



Famous People and Events (William Penny Brookes and the Olympic Games)

History Year 2

ABOUT THE UNIT

This unit looks at the life of William Penny Brookes, what he did to change the lives of people living in Wenlock, how he founded the Wenlock Olympian Games and what happened as a result of his work.

WHERE THE UNIT FITS IN

This builds on Units 1–3 by focusing on the way of life of a famous person who lived at a time before living memory. It could contribute to cross-curricular work on ‘people who help us’. While this unit is aimed at Year 2, it can be adapted to suit any Key Stage One class.

PRIOR LEARNING

It is helpful if the children have:

- ordered events in time and used everyday terms about the passing of time
- answered questions about people/ events in the past using pictures and written sources
- recounted episodes from stories about the past looked for similarities and differences between today and the past

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with the passing of time, eg Victorian, a very long time ago, before, after, when
- words associated with sport and competition, eg race, event, compete, Olympian, Olympics
- a range of adjectives to describe human qualities, eg honest, caring, educated, patient, hard-working, dedicated

RESOURCES

- WOS education pack including story book about the life of William Penny Brooks, pictures of William Penny Brookes, images and documents relating to the Wenlock Olympian Games, playing cards and teaching cards
- sets of cards with sentences on them describing aspects of William Penny Brookes’ life and work
- a simple, large-scale map of the UK, on which Much Wenlock can be easily identified
- school texts and picture packs could be used to provide picture and reference collections
- a class time line

EXPECTATIONS

at the end of this unit most children will:

know some of the main events in William Penny Brookes’s life and be able to sequence them correctly; give at least one reason for his actions; use pictures, books, documents and story cards to find out about William Penny Brookes; recount the story of William Penny Brookes

some children will not have made so much progress and will:

be able to sequence some of the events in William Penny Brookes’s life correctly; recount episodes from the life of William Penny Brookes; recount something that he did to improve the lives of people in Victorian times.

some children will have progressed further and will:

provide a detailed account of the life and work of William Penny Brookes; identify a number of reasons for his actions; understand how we know about William Penny Brookes from the evidence available; use a wider range of sources, eg websites, to find out about his life; use ICT to make their own interpretations of his life

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LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to identify people from the present and past who are famous ● to identify how people became famous ● to infer information from pictures of the past ● to recognise similarities and differences between what people wear today and what people wore a long time ago 	<p>Who was William Penny Brookes?</p> <p>Encourage the children to think about what the word ‘famous’ means. Who do they know who is famous? Why are they famous? What other famous people from the past do they know about? What did they do to become famous? How do we find out about famous people?</p> <p>Tell the children they will find out about a famous person who lived a long time ago, before even their parents/carers and grandparents were alive.</p> <p>Work with children to make a list of questions that they could answer by looking at a picture, eg What are they wearing? What are they doing? Does the picture show what is happening today or something that happened a long time ago?</p> <p>Give groups of children a picture of William Penny Brookes. WOS story cards – card 51, 52, 53 and 13. What can they find out about him from this picture? Are the clothes like the clothes men wear now? How are they different? What is the person in the picture doing? What work might he do? How can we tell that this person lived a very long time ago? What sort of person do you think he is?</p> <p>Tell the children that William Penny Brookes lived in Victorian times and help them place him correctly on a time line.</p>	<ul style="list-style-type: none"> ● identify present and past people who are famous, and explain why they are famous ● describe clothes worn a long time ago ● suggest what is different about William Penny Brookes’s clothes from clothes worn by men of all generations today 	<p>Reading information books about other famous people living in Victorian times would provide a useful context for this unit.</p> <p>Teachers could encourage the children to talk about what they know about doctors today, before looking at the pictures of William Penny Brookes.</p> <p>Enlarging a picture of William Penny Brookes to A3 or A2 size and mounting it on card, or projecting a slide, would make it easy to point out items of clothing.</p> <p>The resources in the Wenlock Olympian Society Education Pack contains many images. Playing Cards and Education Cards contain many useful images, even if text is inaccessible or needs to be mediated.</p>
<ul style="list-style-type: none"> ● to use pictures to help them ask and answer questions about William Penny Brookes ● to recount the main events in the life of a famous person 	<p>Which pictures help us tell William Penny Brookes’s story?</p> <p>Over time, examine some of the other things William Penny Brookes did to improve the lives of people in Wenlock. Choose the most relevant of the Legacy cards (11-20) to the children, for example The Wenlock Olympian Games, the Reading Society, the Railways, the Gas Company etc.</p> <p>Show the children pictures and symbols representing aspects of Brookes’s life. Use pictures from the education pack resources, cards and KS2 books. Help them recount his story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices.</p>	<ul style="list-style-type: none"> ● select appropriate pictures to illustrate the main events in William Penny Brookes’s life ● explain that not everyone could have access to books, education, travel, gas (as appropriate) in the past 	<p>This activity makes sure that the children know the main events of William Penny Brookes’s story.</p> <p>Including pictures sporting events today and modern athletes will help children to develop criteria for recognising events today and events in the past. This activity could be extended by asking the children to discuss what information can and cannot be obtained from pictures and stories.</p> <p>For example Card 11, the Reading Society. Ask the children how books and reading help them. Show card 11 and explain that books were not available to everyone. Explain how Brookes created the library for working men. Children could create their own reading society, collecting good books that they feel all the class should read. Children can explain why the book they have chosen is useful or enjoyable or educational.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● about the life of a famous person from the past and why he acted as he did ● to infer information from a written or visual account of a person's life ● to locate the site of an historical event on a map 	<p>Why did William Penny Brookes start the Wenlock Olympian Games?</p> <p>With the children read the book about William Penny Brookes and ask them to look for clues as to who he was, what he was like, and what work he did. Ask them what they found out.</p> <p>Talk about the things he did that helped people in Wenlock. Talk to the children about sports day and other competitions they have entered. Discuss how these events made them feel. Ask them what they learnt by taking part in these competitions. Tell the children about William Penny Brookes's plan to hold the Wenlock Olympian Games. Use the booklets, the pictures from teaching cards and playing cards 41 to 50 find out what happened at the Wenlock Games. Discuss why these events would be fun and educational.</p> <p>Ask the children to think of people who organise the events , competitions and activities that they take part in. Encourage the children to suggest adjectives that describe people who wanted to make life better for others or who plan events for others to enjoy, eg kind, helpful, thoughtful, clever, brave, healthy, generous, and add relevant words to a word bank.</p>	<ul style="list-style-type: none"> ● extract some information about the early life of William Penny Brookes from a book or set of cards ● identify the different things William Penny Brookes was trying to do to help the people of Wenlock 	<p>The word bank will help children appreciate that people are famous for their qualities as well as their actions. This idea could be developed in the context of spiritual, moral, social and cultural education, by considering the contribution made to society by individuals with certain qualities.</p>
<ul style="list-style-type: none"> ● about conditions in Victorian times ● to select information from pictures about 	<p>Why was getting people involved in sport, games and PE so important to William Penny Brookes?</p> <p>Talk to the children about PE in school. Discuss how they feel taking part and why it is an important subject. Talk about why exercise is an important part of a healthy lifestyle. Read the extracts of the KS2 books that explain his involvement in PE in schools. How would our lives be different if we didn't have PE? What would our lives be like if we didn't take part in exercise or games? Remind the children that William Penny Brookes was a doctor. Why are doctors keen for us to keep active and play sport and games?</p>	<ul style="list-style-type: none"> ● identify features of life in Victorian times that were not healthy 	<p>This could link strongly with PSHE or science work on the importance of a healthy lifestyle. Links with the other lessons we learn from playing games with others could also be strengthened here. Playing fairly, rules and being part of a team could all be explored.</p>
<ul style="list-style-type: none"> ● about some of the improvements made by William Penny Brookes ● to identify some reasons for his actions 	<p>How did William Penny Brookes help people feel healthier and happier?</p> <p>Read the story about William Penny Brookes. Look at the playing cards and pictures previously used. What did he change in Wenlock? Why did these things make it better for the people living there?</p> <p>Divide the children into groups. Give each group five or six statements about things William Penny Brookes did to improve life for people in Wenlock. Ask them to select the three statements they think are the most important and talk about why they have chosen these.</p> <p>Ask the children to consider why William Penny Brookes and other people in Wenlock made these changes. Give them a picture of him with a speech bubble containing a sentence stem ending with 'because...'. Ask the children to complete the sentence by giving reasons for the changes.</p>	<ul style="list-style-type: none"> ● select statements about William Penny Brookes's work that show understanding of how he improved conditions for the people of Wenlock 	<p>This could be a class activity where the teacher creates a 'web' on a large sheet of paper with the word 'Why?' in the centre and a circle of arrows pointing outwards. Children suggest answers.</p>
<ul style="list-style-type: none"> ● to identify how his life affected the future ● to identify similarities and differences 	<p>How did the Wenlock Olympian Games help to revive the Modern Olympics?</p> <p>Find out what the children know about the Modern Olympic Games. Collect information about when, where, how and why the Modern Olympic Games are held. Discuss the events that take place. Ask children if they know any famous athletes that have competed or won medals.</p> <p>Using the Key Stage 2 books and playing cards 3, 8, 9, 13, 58 and 59, draw out the series of events that led to Coubertin reviving the Modern Olympic Games. Look at the features of the Wenlock Olympian Games. How are they similar to the Modern Olympics? How are they different?</p>	<ul style="list-style-type: none"> ● Explain how Coubertin met with Brookes and went on to use some of his ideas to organise the first Modern Olympics in Greece 	<p>This could link with work done previously on famous people.</p> <p>This work will link with any PSHE? Citizenship work on fair play, teamwork, rules, joining in and taking part etc</p>
<ul style="list-style-type: none"> ● to sequence events related to the life of a person ● why William Penny Brookes is remembered today 	<p>Why do we remember William Penny Brookes?</p> <p>Give the children a very simple version of the story of William Penny Brookes. This should use few, if any, adjectives and be broken into separate chapters. Ask the children to put the chapters into a sensible sequence for an information book.</p> <p>Work with the children to make the chapters more interesting by using words from the word bank, as well as their own ideas. Ask them to give each chapter a title.</p> <p>With the children's help, create the final chapter of his story called 'Why we remember William Penny Brookes'.</p> <p>The electronic book template could be used to create an interactive information book.</p>	<ul style="list-style-type: none"> ● order the events in William Penny Brookes's life correctly ● identify at least one reason why William Penny Brookes is remembered today 	<p>The children can draw together what they have learnt from different sources of information and communicate their learning in a different way.</p> <p>For example, if children use the electronic book template, this activity can be linked to Unit 2A 'Writing stories: communicating information using text' in the QCA information technology scheme of work.</p> <p>This activity can be used to develop children's written composition skills. Children could be asked to create their own stories about William Penny Brookes on the computer using a word bank to improve their account.</p> <p>The story could be made into a book and be the basis of a class assembly or a school display.</p> <p>This activity could be extended by asking the children to use the Wenlock Olympian Society website or other reference sources to find additional information about William Penny Brookes. See complete education pack.</p>