

Sea and Learn - Introduction: The Life and Times of Nelson

Key Stage: Three

Subject Focus: Cross Curricular, Citizenship, Enterprise

Unlike other lessons on the website these are designed as one off sessions which are part of a whole day "off timetable"

Logistics:

At Admiral Lord Nelson School in Portsmouth the whole of KS3 was taken off timetable for the day, but clearly it could be adapted for a single year group or class.

In this case each teacher taught a tutor group in the session they would normally have for a KS3 class. Our lessons are 50 minutes long, so each lesson was devised to last that amount of time, other than Science, DT, PE, and Art where double periods are taught.

A sample timetable for a tutor group might be:

Time	Activity
8.30	Introductory assembly
8.50	English
9.40	Geography
10.30	Break
10.45	Art
11.35	Art
12.25	Lunch
1.20	History
2.10	Celebration assembly

Assemblies:

The assembly in the morning was used to give some background information on the life and times of Admiral Lord Nelson and to set the scene for the day.

The celebration in the afternoon was used to give out certificates and flag points (our reward system- for your school it could be merits etc).

We also had performances by the Drama groups and presentations of their day by some of the tutor groups. Photos were taken during the day and shown as a PowerPoint to the students.

Departmental Planning:

We first discussed the plan a year in advance and had regular meetings with representative's from each department who devised the lesson plan for their subject area.

Each subject area had to plan and resource one lesson that any member of the department could pick up and teach to any Key Stage 3 class.
A small central pot of money was available – about £200.

Lessons available:

Art
Drama
DT
Food Technology
Geography
History
Music
PE
RE
Science

Cross Curricular Day: Art

Lesson Title: What did Nelson look like?

Key Stage: Three/four

Lesson Aims:

- To look at how different artists have portrayed Nelson.
- Students to think about what Nelson looked like.

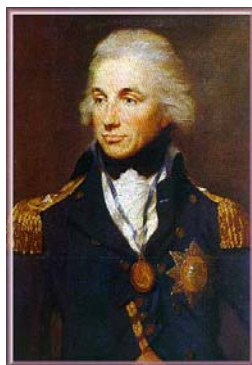
Lesson Objectives:

By the end of the lesson the pupils will have the following:

- **Knowledge:**
How artists portray the figure they are painting and different styles of portraits.
- **Understanding:**
Of the approach taken by different artists.
- **Attitudes & Values:**
Appreciate how artists worked in the 18th Century compared to now.
- **Skills:**
Painting techniques.

Resources Required:

- Paints
- Paintbrushes
- Images of Nelson – suggested websites for sourcing images;
www.antiqueprints.com
www.handinaute.org
as well as the photo gallery on this website (www.seaandlearn.co.uk)



Lesson Structure:

1. Begin the lesson by introducing the activity, with the whole group together give out the copies of the paintings of Nelson.
2. As a class discuss the different ways Nelson has been portrayed in paintings and why. Look particularly at the date of the painting.
3. Ask the pupils to choose one of the paintings and make a replica of it or choose the style of a modern artist to portray Nelson.

Alternate Lesson Structure – Nelson’s Column:

1. Begin the lesson by introducing the activity, using the images of Nelson and also photographs of Nelson’s column discuss the way the structure was used to commemorate him.
2. As a class look at a totem pole design and how that is used to symbolise different things.
3. Ask the pupils to work in groups of 3 or 4 ask the pupils to design and construct a six-foot totem pole to commemorate Nelson.



Resources on the Web:

<http://users.imag.net/~sry.jkramer/nativetotems/default.html>

<http://www.schoolhistory.co.uk/year8links/native.shtml>

<http://www.historic-uk.com/HistoryUK/England-History/Nelson.htm>

Cross Curricular Day - Drama

Lesson Title: Key Events in Nelson's Life

Key Stage: Three

Lesson Aims:

- To re-enact Key Events in Nelson's life.

Lesson Objectives:

By the end of the lesson the pupils will have the following:

- **Knowledge:**
What were the key events in Nelson's life.
- **Understanding:**
What Nelson did/ achieved in his life.
- **Values:**
Appreciation of what people did to influence Nelson's life and how key events influenced his career.
- **Skills:**
Teamwork and creative skills.

Resources Required:

- Drama worksheet
- Resources available on www.seaandlearn.co.uk in the All about Nelson section.

Lesson Structure:

1. Begin the lesson by dividing the class into small groups of about 5 to work on the activities.
2. Ask the groups to think about what Nelson's last feelings and emotions might have been. Pupils can use the drama worksheet and All about Nelson resources to gain more information.
3. Discuss some of these feelings and emotions with the class.
4. Ask the groups to develop an improvisation to illustrate these feelings and emotions base on the image found on the worksheet.
5. Ask the pupils to present the improvisation to the other groups. Gather feedback on how these were either similar or different

Sea and Learn – Drama Worksheet (1)

Nelson's Death

Nelson died during the Battle of Trafalgar, on the 21st October 1805.

What do you think people said to him during the battle and before he died, how do you think Nelson was feeling, what were his last words ?

Based on the picture below, your group must guess what went on in the final hour of Nelson's life and create a re-enactment

At the end, see if your enactment is anything like the other groups in the class.



Cross Curricular Day - Design Technology

Lesson Title: How to design an 18th Century man-of-War

Key Stage: Three

Lesson Aims:

- To take drawings of ships and turn them into a modern 3D design

Lesson Objectives:

By the end of the lesson pupils will have the following:

- **Knowledge:**
How to draw 3D designs and how to use scale when drawing.
- **Values:**
Appreciate the knowledge and skills the designers had at the time of Nelson's Navy.
- **Skills:**
How to use 3D design and how to use scale when drawing.

Resources Required:

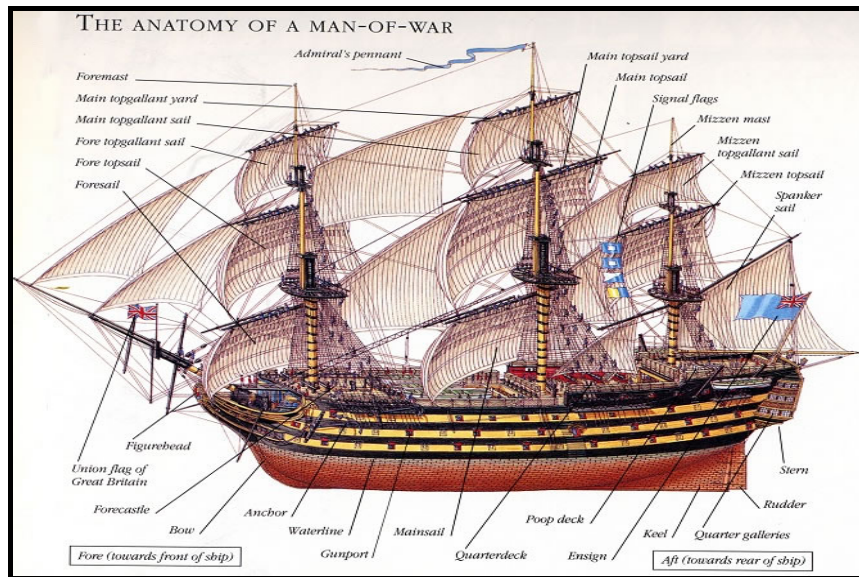
- Drawings of ships
- Rulers
- A3 Paper
- Images of 18th Century Man of War
- Images of modern war ships

Lesson Structure:

1. Begin the lesson by introducing the activity. Show to the class different images of 18th Century ships and modern day war ships.
2. As a class discuss the differences between the images.
3. Using your own graphic design skills, show the class how to draw an 18th Century Man of War, using 3D and Scale.
4. The students are to design their own Man o' War

Sea and Learn – Design Technology Worksheet (1)

18th Century Man of War



Web: <http://www.kipar.org/piratical-resources/british-man-of-war.html>
<http://www.thepiratesrealm.com/pirate%20ship.html>

Sea and Learn – Design Technology Worksheet (2)

Modern warships



Web: <http://www.royal-navy.mod.uk/>

Cross Curricular Day - Food Technology: Ships Biscuits

Key Stage: Three

Lesson Aims:

- To make ships biscuits from an authentic 19th Century recipe

Learning Outcomes:

Children will know:

- How to follow a recipe to make biscuits
- The rules of basic food hygiene and be able to put them into practice
- How to work safely in a kitchen

Resources Required:

- Food equipment - mixing bowls, spoons, forks, weighing scales, cups, cutters, baking tray, cooling rack
- Oven gloves, washing-up cloths, tea towels, cleaning cloths
- Plastic table covers, antibacterial spray, hand-washing and washing-up facilities, aprons
- Access to oven
- Basic biscuit ingredients – coarse stone-ground wholemeal flour, salt, water

Lesson Structure:

1. Introduce lesson by discussing what the type of food would have been like for sailors in Nelson's Navy. (See Teacher's Notes)
2. Focus on 'Ships Biscuits' and highlight the role they played in providing sailors' food.
3. Introduce the recipe for Ships Biscuits (Use OHP Sheet 1), looking at and discussing the ingredients and the method.
4. Remind children about food safety and hygiene in the kitchen (Using Worksheet 1 & the supporting activities sheet if time)
5. Now demonstrate how to make the ships biscuit using the recipe, showing ways of mixing, combining and shaping. Then demonstrate safe and accurate use of the equipment *e.g. the oven*, including the demonstration of food safety & hygiene.
6. Group your children accordingly and allow them to work at producing their own ships biscuits. Make sure the recipe is available to remind them of each step – you may wish to leave the recipe on the OHP where children can access the step-by-step instructions.
7. Once the biscuits have been rolled out and are ready to be baked in the oven, the children can carefully and with supervision, place them into the oven.
8. After the biscuits have been cooked and cooled, the children can taste the biscuits for themselves and share their thoughts about the taste and texture.

Extension/Homework Ideas:

- Write a set of instructions for younger children, to show how to make ships biscuits, including small illustrations.
- Write a short diary extract of life on-board a ship, focusing on your food rations and ships biscuits you have been given.
- Look at the nutritional content of the ships rations. Compare and contrast with a healthy diet today. What essential food types are missing? Ask children to find out what the consequence of this would be.
- If the recipe makes 7 biscuits, work out the total amount of ingredients needed to make 1 biscuit per person in your class. How much is required for a weeks ration for the total crew on board HMS Victory.

(Lesson Idea originally from: Sea and Learn Website – for additional resources information, see KS1 and LS2 lesson plans for Ships Biscuits)

Cross Curricular Day - English

Lesson title: Writing to describe.

Key Stage: Three

Lesson Aims:

- To write a piece of descriptive writing from the perspective of a sailor on board Nelsons' HMS Victory.

Lesson Objectives:

By the end of the lesson pupils will have the following:

- **Knowledge:**
The techniques required for descriptive writing.
- **Understanding:**
Of the emotions that a sailor would have had during the time before battle.
- **Values:**
Appreciate what the sailors went through during battle periods.
- **Skills:**
Writing to describe.

Resources Required:

- Information available from this website www.seaandlearn.co.uk in the 'All about Nelson' Section

Lesson Structure:

1. Introduce the activity and explain to the class what is meant by descriptive writing.
2. Begin a class discussion activity by asking the students to think about that they already know about the life and times of Nelson and to think about the kind of words which could be useful when writing as if a sailor at the time of Trafalgar. It might be useful to write some of these ideas onto the board.
3. As a class discuss some phrases sailors might use. "Salty old seadog" etc. How they might be feeling about the food, the cruelty on board, the living conditions etc.
4. Ask the students write a short piece as if they were a sailor on board HMS Victory writing home or in their diary. Encourage the students to be as descriptive as possible.
5. If time permits ask the pupils to read some of their work to the rest of the class.

Cross Curricular Day - Geography

Lesson Title: Nelson's Navigation Nightmare

Key Stage: Three

Lesson Aims:

- To use maps of different scales to identify Nelson's routes

Key Words: Navigation/Scales/ Distance/ Locations

Lesson Objectives:

By the end of the lesson the pupils will have the following:

- **Knowledge:**
How to use maps of different scales.
- **Understanding:**
Routes taken by Nelson's fleet.
- **Values:**
Appreciate the knowledge that sailors had for navigation and finding their way.
- **Skills:**
Map reading and using scales for distances.

Resources Required:

- Atlases
- Maps of Europe
- Rulers
- Compasses – if you have no compasses you can simply put signs on the wall showing the 4 main compass points
- Worksheet 1

Lesson Structure:

1. Whole class identification of compass direction using 16 point compass rose.
2. In pairs identify points around the room using the compass. Each pair should have a different list of instructions.
3. Each pair then follows a list of compass points and paces to get around the room as quickly as possible (see handout below). When they reach a certain place they need to mark what it is on their "map" of the classroom
4. As individuals they mark onto a map of Europe and coast of North Africa Nelson's battles and their dates. Then ask the students to identify the compass direction and distance between the battles.

Sea and Learn – Teachers Notes (1)

Sites of Nelson's major battles



Sea and Learn – Geography Worksheet (1)

Navigate the Room

With your partner you need to follow these instructions

From the door walk:

- 10 paces to the South West
- 12 paces to the North
- 7 paces to the East
- 14 paces to the North East.

Where are you now?

Below draw out your route marking on any notable places you stopped at e.g. the filing cabinet, teacher's desk etc

Cross Curricular Day - History

Lesson title: Press-ganged or free man?

Key Stage: Three

Lesson Aims:

- To empathise as to what life would be like on The Victory at the time of the Battle of Trafalgar

Lesson Objectives:

By the end of the lesson pupils will have the following:

- **Knowledge:**
To know the concept of Press gangs and the "King's shilling"
- **Understanding:**
To understand the difference between the brutality of life in the navy of 1805
- **Values:**
To be able to imagine what life was like for an ordinary seaman
- **Skills:**
To write in an empathetic diary style

Resources Required:

- Information available from this website www.seaandlearn.co.uk in the 'All about Nelson' Section
- Video clips from 'Master and Commander' or 'Hornblower'

Lesson Structure:

1. Begin the lesson by introducing the activity then show video clips from Hornblower or Master and Commander showing brutality of life in the navy at the time of Nelson (about 10 minutes should be sufficient).
2. Discuss with the group their feelings and emotions about what they have seen – write down any emotive words on the board
3. Divide the class into three groups. One are the officers another are the pressed men and a third are those that volunteered (usually freed convicts). Give a definition of press ganged so that the students understand the concept.
4. On the board draw three columns; use these to write down the feelings of each group.
5. Hold a class debate with the three groups discussing whether it is right or wrong to be so brutal and to press gang sailors into the Navy.
6. Ask the students to individually write a short piece of discursive writing giving both sides of the argument.

Cross Curricular Day – Music

Lesson Title: Nelson's Naval Music

Key Stage: Three

Lesson Aims:

- To explore the different types of music at the time of Nelson's Navy and to understand its role in motivating the ordinary seaman

Lesson Objectives:

By the end of the lesson the pupils will have the following:

- **Knowledge:**
What types of instruments and music people would have listened to and played in 1805.
- **Understanding:**
How different types of instruments were used.
- **Values:**
Appreciate the types of music they would have listened to.
- **Skills:**
Knowledge of different instruments and a part of the culture and traditions of the time.

Resources Required:

- Selection of Instruments
- Recordings of shanties and the hornpipe

Lesson Structure

1. Begin the lesson by introducing the activity and explaining how musical instruments and the type of music in 1805 was very different to today. Listen to various pieces of music.
2. Ask the students to work in pairs and discuss how the music makes them feel and whether if they were listening to it in 1805 it would motivate them to work harder, fight well, whether it would cheer them up or depress them.
3. Ask the students to feedback to the rest of the class their discussions about each piece of music write some of their responses on the board.
4. Show and play the instruments of the day and in groups, students have a go at playing them. Ensure your groups have some good musicians in them – mixed ability or this won't work.
5. Ask the students to think about which are harder to play than the others?
6. Divide the students into small groups, using drums and recorders ask them to compose a piece of music that would keep the sailors cheerful.

Sea and learn – Teachers Notes (1)

Beethoven:

The Eroica symphony
(Symphony No. 3 in E flat, Op. 55)

This symphony is one of Beethoven's most famous works, originally intended by him to be dedicated to Napoleon Bonaparte. Beethoven had admired the ideals of the French Revolution embodied in Napoleon, but when he crowned himself Emperor of France in 1804, Beethoven was apparently so disgusted that he erased Napoleon's name from the title page with such force that he broke his pen.

The music itself is very affecting. In particular, the second movement is very powerful. The funeral march conjures up images for me of a grey, stormy sky, with black, silhouetted figures carrying a coffin across the line of the horizon.

The symphony has four movements:

1. Allegro con brio
2. Marcia funebre. Adagio assai
3. Scherzo-Allegro vivace
4. Finale-Allegro molto

It was first performed on 7 April, 1805 in Vienna.

Other Composers of the time:

Schubert

Haydn

Bach

Instruments Needed:

Drums and Recorders

Cross Curricular Day - Physical Education

Lesson title: Training of a sailor

Key Stage: Three

Lesson Aims:

- To see how a sailor in Nelson's navy would have trained.

Lesson Objectives:

By the end of the lesson pupils will have the following:

- **Knowledge:**
How to use equipment and learning some of the techniques for rope climbing.
- **Understanding:**
The training of a sailor.
- **Values:**
Appreciate the training the sailors had to go through.
- **Skills:**
Use of equipment.

Resources Required:

- Equipment
- Ropes.

Lesson Structure:

1. Introduce a circuit training session to include apparatus and ropes
2. Students do the circuit at timed intervals to see who can do it fastest
3. Introduce the rules of pirates, paying strict attention to health and safety.
4. Divide the class into 2 groups from their times and abilities in the circuit training
5. Play "pirates" where one team are Nelson's Navy and the other are the enemy.
6. Discuss with the class the necessity for fitness in these circumstances.

Cross Curricular Day - Religious Education

Lesson title: "Just" War

Key Stage: Three

Lesson Aims:

- To understand the reasons FOR and AGAINST war.

Lesson Objectives:

By the end of the lesson pupils will have the following:

- **Knowledge:**
Different sides of the argument.
- **Understanding:**
The opposition of war – how it differs from the views today.
- **Values:**
Appreciate how people felt about war in 1805.
- **Skills:**
Development of discussion skills.

Resources Required:

- Information available from this website www.seaandlearn.co.uk in the 'All about Nelson' Section

Lesson Structure:

1. Begin the lesson by introducing the term "Just War".
2. Class discussion of some of the wars that people have heard of and why they started. Write some of these onto the board
3. On board two columns "just" / "unjust"
4. Give the reasons why the war with the French started.
5. Carry out a debate as to whether it was just or not. Give different groups different roles. Parliament, French Government, Sailor on board ship, Sailor's family, Historian today etc.
6. Plenary as to why we might feel differently to the people in 1805.

Cross Curricular Day - Science

Lesson title: Forces – how a cannon works

Key Stage: Three

Lesson Aims: To look at the forces of a cannon

Please see the original lesson plan in the Key Stage 3 Science section of www.seaandlearn.co.uk.