

# Bridging Histories – Education Pack

KS1 & 2

*Everything your school or community group needs to  
bridge community histories*

# Bridging Histories – Education Pack KS1&2

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# Bridging Histories – Education Pack KS1&2

## Welcome

Hello! We are delighted that you've chosen to bring Bridging Histories to your classroom or community group.

Bridging Histories is a project of the University of Bristol and Bristol History Commission which aims to bring people together to learn about the past and make positive change for the future. Our vision is a world where every person is celebrated for who they are, rooted in history and heritage, and empowered to be a changemaker.

This Education Pack (KS1 and KS2) is for educators who want to introduce young people to Bridging Histories. You and your students are invited to join in six lessons, including poetry, recipes, street history, family history, monuments and changemaking. Choose any combination of these lessons – or complete all of them.

Although these lessons are designed for children in Keys Stages 1 & 2, people of *all* ages can get involved!

## Interview with George Francis, co-director of Bridging Histories



***The Education Pack guides teachers and students through all the Bridging Histories activities. What can participants learn from these activities?***

You can learn about your grandmother, your uncles, your aunts. You can learn about the street you live on, the street you go to school on, the street your favourite shop is on. Recipes, you could design your own! Fruit, vegetables, chicken, vegan, ital ... And the "I am from" poetry is a chance to reflect.

What school are you from? What country are you from? It comes back to family stories: I am from my mother, I am from my father. Where are they from?

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That's all we want to spread – the joy, the love, the happiness. And especially the peace, because that's going to be good for your wellbeing.

## ***You're always getting people to write poems. What is it you love about poetry?***

Poetry is just like reading a story. And lots of stories are really interesting. They might make you aware of the environment. They might make you aware of love. Make you aware of the skies, the stars, transport, the sea, the ocean, the mountains. There are so many ways we can engage with each other that are peaceful, and joyful, and bring happiness.

## ***What would you say to inspire young people as they go forward in their lives?***

Take on board these things: What is it that makes you happy, what makes you peaceful, what makes you joyful, and what makes you have respect for others. Take guidance from somebody you love, somebody who is important, some professional in your family, your circle, your school.

Your first steps are very important. And then every step along the way is even more important. Because these are the steps that are going to lead you to the place you want to be. You have to understand the vision of where you want to be. When you reach there, if it is the wrong vision then you need to step back and reassess.

Make sure you are on your way, *your* path!

## Share your stories!

We'd love for all schools who are joining in to get to see what other schools have created using Bridging Histories resources.

### **Please submit your projects to the Bridging Histories website!**

Just fill in a submission form for each entry you'd like to add to our What You Have Shared Gallery. You can do individual entries, class entries or school entries. You can add up to four photographs per entry. Anybody can share on our website, so let families know that they are welcome to submit their own activities as well!

Anybody who submits three or more activities is eligible for a Certificate of Participation from Bridging Histories and University of Bristol.

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## Lesson 1: I Am From

### Summary

This lesson is all about sharing and celebrating stories about where we're from and what makes it special.

### Objectives

Following this lesson, pupils can...

- Say where they are from
- Express what is special or what they like about where they are from
- Use these ideas in a poem titled, 'I am from'

### Stage one: In-class interviews

Input: teacher to model an interview with a pupil.

- Where are you from?
- Is there a place in your city that is special to you? (school, park, home, swimming pool, church, mosque, temple)
- Is any other place special to you, either in your city or somewhere else? Why is it special?

Next, have students pair up to interview each other about where they are from.

### Stage two: Poetry activity

Pupils will use their ideas from their interviews to create a poem about where they are from.

To help them prepare:

- Share some of the poems from the Joseph Clarke School digital book.
- For additional support, use the "I Am From" worksheet as a poem template (see page 7). Prompt pupils to fill in each blank in the poem.
- Optional: Pupils can add drawings, stickers, or other flares that they choose to complement their poetry.

Next, discuss what the children have included in their poems.

- Pupils can share their poems with the class or in small groups.
- What does each poem tell us about the writer?

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- Explain that the poems are short but have a lot of information in them. Do they notice what each line starts with? (I am..., I like..., I love..., I have...)

## Whole school sharing

- Hang the pupils' poems on the walls around the school. Take students on a tour to read each other's poetry.
- Create a *class* poem by selecting one line from each pupil's poem. Put all the lines together as a single poem. You could even put the class poem to music!
- Create a *school* poem by combining lines from each class.

## QR codes/Resources

- Tappis the Poet "I am from" poem:  
<https://bridginghistories.com/what-you-have-shared/i-am-from-5>
- Digital poetry collection from Joseph Clarke School:  
<https://bridginghistories.com/what-you-have-shared/i-am>
- Bridging Histories poetry and photo collection:  
<https://bridginghistories.com/activities/poems-and-pictures>
- Dignable Planets video: "Where I'm From" -  
<https://www.youtube.com/watch?v=sl-pjb7y3y0>

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## Worksheet: I am from...

Name \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Class \_\_\_\_\_

Neighbourhood \_\_\_\_\_ Date \_\_\_\_\_

I am from \_\_\_\_\_

(a favourite toy or everyday item in your home)

From \_\_\_\_\_ and \_\_\_\_\_

(two more items from home)

I am from the feeling of \_\_\_\_\_

and the of \_\_\_\_\_

(fill in with another sense - taste, smell, sight, sound, feeling)

I am from \_\_\_\_\_

(plant, flower, fossil, other natural object that is special to you)

From \_\_\_\_\_ and \_\_\_\_\_

(Favourite playground equipment, favourite real or mythological animals)

I am from \_\_\_\_\_

(Your personal favourites - foods, games, sports, art or activities)

And \_\_\_\_\_

(Your family's favourites - foods, games, sports, art, activities)

I am from \_\_\_\_\_

(names of people who are special to you)

I am from \_\_\_\_\_

(Your favourite song, or a family saying)

I'm from \_\_\_\_\_

(place of birth)

And \_\_\_\_\_

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(Nationality or family ancestry)

From \_\_\_\_\_ and \_\_\_\_\_

(place in your city that is special to you, and another place special to you)

(Add any more of your own ideas here)

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*Download more copies of this worksheet*



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## Lesson 2: Recipes

### Summary

This lesson dives into the world of food! Pupils explore how food connects us to our heritage and other cultures.

### Objectives

Following this lesson, pupils can...

- Explore heritage through food
- Connect with others through food
- Practice mindfulness through food

### Stage one: In-class interviews

Share some of the recipes from “91 Ways”. Discuss how food brings people together across the world.

Input: teacher to model an interview with a pupil.

- What is one of your favourite foods?
- Is there a food dish that says something about your family and where you are from?
- Let’s imagine all the different ingredients that go into making your dish. What do you think they are?

### For KS2

In small groups of 3-4, pupils will research and imaginatively explore the history of recipes chosen by their classmates (1 recipe per group).

Instructions for pupils:

Use your imagination to picture the journey the ingredients have taken, from farm to plate.

Discuss in your groups:

- How did this food come to be known to your family?
- Who do you think first brought this food to your city?
- What do you think is the history of this dish - who came up with it?
- Has the recipe changed over time?
- Have a go at inventing your own recipe!

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## Stage two: Mindful food exploration & creative writing

If possible, take the class to the school's dining hall or kitchen for a food-sharing event.

Talk about the benefits for our wellbeing when we spend time being in the present moment. Explain how enjoying food *mindfully* can help us do that.

Display different healthy foods for the children to sample, including various fruits and vegetables. Invite pupils to choose *one* food item to explore.

Prompt pupils to write a few words that come to mind as they do each of the following:

- Close their eyes, holding their food item in their hands.
  - What does it feel like?
  - Textures – softness, hardness, squishiness?
- Open their eyes.
  - What does it look like?
  - Colours, shapes, shininess, visual detail.
  - What does it smell like? Is it fragrant?
- Touch the food with their tongue, but don't eat it yet.
  - What is it like to taste?
  - Sweet, sour, bitter, salty?
- Chew and swallow.
  - What is it like to eat?

In small groups of 2-3, ask students to talk with each other about what they learned by using all their senses. Did it make the foods seem different? Was one sense more powerful than the others when engaging with food?

Afterwards, have a good snack ready as everybody will be hungry!

### Be mindful...

Be sure to deliver your activity in an inclusive way, by providing the food yourself (instead of asking them to bring it) and make this a chance for all young people to learn about healthy food and expand their food experiences and food cultures.

## Whole school sharing

- Write down the pupils' favourite recipes. Create a class cookbook or post the recipes around the school.
- Try matching the students' recipes with the "I Am From" poems you previously shared with the school.

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## QR codes/Resources

- Yam and egg recipe by Neriah:  
<https://bridginghistories.com/what-you-have-shared/yam-and-egg-recipe-by-neriah>
- Bengali Lamb recipe:  
<https://bridginghistories.com/what-you-have-shared/lamb-beef-rezala>
- 91 ways to build a global city: <https://91ways.org/>

## Lesson 3: Street Histories

### Summary

This lesson explores how our neighborhoods have changed over time. Pupils will compare historical photos and maps to the present day, then learn about local changemakers, both past and present.

### Objectives

During this lesson, pupils will...

- Learn about changes in your school's neighbourhood
- Learn about local changemakers
- (KS2) Use census and other archive records for local research

### Stage one: Changes in your neighbourhood

Start a conversation about your school's neighbourhood. If possible, go for a walk in the neighbourhood to discover more.

- How has the school's local area changed in 100 years?
- How old is your school?
- How old are the homes the children live in?
- What is new in the area?
- What is no longer there?
- What looks different? How has it changed?

Use online maps and old photos to imagine a picture of the past.

Find your school's neighbourhood on [Google Maps](#).

- For many locations, Google Maps can show Street View images from 2007 to the present. After selecting a location, look for "other dates" in the upper left of the map (if the area doesn't have historical images, you will not see this option). Use the slider to toggle on different images of the area, marked with the month and year each was collected.
- Use the map's timelapse feature to show children what the area was like at different times in the recent past.
- Search online for more historical images of the neighbourhood. Try to find images from 100 years ago.
- Invite pupils to imagine what life would have been like for children their age at different times. What games would they have played?

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Create a historical snapshot: Using photos, drawings, or online resources, students collaboratively create a visual representation of the local area 100 years ago.

## Stage two: Local changemakers

Introduce pupils to 2-3 changemakers from your local community, including people from the past and present.

- Share their short biographies.
- Discuss what it means to be a “changemaker”.
- Ask the children for their own examples of changemakers. Invite them to share stories about family members who are changemakers.

Design plaques using paper plates to create a display that celebrates the children’s favourite local changemakers.

## Upper KS2

### Stage three: Diving deeper

Visit the central library or a local archive to look at census records, newspapers, and other archives from 100 years ago. Look for people who lived on your local streets and investigate if they were changemakers.

### QR codes/Resources

- Bridging Histories street histories guide:  
<https://bridginghistories.com/activities/street-histories>
- Barton Hill History Group’s Voices of the Past project:  
<https://bridginghistories.com/what-you-have-shared/voices-of-the-past-barton-hill>
- Google Maps: <https://google.co.uk/maps>

## Lesson 4: Family Histories

### Summary

This lesson uses oral history to teach children about the power of interviews and storytelling. Pupils will share their family stories, connect them to the larger tapestry of your city's history, and practice valuable interviewing skills.

### Objectives

Following this lesson, pupils can...

- Use oral history interviewing to explore their own family story.
- Learn about other families' stories.
- Make connections and see how family histories fit together to make up city histories.
- See how family stories connect from local to global.

### Stage one: Oral history interviews

Introduce the idea of interviewing family members to learn about the history of your family. If you're exploring history by asking people to talk about their experiences, then you're doing something called 'oral history', which means finding out more about history by listening to people tell their stories.

Note that we all misremember the past sometimes, or just remember bits of it. Because of this, historians often use other sources of information about the past alongside oral histories, including archives of photos, maps, newspapers, and government records.

To help pupils prepare for oral history interviews with their family members, have a look at our **Dive Deeper** interviews. Choose an interview that is suitable for your group:

1. Moriah's interview with her Grandma (KS1):  
<https://bridginghistories.com/what-you-have-shared/interview-with-grandma>
2. Amina's story of finding out about her Somalian heritage (KS2):  
<https://bridginghistories.com/projects-events/unicornfest/bristolian-shares-discovering-her-somalian-heritage>

After listening to the interview, discuss the following:

- What did the young person learn by asking their family members about their family history?
- Ask students to think about their own families or other families they know.
  - What is unique or special about your family?
  - Who are some of the key people in your family stories?

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- Did your family members ever migrate to a different part of the country or world?
- How/when did your family come to live in your current neighbourhood?
- How does your family story fit with the stories of others?

## Stage three: Practice interviews

Invite 2-3 older people to visit your class (ensuring safeguarding clearance) to be interviewed by students in smaller groups.

Help pupils prepare for the interviews to learn about their interviewee's family history.

- What questions do they want to ask their interviewee?
- Revisit the sample interview you already heard. Which questions were most interesting?
- Help them select questions that encourage the interviewee to tell stories about their family memories.

Give each pupil a turn to ask one of your guests a question about their family history.

Encourage pupils to use the questions you developed as a class.

## QR codes/Resources

- Bridging Histories Family Histories activity guide:  
<https://bridginghistories.com/activities/family-histories>

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## Lesson 5: Be Monumental (*Upper level KS2*)

### Summary

This lesson digs into the meaningful world of monuments and memorials, exploring their purpose, symbolism, and impact on individuals and society.

### Objectives

Following this lesson, pupils can...

- Explore what monuments and memorials mean
- Reflect on your own and other people's experiences
- Be inspired to bring people together in positive ways around challenging histories
- Design your own monument

### Stage one: Monument detectives

Ask pupils to reflect:

- Why do you think communities build monuments and memorials?
- What stories can these structures tell us about the past?

In pairs, ask pupils to choose a monument or memorial that is special to them. This could be a local landmark, a famous statue, or a lesser-known historical marker in their community.

Explain to pupils that they will be Monument Detectives during this activity. Provide guiding questions for students to research their chosen monument:

- What is its name and location?
- What is your monument and where is it? (Sculpture, mural, plaque?)
- What does it commemorate? Who or what historical event does it represent?
- When was it built and who built it?
- What does it look like?
- What story is being told? What messages or values are being expressed?
- How does it make you feel?
- What does it make you think?

### Stage two: Four Truths

Next explain to pupils that they can think more deeply about a monument by using the idea of **Four Truths**.



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1. Forensic truth – What are some key descriptive facts about the history behind this monument?
2. Personal truth – How does this monument and its history make you feel? What does it mean to you?
3. Social truth – What does this monument make other people think and feel? This is about the tapestry of meanings across society.
4. Restorative truth – What are the insights that can help people heal and grow together as we learn from this history?

## Did you know?

In 2020, during protests sparked by the death of George Floyd, the statue of Edward Colston, a 17th-century merchant who played a major role in the transatlantic slave trade, was pulled down by protestors in Bristol, UK. The event sparked a national conversation about monuments, memorials, and their place in society. The toppled statue is now preserved as a reminder of this complex history, while Bristol ponders the future of its public spaces.

What's in the future for your city's monuments?

## Stage three: Be creative

Invite pupils to design their own monument!

- You've been invited to create a monument or memorial in your city. What will you create?
- What will you honour with your monument?
- Where will it be located?
- What do you want people to know about your monument?

Encourage pupils to think of ideas that unite people and promote inclusivity in the city.

Pupils can create sketches, models, or digital presentations to depict their monument designs.

## Whole school sharing

Create a booklet with all of the students' creative ideas for new monuments and memorials.

## QR codes/Resources

- Bridging Histories Monuments activity guide:  
<https://bridginghistories.com/activities/monuments>

## Lesson 6: Changemakers

### Summary

This lesson empowers pupils to become active changemakers in their personal lives and communities. Through discussions, brainstorming activities, and action planning, pupils will develop skills and motivation to make a positive difference.

### Objectives

Following this lesson, pupils...

- Understand how to make a difference in their school or local area
- Understand how to make a positive change in themselves
- Connect with their values and what they care about
- Are empowered to make more positive changes in the future
- Celebrate the positive changes they've made and inspire others to follow their example

### Stage one: Changemaker inspiration

Discuss the concept of changemaking - individuals who work to create a better world.

- Introduce examples of young changemakers like Greta Thunberg (environmentalism) or Malala Yousafzai (education).
- Introduce the idea that we can make changes in our personal lives, and we can also make changes to our community.

Invite the children to decide whether they want to make a personal change in themselves (e.g., improving study habits, eating healthy foods) or a change in the world around them (e.g., social justice causes, protecting the environment).

As a class, brainstorm examples of *personal changes*, beginning with the idea of “happiness hacks”, which are easy, quick, simple changes that are proven to help your wellbeing.

Introduce the **UN Sustainable Development Goals** (SDGs) as a framework for *global challenges*. Around the world, countries have agreed that these goals are of top importance.

- Divide students into groups to brainstorm specific issues related to the SDGs (e.g., clean water, responsible consumption) or their personal development goals.

### Stage two: Planning

As a class, discuss and choose *one* changemaking goal.

Plan an easy, realistic, achievable action you can take to make a difference.

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- Big Aim – What is the big overarching aim? This might be a happiness aim, a sustainable development goal, or another aim altogether.
- Smaller Goals – What is a small goal you can shoot for, as a step towards your Big Aim?
- Activities – What are some realistic and achievable activities you can do that will help you meet your goals?
- Reason – What is the reasoning behind your idea?

## Stage three: Action

Now execute your plan and shout about it! Track and celebrate your achievements as a class.

## Stage Four: Share

- Plan a school assembly, giving pupils an opportunity to share their goals and describe their positive impact.
- Submit your activities to the Bridging Histories gallery so other schools can see what you've achieved.
- Share your story with a local newspaper to gain attention for the positive change your class is making in your community.

## QR codes/Resources

- Bridging Histories changemakers guide: <https://bridginghistories.com/activities/changemakers>
- BBC Happiness Hacks: <https://www.bbc.co.uk/programmes/p08r2ymx/episodes/downloads>
- UN Sustainable Development Goals: <https://sdgs.un.org/goals>