat shoes or ankle boots. Belt around the waist **(see Activities)** and a chunky gold-coloured necklace or bracelet. Add a rectangle of fabric or a pashmina for a cloak fastened with a large brooch **(see Activities)**.



ELIZABETH I (1533 - 1603)

Who was she?

Queen of England, Wales and Ireland, considered to be one of Britain's most successful monarchs.

London links

Elizabeth was born in Greenwich Palace and imprisoned in the Tower of London for a short time as a young woman. She was crowned in Westminster Abbey and owned several palaces in London including Whitehall Palace. She is buried at Westminster Abbey.

Get the look

Long dress with full skirt in a bright colour. Long socks or tights. Flat shoes or ballet pumps. Add several necklaces and some finger rings. Make a ruff **(see Activities)**.



WILLIAM SHAKESPEARE
(1564 – 1616)

Who was he?

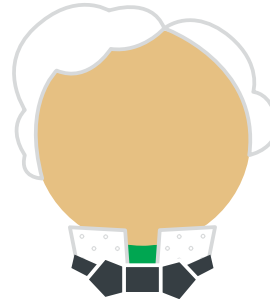
Elizabethan playwright, poet and actor, widely regarded as one of the world's greatest writers.

London links

Shakespeare moved from Stratford-upon-Avon to London as a young man and wrote most of his known works while living in the city. He was a part owner of the Globe theatre in Southwark. There is a memorial to him in Westminster Abbey.

Get the look

Black leggings or tights. Long waistcoat over white blouse with full sleeves and large collar. Thin scarf or piece of fabric tied around waist as a sash. Knee length boots. Draw on a moustache and small beard using face paints or eyeliner pencil. Make a ruff (**see Activities**).



MICHAEL FARADAY
(1791 – 1867)

Who was he?

Influential scientist, his discoveries included developing the first electric dynamo.

London links

Faraday was born in Newington Butts, now part of the London Borough of Southwark, and studied and worked in central London. There is a memorial to him in Westminster Abbey and a statue in Savoy Place, outside the Institution of Engineering and Technology.

Get the look

Long grey or brown trousers, white shirt, plain dark coloured waistcoat and black jacket. Black shoes. Turn up the collar of the shirt and tie a narrow length of dark coloured fabric, or a folded silk scarf, around your neck as a large bow tie.



CHARLES DICKENS (1812 – 1870)

Who was he?

Leading Victorian novelist, journalist and social reformer who created some of the best-known characters in British fiction.

London links

Dickens moved from Portsmouth to London as a boy with his parents. The family lived in Camden while Dickens later moved to Holborn and then to Marylebone. Most of his major works were written in London and many are set in the city. He is buried in Westminster Abbey.

Get the look

Long dark trousers with a white shirt and a brightly patterned waistcoat. Black shoes. Turn up the collar of the shirt and tie a brightly coloured silk scarf around neck as a cravat. Draw on a moustache and beard using face paints or eyeliner pencil.



MARY SEACOLE (1805 – 1881)

Who was she?

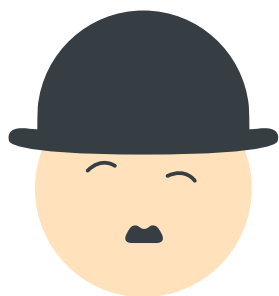
Business woman, pioneer nurse and heroine of the Crimean War.

London links

Mary Seacole was born in Kingston, Jamaica, but travelled widely. She lived in Covent Garden, here in London, after the Crimean War. She died in Paddington and is buried in Kensal Green. There is a statue of her at St Thomas' Hospital in Lambeth.

Get the look

White blouse under dark fitted jacket. Long, dark-coloured full skirt gathered onto a waistband or belted. Dark socks or tights and plain shoes or ankle boots. Add a brightly coloured silk scarf draped around the neck, fastened with a brooch at the front (**see Activities**).



CHARLIE CHAPLIN (1889 – 1977)

Who was he?

Actor, writer, director, producer and composer. An important figure in the early history of Hollywood filmmaking.

London links

Chaplin believed he was born in Walworth. He grew up in Kennington and was sent to several London institutions for impoverished children. As a young man he performed in music halls, including in the West End, before moving to America. There is a statue of him in Leicester Square.

Get the look

Chaplin's 'Tramp' character: oversized dark coloured trousers and shoes. White shirt and a too-tight jacket. Turn up the collar of the shirt and knot a narrow tie around the neck. Add a bowler hat and walking cane. Draw on a moustache and bushy eyebrows using face paints or eyeliner pencil.



DAVID BOWIE (1947 – 2016)

Who was he?

Singer, songwriter and actor, widely regarded as a major influence on the development of popular music.

London links

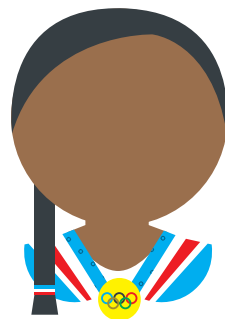
Bowie was born in Brixton and went to school in Stockwell and Bromley. He played live in venues across London including the Hammersmith Apollo. He also recorded some of his most famous albums at a studio in Soho. There is a Bowie mural in Brixton, opposite the Tube station.

Get the look

Brightly coloured tights or leggings. Leotard or blouse. Boots or platform shoes. Blue eyeshadow, black eyeliner, orange blusher and lipstick. Paint an orange and blue zig-zag across the face using face paints, or wear an eye patch. Spray hair with a temporary orange-coloured hair spray.

“It is not the walls
that make the city,
but the people who
live within them”

King George VI,
the London Blitz, 1940



CHRISTINE OHURUOGU
(BORN 1984)

Who is she?

An Olympic and World Champion athlete who has won gold, silver and bronze medals at three successive Olympic Games.

London links

Christine Ohuruogu was born in Forest Gate and grew up in Stratford, very close to where the 2012 Olympic Stadium now stands. She went to school in Romford and Woodford Green, then studied at University College, London. She is a member of the Newham and Essex Beagles athletic club.

Get the look

Trainers and tracksuit bottoms or running shorts. Red, white or blue vest or T-shirt. Pin fabric cut outs of the letters 'G' and 'B' to the vest or T-shirt. Add a tracksuit jacket. Make an Olympic Medal out of a jar lid wrapped in gold or silver foil with the ends of a length of ribbon taped to the back.

LOCAL HEROES

Students may wish to celebrate an iconic Londoner who has special connections to their local area, or to places that they are familiar with. Some suggestions for these are:

JOHN SMITH

1580 – 1631

soldier and explorer

buried in Holborn; statue in Cheapside

POCAHONTAS

C. 1595 – 1617

one of the first native Americans to visit Britain

met King James I at Whitehall Palace

CHRISTOPHER WREN

1632 – 1723

architect

lived in Richmond; designed St. Paul's Cathedral and the Royal Naval College, Greenwich

SAMUEL PEPYS

1633 – 1703

civil servant and diarist

Born in Fleet Street; lived in Westminster; died in Clapham

IGNATIUS SANCHO

1729 – 1780

composer, actor, writer and businessman

lived in Mayfair

OLAUDAH EQUIANO

C. 1745 – 1797

writer and anti-slavery campaigner

lived in Westminster and the City of London

ELIZABETH FRY

1780 – 1845

prison reformer and philanthropist

lived in the City of London, East Ham and Forest Gate

WILLIAM MORRIS

1834 – 1896

textile designer, poet, novelist and social activist

born in Walthamstow; lived in Bexleyheath; died in Hammersmith

ELIZABETH GARRETT ANDERSON

1836 – 1917

first woman in Britain to qualify as a doctor

born in Whitechapel; worked in Smithfield, Marylebone and Camden

OCTAVIA HILL

1838 – 1912

teacher, artist and social reformer

lived in Marylebone; worked in Marylebone and Southwark

EMMELINE PANKHURST,

1858 – 1928

founder of the Women's Social and Political Union

lived in Russell Square; buried in Brompton Cemetery; statue in Westminster

MANCHERJEE MERWANJEE

BHOWNAGREE

1851 – 1933

lawyer and first Asian member of parliament for the Conservative Party

MP for Bethnal Green

EDITH CAVELL

1865 – 1915

nurse and World War I hero

trained in Whitechapel; worked in Hackney

ERNEST SHACKLETON**1874 – 1922****antarctic explorer**

lived in Sydenham; went to school at Dulwich College

AMY JOHNSON**1903 – 1941****first woman to fly solo from England to Australia**

lived in Barnet

CLAUDIA JONES**1915 – 1964****journalist and activist**

one of the founders of the Notting Hill Carnival

FREDDIE MERCURY**1946 – 1991****singer, songwriter and record producer**

lived in Feltham and Kensington

CRESSIDA DICK**BORN 1960****first female Metropolitan Police Commissioner**

based at Scotland Yard, Westminster

NAOMI CAMPBELL**BORN 1970****supermodel**

born in Streatham; went to the Italia Conti Academy in Islington

MO FARAH**BORN 1983****the most successful British athlete in Olympic history**

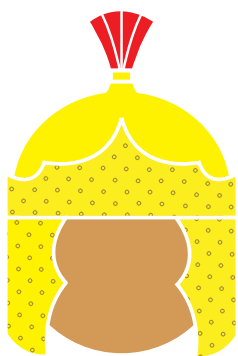
grew up in Hounslow; went to Feltham Community College

These are just some suggestions. If you would like to find your own local heroes, why not find a list of historic Londoners in your local area by searching for your borough on English Heritage's Blue Plaque web page: english-heritage.org.uk/visit/blue-plaques/

02

Communities of London





ROMANS (1ST CENTURY BC – 5TH CENTURY AD)

Who were they?

Roman Londoners included soldiers, merchants, sailors, slaves, administrators, shopkeepers and craft workers.

London links

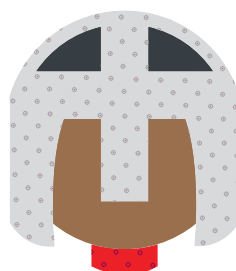
The Romans founded the settlement of Londinium as a trading port around AD 57. The main settlement was north of the river. It was later surrounded by the Roman wall, which developed into the City of London. There was a smaller settlement south of the river which became Southwark.

Get the look

Roman boys: knee length tunic made out of an old pillowcase, or an oversized plain T-shirt. Cord or narrow belt tied around the waist (**see Activities**). Flat sandals or ankle boots worn without socks.

Roman girls: ankle length plain dress tied with a cord or narrow belt under the armpits (**see Activities**). Flat sandals or ankle boots worn without socks. Add several wrist bangles.

Soldier: add a shield and/or helmet (**see Activities**).



ANGLO-SAXONS (5TH – 11TH CENTURY)

Who were they?

Anglo-Saxon Londoners included warriors, farmers and craftspeople.

London links

The Saxons founded a trading centre called Lundenwic to the west of Londinium, in the area where Covent Garden is today. King Alfred later re-founded the settlement within the Roman walls as Lundenburg (circa 886). The fortified settlement of Southwark was created at a similar time.

Get the look

Saxon lady: plain coloured, ankle-length, long sleeved dress. Flat shoes or ankle boots. Long socks or tights. Narrow belt or cord tied around the waist (**see Activities**) and a bead necklace. Add a rectangle of fabric or a pashmina for a cloak and make a brooch (**see Activities**).

Farmer: oversized, plain T-shirt with leggings or tracksuit bottoms underneath. Narrow leather belt or cord fastened around the waist (**see Activities**). School shoes or ankle boots. Add a rectangle of fabric or a pashmina for a cloak and make a brooch (**see Activities**).

Warrior: add a shield and/or helmet (**see Activities**).



TUDORS (1485 – 1603)

Who were they?

Tudor Londoners included merchants, shopkeepers, trade and craftspeople, clerks, playwrights, school children and apprentices.

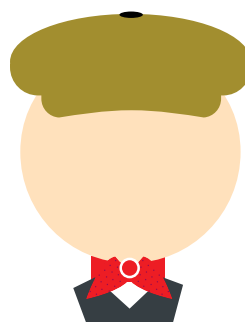
London links

Most Tudor Londoners lived within the walls of the City of London, the centre of commerce, trade and industry. The court was based at Westminster while Southwark was a thriving industrial and entertainment district.

Get the look

Tudor girls: plain ankle length skirt. White blouse or t-shirt with a waistcoat as a bodice. Long socks or tights. Flat shoes or ankle boots. Fold a large white handkerchief or napkin as a headscarf. Add a woollen shawl and an apron cut out of an old pillowcase. Make a Tudor rose badge (**see Activities**).

Tudor boys: plain trousers or tracksuit bottoms tucked into long socks. School shoes or ankle boots. White shirt or T-shirt with waistcoat as a jerkin. Add a beret style hat. Make a Tudor rose badge (**see Activities**).



VICTORIANS (1837 – 1901)

Who were they?

Victorian Londoners included factory workers, labourers, office workers, bankers, transport workers, shopkeepers, engineers, dockers, nurses, artists, scientists, writers, sailors, police officers, school children and chimney sweeps.

London links

Victorian London was not only Britain's centre of government and finance but also its largest manufacturing centre. The city expanded, engulfing surrounding towns, villages and countryside. By 1901, over six million people lived in London.

Get the look

Victorian girls: blouse and skirt or dress that hangs below the knees. Long socks or tights. Flat shoes or ankle boots. Add a shawl around the shoulders and a hair ribbon. Make a brooch (**see Activities**).

Victorian boys: long shorts, or trousers tucked into long socks, with long-sleeved shirt. School shoes or ankle boots. Large handkerchief tied around the neck as a neckerchief. Add a flat cap or a waistcoat.



SUFFRAGETTES (FORMED 1903)

Who were they?

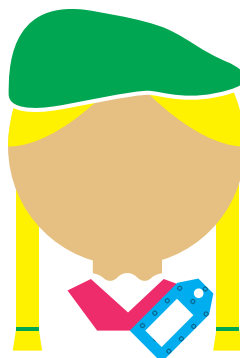
Members of the Women's Social and Political Union (WSPU) who used militant methods to campaign for women's right to vote.

London links

In 1906, the WSPU moved their headquarters from Manchester to London. Their campaign included demonstrations at Parliament and rallies in Trafalgar Square. In 1911 they organised the Women's Coronation Procession, when 50,000 supporters marched through London.

Get the look

White, purple or green dress, sari or salwar kameez. Straw hat decorated with purple, green and white ribbons. Add a sash made out of an old white pillowcase with green and purple ribbons glued along the edges. Make a 'Votes for Women' rosette (**see Activities**).



EVACUEES (1939 – 45)

Who were they?

Children who were sent to the countryside to protect them from air raids during World War II.

London links

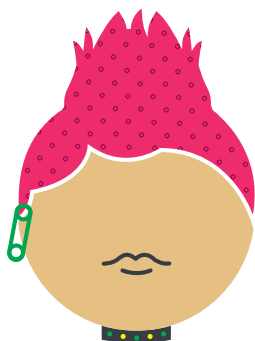
As soon as war was declared in September 1939 plans for the mass evacuation of children from urban areas were put into action. In London children gathered at their schools with their teachers. They were then transported by specially commissioned buses and steam trains out of London.

Get the look

Girls: knee length dress or skirt and top. Cardigan. Ankle socks and school shoes or plimsolls. Add hair ribbons and a woolly hat or beret.

Boys: long shorts and plain shirt. V-necked jumper, with or without sleeves. Long socks and school shoes or plimsolls. Add a woolly hat or cap.

All: carry a small case and a favourite toy. Tie a label with name, address and school name onto clothing.



PUNKS

MID – 1970S

Who were they?

Members of a radical cultural movement which emerged in the mid-1970s.

London links

London was the centre of the British punk movement in the 1970s. Several punk bands were formed in London including the Sex Pistols and The Clash. Punk fashions were sold from a boutique on the King's Road. It was owned by one of the leaders of the movement, Malcolm McLaren and fashion designer Vivienne Westwood.

Get the look

Old torn T-shirt held together with safety pins or top made from a black bin liner. Straight jeans, tartan trousers or kilt. Sneakers or ankle boots. Gel hair into spikes and spray with a bright-coloured temporary hair spray.

LOCAL COMMUNITIES

Students might choose to celebrate the role of their own community, within the context of London History Day. Costume suggestions could include wearing national dress or traditional clothing, or dressing in national colours.

Historically, some of the many diverse communities in London include:

- The Huguenots (French Protestants) in Spitalfield.
- The Italian community in Clerkenwell.
- The Irish and Jewish communities in the East End.
- The Polish and Greek communities in west London.
- The Caribbean community in Hackney, Brixton and Notting Hill.
- The Chinese community in Limehouse.
- The Bangladeshi community in Whitechapel.
- The African community in Southwark and Lambeth.
- The Turkish community in north London.

Activities:

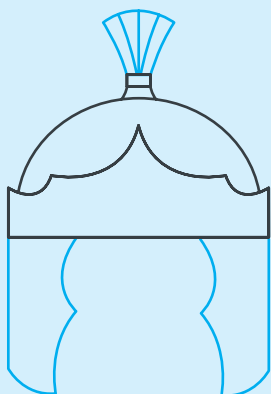
before the day

MAKE A ROMAN OR SAXON HELMET

Materials:

thin cardboard; scissors; ruler; stapler; silver or grey paint; brown paper and glue (optional).

Cut three strips of card about 3cm wide; one about 65cm long and two about 40cm long. Use the longest strip to make a headband to sit just above the ears; staple the two sections together. Add one of the shorter bands across the head from ear to ear, leaving a few cms hanging down each side; staple to head band. Do the same with the other band from front to back. Paint the bands silver or grey. When dry, glue strips of brown paper inside the bands to look like leather (optional).



MAKE A ROMAN SHIELD

Materials:

corrugated cardboard; scissors; red and yellow paint, plus silver or grey; tape; stapler; foil pie case; silver duct tape (optional).

Cut out a large rectangle from the cardboard; ensure that the corrugations run from top to bottom. Round off the corners. Draw a design onto the shield and paint red and yellow; include a silver/grey square in the centre. Wrap duct tape around the edges of the shield (optional). Tape the middle of a long strip of card across the back of the shield as an arm grip; tape (or staple) the ends together so that the shield curves. Tape the pie case to the painted silver/grey square as a shield boss. (Simple artist's drawing needed)

This idea can be adapted to make a round Saxon shield.



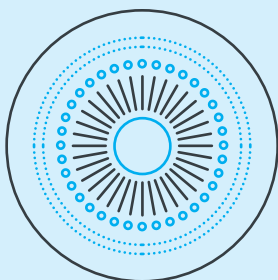
MAKE A SAXON BROOCH

Materials:

white card; scissors; coloured crayons, pencils or paints; safety pins and tape; mosaic foil pieces and glue (optional).

Cut out a circle of white card. Draw a design in a repeating pattern onto the circle. Paint or colour in the design. Alternatively, cut up the mosaic foil into small pieces and attach with glue. Fasten a safety pin onto the back with tape.

This idea can be adapted to make an Iron Age or Victorian brooch.

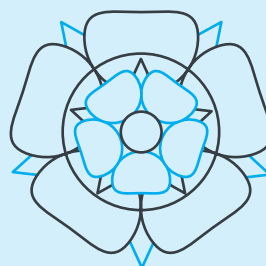


MAKE A TUDOR ROSE BADGE

Materials:

red card or felt; scissors; yellow, white, green and red tissue paper, glue; safety pins and tape.

Cut out circles of red card/felt. Draw the outlines of the petals, leaves and centre onto the card/felt. Scrunch up small pieces of tissue paper to make little balls. Glue these onto the card/felt so that the outlines are hidden. Fasten a safety pin onto the back with tape.

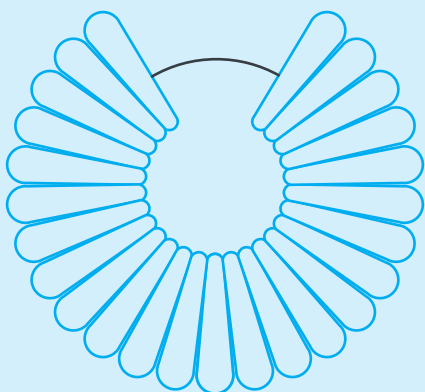


MAKE AN ELIZABETHAN RUFF

Materials:

three x sheets of A4 size paper;
scissors; ruler; glue/tape;
hole punch; string.

Cut the paper in half lengthways.
Concertina fold each strip approx.
2cm deep. Keeping the strips folded,
punch a hole at one end. Glue or tape
the strips together to make one long
strip; ensure that the holes are all at
the same end. Thread the string
through the holes and tie round neck.

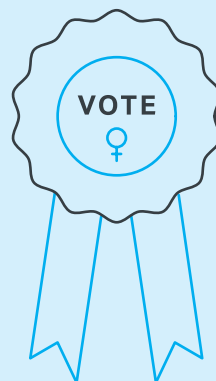


MAKE A SUFFRAGE ROSETTE

Materials:

white card; scissors; purple, white and
green tissue paper, glue; safety pins
and tape; green, white and purple
ribbons (optional).

Cut out a circle of white card. Draw three
circles within this and fill the outer ones
with scrunched up balls of tissue paper
in green, white and purple. Write VOTES
FOR WOMEN in the centre. Fasten a
safety pin onto the back with tape.
Glue ribbons to the back (optional).



MAKE A BRAID BELT

Materials:

lengths of lightweight coloured fabric, chunky wool or cord, approx. 1.5 metres long.

If using fabric, cut into strips approx. 2cm wide. Take three strips of fabric, or lengths of wool/cord, of the same or different colours. Tie the fabric/wool/cord together with a knot approx. 2 cm from one end. One pupil can hold this end to keep it taut while the other plaits. Finish with another knot.



“There’s nowhere else like London. Nothing at all, anywhere.”

Vivienne Westwood

Activities: on the day

A LIFE IN PICTURES

Materials:

A4 white paper; pencils and crayons.

Ask students to create a picture book illustrating the most significant events in the life of, or facts about, their historic Londoner. Years 3/4 could have one sheet of paper folded in half to create a four page A5 size booklet; Years 5/6 could have two sheets and create an eight page booklet. The cover should feature a picture of their historic Londoner. Students could be asked to include some writing on each page as well as pictures.

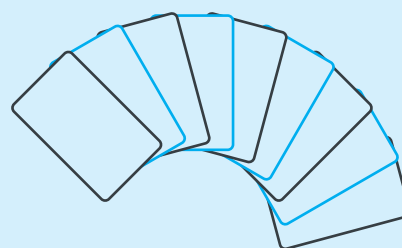


MATCHING GAME

Materials:

card; scissors; pencils and crayons.

Working in small groups, ask students to create a set of 4-6 'Did you know?' cards for their historic Londoner or community hero. (Ensure that no two historic Londoners or community heroes are the same in one group.) Each card should have one interesting fact, without naming the person for example, 'This person liked eating stuffed dormice'. Suggest that the students swap around when writing these so that the handwriting is not all the same for each set. Students should also create a card with the name and drawing of their historic Londoner or community hero on. Shuffle all the fact cards for the whole group together and swap with another group. Can they match up the different facts with the different historic Londoner or community hero?

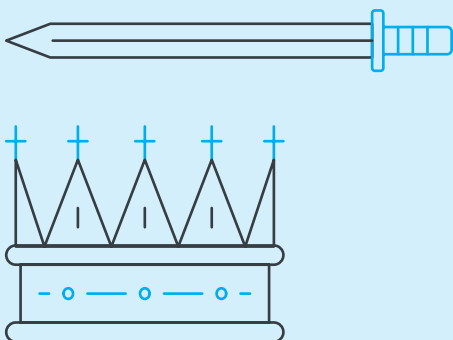


MUSEUM PIECE

Materials:

paper; pencils and crayons.

Ask students to think of a significant object that could be associated with their character for example Shakespeare's quill pen, Elizabeth I's crown, a Roman sword. Students should draw a picture of their object, labelled to explain what it is and why they think it is so significant to their historic Londoner or community hero.

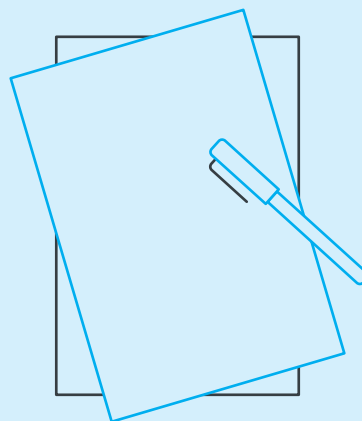


THE GREATEST LONDONER

Materials:

pencils and paper.

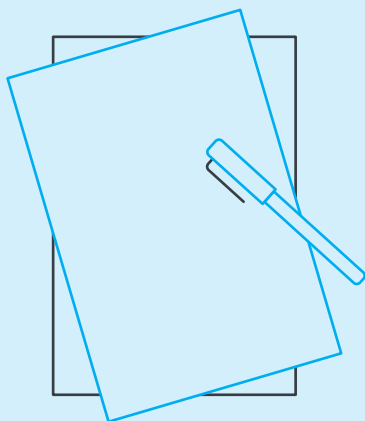
Ask students to imagine that they are their historic Londoner or community hero. Writing in the first person, they should write a sentence or two explaining why they or their communities, are the greatest Londoners of all time.



A DAY IN THE LIFE OF

Materials: paper and pencils.

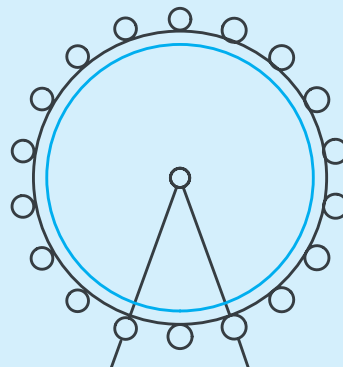
Ask Year 5/6 students to write a first person narrative about a day in the life of their historic Londoner or community hero, real or imaginary. This could be an average day or a significant event for example, 'The day I was evacuated from London'. Year 3/4 students could create a storyboard.



LONDON LANDMARKS

Materials: paper; pencils and crayons.

Ask students to list some of the historic landmarks they like best in London, for example, Big Ben, Neasden Temple, Trafalgar Square or Tower Bridge. Suggest some that are local to the school. Take a class vote on their favourite landmark. Draw a picture of their favourite for a class display. Students could also create a graph or chart to illustrate how many votes each landmark received.

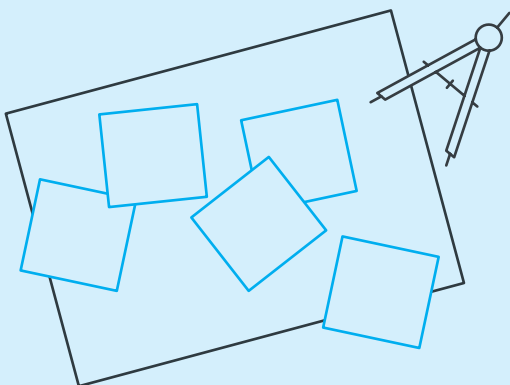


MAPPING HISTORIC LONDON

Materials:

sticky notes; A3 size maps of all the London boroughs, for example londonparents.net/mapoflondon.html

Divide the students into groups of three or four. Give out one copy of the A3 maps to each group. Students can use the sticky notes to write significant events in the life of their historic Londoners or community heroes, (for example. 'Christine Ohuruogu was born here'; 'The Tudor entertainment district was here') and stick these onto the appropriate boroughs. Older students could also highlight significant landmarks associated with their historic Londoner or community hero, for example. 'Emmeline Pankhurst's statue is here'; 'Big Ben was built by Victorians'.



RACE ROUND LONDON

Materials:

A3 paper or cardboard; pencils and crayons; counters and dice.

Working in pairs or small groups, ask Year 5/6 students to create a board game based on a race round London that can be played with dice and counters. Where will the race start and finish? What landmarks might the players pass? What events could result in 'penalties' or 'bonus' moves? For example: 'Tower Bridge is opening, miss a turn'; 'Hop on the London Underground and move forward two spaces'. Allocate a set number of spaces for students to create on their board, depending on the age of the group for example 20 spaces in total, with five penalty or bonus spaces. Students create their game, illustrating the board with pictures of London landmarks then take turns in playing the different games.

WEBSITE LINKS

To discover more about some of the historic Londoners in this resource, visit the 'Schools' section of the Museum of London's website:

museumoflondon.org.uk/schools/learning-resources

Several of the Pocket Histories, which explore London's history through objects from the museum's collection, are suitable for use by upper KS2 students and can be downloaded as PDFs. For example:

Boudica:

museumoflondon.org.uk/sch/boudica-pocket-history

Roman London:

museumoflondon.org.uk/sch/roman-london-pocket-history

Tudor London:

museumoflondon.org.uk/sch/tudor-london-pocket-history

Victorian London:

museumoflondon.org.uk/sch/victorian-london-pocket-history

Suffragettes:

museumoflondon.org.uk/sch/suffragettes-pocket-history

Punks:

museumoflondon.org.uk/sch/london-fashions-pocket-history

Cultural diversity:

museumoflondon.org.uk/sch/londons-diversity-pocket-history

The resources include games, interactive activities, apps and downloads. For example:

Roman London game:

museumoflondon.org.uk/Resources/microsites/londinium/index.html

Streetmuseum Londinium and Dickens: Dark London:

museumoflondon.org.uk/apps

The London Curriculum

Make London your classroom with the Mayor's London Curriculum. This set of free key stage 2 and 3 teaching resources will help bring the new national curriculum to life. All the resources are free and you could be using London to enrich your teaching within days!

Find out more at

london.gov.uk/london-curriculum

Contact the team

curriculum@london.gov.uk

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