

# Ufton On the Road



*Your story starts  
here...*

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## Our visit to your school



Our aim is always to enrich the lives of the children who we visit, through inspirational and challenging education.

We understand that a visit from Ufton comes with a lot of excitement, but sometimes a little apprehension too—both for children and adults!

To ensure that you and the children get the most out of our visit, we have prepared this booklet to let you know some of the things that you might expect from our visit.

The first information you will find is about your story. We have found that by teaching history through a story, children (and adults) have much more fun, and remember much more of what they have learnt. For this reason, we will always try to keep a story running through our time with you.

Later in the booklet, you will also find ideas for learning before we visit you and ideas to perhaps use after our visit.

We really hope you find it useful.

The Education Team.

## ANCIENT GREEKS

### BACKGROUND

THROUGHOUT THE CLASSICAL PERIOD, THE CITY STATES OF ANCIENT GREECE HELD SWAY OVER MUCH OF THE KNOWN WORLD. AT THE FOREFRONT OF PHILOSOPHY, ART, TRADING, WARFARE AND MUCH MORE, THE ANCIENT GREEK LEGACY WENT ON TO SHAPE THE ROMAN EMPIRE AND MUCH OF MODERN WESTERN CULTURE.



### YOUR STORY

WE ARE MEMBERS OF THE NOUVEAU RICHE MERCANTILE CLASSES; TRADERS EXPLORING NEW REGIONS AND CITY STATES. WE WILL EXPERIENCE ELEMENTS OF CULTURE AND LIFE IN ANCIENT GREECE AND CONSIDER DIFFERENCES TO LIFE TODAY.

#### WORDS TO THINK ABOUT:

CITY STATE, TRADING, DEBATE, AGORA, CIVILISATION, BELIEF SYSTEM

## Ancient Egypt

### Background

The history of ancient Egypt occurred as a series of stable kingdoms, separated by periods of relative instability known as Intermediate Periods: The gods had a huge impact on the lives of everyone, in particular beliefs about life after death.



### Your story

We are members of the Royal Household, serving Prince Pteppis. Develop knowledge about the trials of living and dying in Egypt, particularly the effect a royal death had on society. Consider the importance of the Egyptian beliefs on their everyday lives.

#### Words to think about:

Mummification, Pharaoh, Nile, Belief system

# The Celts

## Background

The Atrebatas tribe (meaning settlers or inhabitants) resettled from Gaul. By the early 40CE the Atrebatas had been conquered/absorbed by neighbouring tribe the Regnenses, and later reorganised as the civitas of Atrebatas, an administrative district of the Roman province. The Roman town of Calleva Atrebatum is a major processing and trading centre.



Words to think about:

Tribe, Settlers, Trading, Revolt

## Your story

We are now members of the Atrebatas tribe, and settlers in these lands, near the town of Calleva Atrebatum. Through a range of activities, we will experience elements of culture and life in Iron Age Britain, the impact of the Romans, and retell one of the most famous Celtic stories, that of Queen Boudicca.

# Roman Britain

## Background

As part of the successful conquest in 43CE, the Romans have taken over Calleva from the Celts and renamed it Calleva Atrebatum. Situated at a major crossroads with excellent trading links, it is a flourishing town with streets added in the classical grid pattern and probably a garrison.

## Your story

As legionaries in the Roman army, you are here in Roman Britain in the hope of making a name for yourselves. Impress Julius Flavius, the centurion in charge here, and you could earn promotion. You have been sent to relieve the garrison at Calleva Atrebatum and are continuing your training so that you can support the Roman army here. You may even come face to face with a Celtic rebellion as you retell the story of



**Boudicca!**

Words to think about:

Legionary, Centurion, Revolt, Empire.

# The Vikings

## Background

The Vikings were famous for their exploration and this was due to the design of their long ships. These could not only travel over sea but also up inland river ways. The Vikings expanded and created an empire stretching over much of the then known world, aided by their ferocious fighting skills,



## Your story

As Vikings in your homeland, learn about life on the farm as well as training for your voyages far and wide. Decide if you wish to return and settle in new lands and plunder the treasures to take back for your Jarl.

Words to think about :

Navigate, Raid, Plunder,  
Long ship, Invade, Settle, Jarl

# The Saxons

## Background

Saxons, having migrated over from mainland Europe over the decades, are now settled over much of what we now call England. The Kingdom of Wessex is the most powerful of the Saxon kingdoms. Saxons live and work peacefully in a surprisingly sophisticated society.

## Your story

As Saxons living a relatively peaceful and settled life here in Wessex, discover how your life revolves around the whole community.

Learn about aspects such as farming, games and take part in the trials to punish miscreants!

Find out the importance of your faith, particularly when it comes to crime and punishment.

Words to think about  
Settles,  
Agriculture,  
Punishment,  
Priest



# The Tudors

## Background

*In Tudor England, many people lived and worked on the estates of rich Tudors. Servants could learn a trade and serve in the households. Life was very different for them compared to their Masters/Mistresses but there were opportunities to enjoy their lifestyle!*

## Your Story

*Her Majesty, Queen Elizabeth, is on 'royal progress' and will be arriving at your Lord's manor soon. Learn about your everyday lives as Tudor servants, consider the life of Francis Drake and whether a life at sea is worth it!. Then, decide what you will offer Her Majesty as a gift when she arrives. (Remember that she loves to receive a compliment and to watch people dancing.)*



### Words to think about:

*Servant, Monarch, Trade,  
Aristocracy, Exploration*

# The Second World War

## CLASSIFIED:

## Background

The British evacuation began on Friday 1<sup>st</sup> September 1939. It was called 'Operation Pied Piper' and had been planned by the government in advance. At the 'Home Front' every British person did all they could to 'fight' the war and support the troops fighting on their behalf. Every family would have known someone away fighting, which made it very personal to them.



## Your story

As evacuees from local areas throughout the nation, you are welcomed to the relative safety of the countryside. Throughout your time you will work hard and contribute to the war effort. Learn new skills as you 'make do and mend' and experience an air raid. How can you entertain yourselves in the air raid shelter?

### Words to think about:

Evacuee, Home Front,  
Blitz, shelter

## Ideas for things to do before we visit

As your story unfolds, we love for there to be surprises along the way! For that reason, we don't expect you to cover much at all before we visit. However, if you would like to get your children thinking about elements of your topic before we come to your setting, we have some suggestions you may find useful.

- Thinking keys

A really easy, flexible resource that could be used as thinking starters first thing in the morning, or for more in depth use in lessons. A full explanation of how to use them is included with the keys themselves.

- Key Vocabulary

Investigate the words suggested for your period. This will help the children gain a quicker understanding of their story while we are with you.

- Draw a picture of a person from the era you are studying.

It's an inclusive way to see what prior knowledge and preconceptions your children may have about the period. Get them to draw another picture after our visit (or at the end of your topic) and see the changes.

## Ideas for things to do after we visit

We really hope that the experiences you and your children have will continue to inform your learning in school. To make this easier for you, why not use some of these resources in your lessons after your visit?

- A-Z

Create an A-Z of words associated with the visit, can the children find at least one word for each letter? Pick out two words that they think stand out about that time period and explain their choice.

- Thinking keys

Now that the children have experienced elements of the life and culture of the period studied, it might be good to delve into the thinking keys. Equally, if you looked at some of these before you came, you might be surprised by the new perspectives the children can now bring to them.

- Artwork

Recreate a piece of art/jewellery for that time period, thinking about the use of materials and/or symbolism to reflect the owner's status.

From all the team at Ufton, we are  
looking forward to meeting you  
very soon.

