

# Strike A Light

## Home Life and Houses Ks1 and Ks2

### Curriculum mapping

#### History KS2

##### *A local history study*

- A depth study linked to one of the British areas of study.
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

#### Computing KS1

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

#### Computing KS2

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Introduction activity

Ask the class how they read a book when it is dark outside and keep warm at home in the evening.

Explain that in Tudor times, they did not have electricity to keep them warm or to see by; houses were heated by fires lit with candles made from beeswax, tallow (animal fat) or rush lights.

Discuss how a house's main fire was started by striking a flint (a type of stone) against a piece of metal known as a 'fire steel'. Explain that it took time to start a fire from scratch every day, so the glowing embers would be piled together at bedtime and used to make the fire again the next morning.

Ask the class how they would feel if they had no heating or cooker at home, but had to have a fire going at all times to keep warm or cook their dinner?

## Main part of the lesson

Watch the 'find out how to light a fire using a fire steel' video clip, located here: [tudors.lgfl.net/home\\_life\\_houses.html#book/8](http://tudors.lgfl.net/home_life_houses.html#book/8)

Show the 'strike a light' instruction resource; explain that all the instructions are in the incorrect order. Traditionally we would ask pupils to re-order these as a cut and paste task. Using Tellagami you will ask your children to re-order the instructions and record their own voice reading the instructions (there is also a function to type the instructions where a programmable voice can read it back to the children)

Give the students the user guide. Ask them to find an appropriate image for the background, relating to Tudor times or fire. They can **press and hold** on an image to save it to **Photos**.

The children design a character to be the reporter, edit the background, record the audio and export it to **Photos** as a video file. Advanced users can import the video into **iMovie** to add in titles and music.

## Plenary

Share the videos using **Apple TV** in the classroom. Discuss any of the instructions that may be difficult to put into an order.

Watch the video clip 'find out how meat was roasted in the Great Kitchen at Hampton Court Palace', located here: [tudors.lgfl.net/eating\\_and\\_drinking.html#book/15](http://tudors.lgfl.net/eating_and_drinking.html#book/15)

Explain that it would be the role of one of the servants of the Royal Household to ensure that this important fire was kept alight at all times and never went out. Discuss how it might have felt if you were the servant when the fire went out because you were not paying attention, so you had to use the fire steel to relight it without the lack of fire being noticed!