

TEACHERS' NOTES

KS2 LITERACY – SELF DIRECTED SUPPORT MATERIALS



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KS2 LITERACY - SELF-DIRECTED SUPPORT MATERIALS

Story building on board *Cutty Sark*



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TEACHERS' NOTES

Ks2 LITERACY ACTIVITIES

Story building on board *Cutty Sark*



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Story building on board Cutty Sark



How to use this resource

Introduction

This pack contains teachers' notes, pre-visit activities and instructions for on-board activities to support self-directed literacy visits to *Cutty Sark*.

Activities focus on developing imagination and story-building skills. They are intended to help your pupils collect ideas and information which can be used to inspire creative writing back in the classroom.

The activities are designed to be flexible and adaptable for the needs of your group.

Depending on the year group you're working with and units you are studying you could use them as inspiration for writing:

- a story about a journey at sea
- a mystery
- an adventure
- a legend
- a play
- a story in a historical setting or with a particular genre

We recommend splitting your class into small groups to complete the activities and providing adult helpers with instructions and / or copies of the activities in advance of your visit.

Children must be supervised by an adult at all times.



Activities

There are 7 activities to choose from – work sheets are available to download separately.

You will need to:

1. plan how to tie your visit in with literacy work in the classroom (see below for suggested pre-visit activities)
2. select which activities you would like your class to focus on (there is no particular order to follow – we recommend choosing up to 4)
3. use the activity sheets provided, OR use an instruction sheet and your own recording methods for each activity (e.g. log books, photographs) *
4. follow up your visit with creative writing activities in the classroom

*Work sheets are available to download separately as pdf's or editable Word documents.

Instructions for group leaders are in this pack. They include suggested introductions and extension activities. The can be used with or without the work sheets.



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Curriculum links

KS2 Literacy

Year 3 – Adventure and Mystery Narratives

- Write a first person account
- Plan by plotting a sequence of episodes
- Identify a problem, events and resolution
- Recount an incident in a different way

Year 4 – Stories with historical settings

- Build character and setting from details
- Mapping chronology
- Plan a story

Year 5 – Traditional stories, fables, myths and legends & Dramatic conventions

- Empathise with characters through drama
- Work collaboratively to write a legend
- Script writing

Year 6 – Fiction genres & Short stories with flashbacks

- Narrative structure
- Genre as a model for writing
- Write own story using flashbacks or a story within a story

Cross-curricular links

KS2 Geography

- to use atlases and globes, and maps and plans at a range of scales
- to use appropriate geographical vocabulary
- to identify and describe what places are like
- to recognise how places fit within a wider geographical context and are interdependent

KS2 History

- characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources
- communicate their knowledge and understanding of history in a variety of ways
- A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

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Pre-visit activities

① A sailor's life

With your class, look the accounts written by two apprentices on *Cutty Sark**.

You could:

- a) Identify key characters, style of writing, narrative voice, and use of descriptive language. Discuss which writer you have learnt the most about as a character.
- b) Record any unfamiliar words in the text, look them up and use them to create a beginners guide to sailor's language (<http://www.seatalk.info> is a useful resource)
- c) Try re-writing the accounts in a different style, as a letter, play or story and/or completing Pursey Phillip's journey around Cape Horn, maintaining dramatic suspense.

② Log books

Make log books to bring when you visit to record story ideas (exercise books were used for *Cutty Sark*'s logs).

You could cut and stick sections from the work sheets into your books, or make the sheets into books with card covers.

③ Character building

Use the apprentices' accounts below as inspiration for developing characters.

- Use the table* to record details of Captain Woodget's and/or C.E. Ray's characters.
- Think of 4 questions to ask each character to find out more about them.

Get students to create their own characters.

- Use the crew list for ideas. Who will be the hero? An apprentice? The cook? The captain? A stowaway?
- Use the table again to create a profile.

*Support materials are at the back of this pack – see **classroom resources**.

Find out more about *Cutty Sark*'s history at www.rmg.co.uk/cuttysark





Story building on board *Cutty Sark*

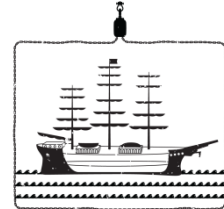
On-board activities: group leader instructions

Activity 1: Setting the scene for your story

Where is it?



This activity will help develop vocabulary and descriptive language for a story. It will be particularly helpful for stories in historic settings.



Location: Around the ship (start at Lower Hold or Main Deck)

Introduction

There are lots of interesting names for things on ships which will help you to describe places in your story.

Let's see how many we can find!

Instructions

1. As we go around the ship, look out for the names of the different parts of the ship.
2. Label each place on your ship picture write a description for it (image of ship available on worksheet).

Extension

Collect other nautical words to use in your story, for example:

- bits of equipment – main deck or dry berth
- materials the ship is made of – Lower Hold
- names of types of tea – Lower hold
- names of crew members – 'Tween deck



Story building on board *Cutty Sark*

On-board activities: group leader instructions

Activity 2: Your journey



Where will you go in your story?



This activity focuses on time, place and sequencing in stories and also draws on geographical skills.

Location: 'Tween deck – start at the globe (bow end of the ship).

Introduction

Cutty Sark sailed to every major port in the world. Let's look at 2 of her journeys then think about where you would like to sail to in your story.

Instructions

1. Look at the globe - which countries is *Cutty Sark* sailing back from?
A: The globe shows Cutty Sark's journeys from China and Australia, The red route shows Cutty Sark's journey back from China, the Green shows her route from Australia.
2. What was she carrying on the green route and the red route?
A: wool and tea
3. Where will you go on your journey? Mark it on your map*.
Add:
 - something you would see on the way
 - a key to show temperatures and weather
 - how long the journey will take
 - what it will be like when you arrive

*Map available on worksheet

INFO: Fastest time China to London = 109 days
 Longest round trip from London to New York = 771 days!

Extension

Cutty Sark sailed to lots of countries to collect different cargoes. Find the cargoes touch screen or the map of the world.

Where you would sail to for coal, rice, wood?
Draw them on your map.



Story building on board *Cutty Sark*

On-board activities: group leader instructions

Activity 3: What is the problem in your story?

Look out!



This activity involves using imagination to resolve a problem and develop a simple dialogue. It could also involve role play as an extension activity.



Location: Main Deck, Liverpool House (by the ship's wheel)

Introduction

You have a very important job – you're on 'watch'. Look out for anything unusual or dangerous out at sea and report it to the ship's Master (Captain).

Instructions

Think about where in the world you are and what the weather is like.

1. Use your imaginations - you're surrounded by sea. Look out at the water - what can you see? Is there anything strange, or scary, or dangerous?

Record it on your sheets / log books.

2. Go down the steps to the Master's saloon to tell the Captain what you have seen. Look around and imagine where the Master might be sitting. Write down what you would tell him and how you think he would answer.

Extension

Try acting out the scenarios as a mini role play.



Story building on board *Cutty Sark*

On-board activities: group leader instructions

Activity 4: What is the problem in your story?



Something's wrong



This activity involves basic role play and discussion to help plan a story with a problem to resolve. In wet weather start on the Main Deck then move to the 'Tween Deck.

Location: Main Deck, bow end (towards the river)

Introduction

The Main Deck is where sailors lived and worked. We are going to imagine we are sailors doing every day jobs - while we're doing them, something will go wrong. You will need to work out how to solve the problem.

Instructions

1. Find the pig pen, windlass & rigging
2. Act out the jobs sailors would have done at each one
3. While you are acting, I (group leader) will call out FREEZE and give you a problem to discuss and solve
4. Record your ideas on a story board (available on worksheet)

NOTE – please do not allow children to actually climb the rigging or move any equipment!

FREEZE! game

For each activity, call out freeze then give a problem to solve

Cleaning the pigs (pooey!) → A pig escapes onto the deck...
Pumping the windlass (is it hard work?) → The anchor is stuck...
Climbing the rigging (how high can you go?) → Someone falls over board...

Extension

Think of other problems that could come up when doing a job.

Look at the Galley, Carpenter's workshop, equipment on the main deck, lifeboats etc. for ideas.

Story building on board *Cutty Sark*



On-board activities: group leader instructions

Activity 5: Something strange in your story

Strange things in the night



This activity is about setting the scene for something strange to happen at night, which could form part of a mystery or adventure story.

Location: Main Deck, Forward Deckhouse

Introduction

This is where sailors used to sleep, eat and keep their belongings.

Instructions

1. Count the bunks - how many sailors slept here?
2. Which bunk would you choose? Discuss what it would have been like. Would they have slept well? What might they have dreamt about?
3. Imagine you are in your bunks – what sounds can you hear?
4. Complete these sentences to create a very short story:
'I was asleep in my bunk when...'
'I leapt out of bed and...'
'in the end...'

Extension

1. Create a 'one word' story. The first person starts by saying:

'I was asleep in my bunk when suddenly...' the next person adds a word, and the next, one word at a time as quickly possible to make a story.

2. If you have time, go to the fo'c'sle on the 'Tween deck too (the small space at the bow end of the ship). This is where sailors slept before 1872.
 - How many sailors had bunks here? (hint: look up, the number is stamped on the beam to the right of the ladder as you go in)
 - How did sailors get to the main deck?





Story building on board *Cutty Sark*

On-board activities: group leader instructions

Activity 6: Find some details for your story

Hobbies, food and cargo



This activity will help children find details to add to their stories to give them interest or historic context.

Location: 'Tween deck – towards the stern

Introduction

A good story has lots of details in it to help set the scene, describe characters, or create atmosphere. Let's research some details about the crew and cargoes.

Instructions (food)

1. Look for the food drawers (next to touch screens – 4 drawers in total)
2. Discuss and record the types of food sailors ate.
3. Would you like them? Why / why not?

Instructions (hobbies)

1. Look around for some of the hobbies the crew used to have (cycling, photography, woodwork, writing letters)
2. Record what you find.
3. Write down a hobby that you would choose to do on a ship.

Instructions (cargoes & stowaways)

1. Look at the cargoes map, crates and touch screens.
2. Write down three cargoes that *Cutty Sark* carried
3. Imagine you have found a stowaway hiding in the cargo. What would you do?

Extension

Think of creative ways to describe the different foods / cargoes / hobbies you've found.

In pairs, take turns to describe some of the different foods / cargoes / hobbies without saying what it actually is.

Use these questions to help:

- What does it feel like?
- What does it sound like?
- What does it smell like?
- What does it taste like?
- What does it look like?





Story building on board *Cutty Sark*

On-board activities: group leader instructions

Activity 7: Interesting details for your story

Figureheads



This activity will help children find details or characters to add to their stories to make them personal or provide historic context.



Location: Sammy Ofer Gallery (underneath the ship), by the figureheads

Introduction

Ships had figureheads for good luck, and to protect them on voyages. *Cutty Sark's* figurehead, Nannie, is holding a horse's tail – can you see her?

Your story might have a figurehead in it too. Let's look at these ones for ideas.

Instructions

1. Have a close look at the figureheads. Can you find and name:
 - A Native American (A: *Hiawatha*)
 - A king
 - A famous nurse (A: *Florence Nightingale*)
2. Choose a figurehead for your ship and complete these sentences:
If I had a ship, the figurehead would be...
because...

Extension

Create a pose for your figurehead. Take picture if you have a camera.

Watch the film about Nannie, *Cutty Sark's* figurehead, in the Sammy Ofer Gallery (left of the figureheads)..



Story building on board *Cutty Sark*

Classroom resources: apprentices' accounts

① Description of Captain Richard Woodget

'Two Million Miles on Salt Water', Captain G. Purssey Phillips, 1939

'We spent Christmas in Sydney, in baking weather. Our deserters were all caught, and lodged in Newcastle Gaol till we sailed, when they were brought aboard, silent, sullen and mutinous...

Our cargo that trip was 4723 bales of wool...Loading wool cargo was a racing matter, ship against ship, for the first cargoes back to Europe commanded the highest prices...

So our skipper, iron-hearted Captain Woodget, most famous of Cutty Sark's Captains, used to spend his whole time glowering in the hold, while she was loading, making sure that the stevedores crushed the last possible bale into her...

Captain Woodget was the man to get cargo into her, and to make her fly, no matter what she had on aboard. When Willis [her owner] gave him command he...pointed to the lovely clipper, riding light, and said: "There's your ship. What you have to do is DRIVE HER!"

And by God, he drove her! He drove his ship, he drove his crews, he never lost his iron nerve; he took terrific risks, yet I believe he never lost a spar.

I remember him, stumpy, grim, and powerful, biting his long moustache, clinging to the rigging like a troll of the storm, his oilskins, sea-boots, and sou'wester streaming, grinning like mad as Cutty Sark hissed along with her rail under, passing *Thermopylae*, *Blackadder*, *Coral Nymph* – holding on when no other of the hard-bitten clipper captains dared to hold on, and winning rivals and his own swearing seamen alike the grudging tribute of the hardest, straightest, finest seamen who ever sailed'

Story building on board *Cutty Sark*

Classroom resources: apprentices' accounts



② A dramatic voyage around Cape Horn

'Two Million Miles on Salt Water', Captain G. Pursey Phillips, 1939

'Once into the Pacific we met light headwinds ...then the wind changed and we began to step along.

Good weather did not last. Almost at once, an icy, clinging fog enveloped the ship. Sharp lookout was kept; and several gigantic icebergs were sighted, drifting past in giant procession. It grew very cold-and we apprentices had reason to know it, handling the board-stiff canvas with our broken nails. Sleet and snow whipped the ship steadily; and through the thick white flakes and the drifting spume we got terrifying glimpses of constant lines of bergs, standing high above our 150-foot topmast and completely dwarfing us, there sometimes thirty or more in sight on each side at once...

It was a weird experience, going to the top of the main mast into that clammy whiteness, sitting astride a yard yawning to and fro, unable to see one's own hands, and pressed in by a silence broken only the thunder of the seas on our hull, and the terrifying explosions and crackings ...from icebergs shoving up beside us but quite invisible...

As we drew near Cape Stiff we were struck by appalling gusts of sleet, like giants' swords of ice. The water gathered into colossal hills that slid and danced a drunken jig, their foaming crests higher than our masts...

All the time, Skipper Woodget clung to the ropes and laughed...and presently, I caught a glimpse of the horn itself...standing out defiant of the bursting ocean...

That stark picture remains vivid in my memory as if I had suddenly seen the end of the world. Presently, we were heading northward, and the weather abated to a south-west breeze, which swept us foaming along through a gathering white fog. I thought the worst was past – but it was still to come....'



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Classroom resources: apprentices' accounts

3 A letter home from C.E. Ray, apprentice on board *Cutty Sark*

Cutty Sark, Brisbane

My Dear Mother,
We have arrived ... safe and sound having made a passage of 80 days... I was very glad to hear that you enjoyed your holiday and also very sorry to hear of Mr. Elson's accident.

Now I suppose you want to know how I am. Well I am all right and getting a muscle on me like a horse and you will be glad to hear that I have not had a day's illness of any kind since I have been aboard the ship. Not even a headache.

Now I must tell you something about the Passage out. We had pretty fine weather down to the line, except in the Bay. ... We got 3 or 4 days doldrums. Then came heavy squalls, I used to get wet every day then, I'll go to the wheel with nothing on but pants and shirt and then a heavy squall would come and drown me but I'd have to stop the 2 hours wet or no wet.

Then it began to get colder and colder till we got round the Corner (Cape of Good Hope) ... Then was the time to wish you had never come to sea (if there are any boys in Hastings who want to come to sea, show them this and tell them from me to stop in a good home when they got one) ... One time ... the cabin was washed out, our cuddy door was burst open (we saw this in the night, but no one dare go on the main deck to shut it) all the lower bunks were washed out. Mine being a top one did not suffer much, but all the things in my chest were more or less wet.

The next Sunday the skipper's son got washed into the lee scuppers and broke his arm. He is going to have the splints off next week, the doctor says he is very lucky to have it set right at sea...

I will finish this brief account in my next letter, for if I stop for much more I shall miss the mail. ... My stores have lasted well I think. I ate the last piece of cake the day we crossed the Line (it was slightly hard) you can tell nurse that they were lovely.

... I must knock off now so expect a long letter next mail from,

Your loving
Sailor boy
C. E. Ray

PS Tell Spot I am going to bring him some sea crackers home, and, if he gets outside of 3 at once I will guarantee he will be a regular shellback. When I come home I will tell you everything, much better than I can write it.
Please excuse all mistakes in spelling, and bad writing.

Story building on board *Cutty Sark*

Classroom resources: character building



Use this table to record details about a character in a story.

Age

Build

short, tall, fat, thin?

Looks

Beard, moustache, hair colour?

Unusual features

clothes, movement, behaviour,
voice?

Clues about their personality

secretive, generous, mean, clever?

Name



Story building on board *Cutty Sark*



Classroom resources: crew and their jobs

Master

The ship's captain, a qualified officer responsible for the ship and all its operations, including navigation, managing the crew, loading and unloading cargo (and often finding the cargo) and complying with local laws. He had the largest cabin, in the stern.

First Mate

A qualified officer, second in command and in command of the ship when the Master was not on deck. He had a cabin in the stern accommodation.

Second Mate

A qualified officer, third in command and often the ship's navigator. He had a cabin in the stern accommodation.

Third Mate

Fourth in command and often taking the role of the bosun (boatswain) with responsibility for the condition of the ship and organisation of the crew on deck, particularly when raising or lowering the anchors. He might share the cabin of the Second Mate or have a berth in the aft deckhouse. Not all voyages carried a Third Mate or a bosun.

Steward

Looked after the officers, serving their meals and maintaining their quarters in the Liverpool House. Some stewards also helped on deck, handling the sheets (controlling ropes) of the sails. He had a cabin in the stern accommodation.

Cook

A petty officer who produced meals for the officers and men, cooked in the galley in the forward deckhouse. His berth was in the aft deckhouse.

Sailmaker

A petty officer responsible for mending torn sails or pennants and any other canvas work. He usually reported to the ship's carpenter. His berth was in the aft deckhouse.

Carpenter

A petty officer responsible for the maintenance of the ship's hull, rudder, masts and yards and for keeping the decks watertight. He had a narrow workshop in the forward deckhouse, and a berth in the aft deckhouse.

Apprentices

Apprentices were boys or young adults between 14 and 21 training for a career in the Merchant Navy. They were taught skills such as navigation by the officers but had to perform all the other tasks undertaken by the crew, including taking the helm and furling sails. They lived in the aft deckhouse.

Able Seamen

Men who had served on a ship for several years and held a certificate as proof of their competence in steering the ship and working aloft in the rigging and handling sails.

Ordinary Seamen

Men with little or no experience at sea. They carried out the more menial and unskilled tasks, such as cleaning and painting.



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Notes

