



HistoryLive!

Overview: This resource pack is designed to offer a framework and some fun ideas for a regular School Radio show centred on historic events.

The basic idea is to allow the presenters to bring historic events to life by reporting about them on your School Radio system as if they were breaking news or events happening today.

Imagine the BBC providing extended 'Royal Wedding' style coverage of execution of Anne Boleyn or 'breaking news' of the Great Fire of London!

By setting these historic events in a modern media context, students will need to develop an understanding of the events, what it felt like to be there and how to describe the events to audience.

The finished program should provide an interesting and informative account of the event or historic period that is easily accessible to other students and demonstrates the students' knowledge of the subject.

Key skills used include:

- Research and preparation.
- Empathy for the atmosphere and key historic figures.
- Development of description text and scripts to help set the scene and tell the story.
- Dramatic interpretation of historic events.
- Spoken language skills, formal presentations & participating in debate.
- Development of confidence & competence in spoken language.

National Curriculum References

Key Stage Goals

English

- **Statutory Requirement (Spoken Language, Years 1 -6): Pupils should be taught to:**
 - Ask relevant questions to extend their understanding and knowledge. (page 18)
 - Articulate and justify answers, arguments and opinions. (page 18)
 - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (page 18)

- *Speak audibly and fluently with an increasing command of Standard English. (page 18)*
- *Participate in discussions, presentations, performances, role play, improvisations and debates. (page 18)*
- *Gain, maintain and monitor the interest of the listener(s). (page 18)*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others. (page 18)*

History

- ***Statutory Requirement (History – Key Stage 1): Pupils should be taught to:***
 - *Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (page 222)*
 - *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (page 222)*
 - *Significant historical events, people and places in their own locality. (page 222)*



HistoryLive! Example Show Format

In this example we look at the potential framework for a show based around the events of the execution of Anne Boleyn. In order to make the program, more engaging for the presenters and the listeners we will attempt to frame the events in the context of how a modern media outlet might report the events as they unfold.

Imagine if Sky TV had a live crew at the actual scene as was reporting back events to the listeners as they happened.

The coverage might include:

- **Detailed description of the scene, what does it look like, what does it smell like, what sounds would you hear?** – *The students will really need to imagine what it might be like in order to describe it to the listeners.*
- **Atmospheric sound effects** – As well as describing the scene, why not record some sound effects to help build the illusion of taking the listener to the event.
- **Interviews & Sound Bites** – Sometimes called 'Vox Pops', it is common to include short statements or reactions from people attending the event you are covering. Try to imagine how different people would view the events. In our Anne Boleyn example would nobles have a different view to the common folk, what about the church?
- **Cover the main event in 'real time'** – Students can use the above to build up to the 'main event' and then describe the event as if it was happening in front of them using descriptive narrative and sound effects (if appropriate) to transport the listener to scene.
- **Follow up and reaction** – This section of the program could be used to get the opinions and reactions of the key players in the event (eg maybe an interview with Henry VIII) and also to summarise what happen next and its impact on our history.

So an example framework for a show might be:

- News style 'headlines' summarising what we expect in the show.
 - **Bong** – Henry VIII announces annulment of marriage to Queen Catharine.
 - **Bong** – Anne Boleyn and King Henry married in secret ceremony.
 - **Bong** – Princess Elizabeth born.
 - **Bong** – King orders investigation into Anne Boleyn on counts of treason.
 - **Bong** – More than 2000 people attend trial in which Anne Boleyn is found guilty and sentenced to death.
- Describe the scene in detail to build a picture for the listener.
- Include sound effects and short sound bites from witnesses and historical figures involved including:
 - Court members
 - Common people
- Recap the main events that led to this point.
- Talk the listeners through what is happening, help them to imagine what it would look like.
- When the main event is over, get reaction from the key figures.
- Summarise the impact in English history this event had and why it is significant!

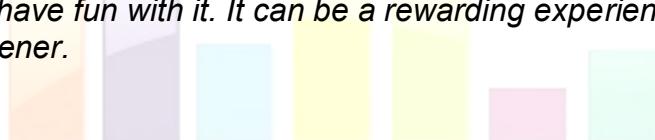
- Finish with a promo for your next show.

Future Show Ideas

- Great fire of London.
- Birth of Jesus.
- D-Day landings.
- Trenches of WWI.
- Man lands on the moon.

Industry Tips:

- *Think about what your listeners will need to know to build the picture in their mind.*
- *History can be brutal and bloody but your listeners may not like that so keep the content appropriate for all of your audience.*
- *Try to be as accurate as possible but don't be afraid to add some creative flare as long as it does not contradict the historical accuracy.*
- *Add sound effects, vox pops and interviews to spice up the show, give your presenters a break and keep your audience listening.*
- *If it is not live then remember that you can always fix mistakes in editing, if you make a mistake, leave a short pause and then resume, this will make editing easier.*
- *Relax and have fun with it. It can be a rewarding experience for the presenter and the listener.*



School Radio