

# **MANCHESTER UNITED MUSEUM & TOUR**

## **EDUCATION SESSIONS KEY STAGE 2**



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**HISTORY: 1960'S  
GEORGE BEST.**



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## History: 1960's George Best FOLLOW-UP LESSONS

Year group: KS2	Time: 1 hour
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Curriculum area: History	Unit of work: 1960's George Best (lesson 1)
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<b>Learning Objective(s):</b> <ul style="list-style-type: none"><li>to identify George Best from pictorial evidence and extract information</li><li>to investigate, using secondary sources, some characteristic features of the 1950s.</li></ul> SESSION PLANS TAKEN AND ADAPTED FROM QCA.
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<b>Introduction</b> <p>Give out selected pictures of George Best from various stages of his life (photocopied from encyclopaedias/taken from the internet). Ask the children if they know who he is, or when these pictures were taken. Discuss what the pictures show about his early life and the type of family he might have come from. Give some biographical details, e.g. place of birth/dates/historical context.</p> <b>Main Activity</b> <p>Using textbooks/reference books about the 1950s, ask the children to investigate in groups given aspects of everyday life, e.g. school, leisure, home life, food (rationing). Ask the children to complete a grid with the headings: What do I know? What do I think I know? What do I want to find out?</p> <b>Plenary</b> <p>End the activity with a plenary session and correct any misconceptions, e.g. that wind-up gramophones were still in common use, that all teenage boys were Teddy boys.</p>
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<b>NC/NLS references:</b> <p>Unit 13 'How has life in Britain changed since 1948?'</p>	<b>Cross-curricular links:</b> <p>Citizenship - introduces children to the idea of single-issue politics through a controversial figure from recent history. Non-fiction work in literacy - this unit is designed to develop media and information-handling skills.</p>
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<b>Assessment against the learning objective(s):</b>	<b>Notes to inform future planning:</b>
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## History: 1960's George Best FOLLOW-UP LESSONS

Year group: KS2	Time: 1 hour
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Curriculum area: History	Unit of work: 1960's George Best (lesson 2)
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### Learning Objective(s):

- to carry out personal research
- to identify key reasons for the growth in popularity of football and pop music
- to compare primary and secondary sources of information about.

SESSION PLANS TAKEN AND ADAPTED FROM QCA.

### Introduction

Ask the children to question adults about what they know or remember about George Best and football in the 1960s.

Ask the children to bring in artefacts that show something about the 1960s to form a class display.

### Main Activity

Ask the children to pair up and discuss briefly what they have found out/brought in, then report back to the class.

Talk to the children about the growth in pop music/popularity of football/teenage culture.

Establish that the Beatles were icons – George Best known as the Fifth Beatle. Try to draw attention to the different types of sources the children have used - memories, eyewitness stories and secondary accounts - and ask which sources are the most useful.

### Plenary

Evaluate the sources, point out differences between the sources and talk about where they came from and why certain things are remembered by some and not by others.

### NC/NLS references:

Unit 13 'How has life in Britain changed since 1948?'

### Cross-curricular links:

Citizenship - introduces children to the idea of single-issue politics through a controversial figure from recent history.

Non-fiction work in literacy - this unit is designed to develop media and information-handling skills.

Assessment against the learning objective(s):	Notes to inform future planning:
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## History: 1960's George Best FOLLOW-UP LESSONS

**Year group:** KS2

**Time:** 1 hour

**Curriculum area:** History

**Unit of work:** 1960's George Best (lesson 3)

### **Learning Objective(s):**

- to identify characteristic ideas in consumer marketing and design from the 1960s
- to compare these ideas with current image building of celebrities in sport
- to sequence a series of pictures and identify changes in image
- to compare differences between images from different periods.

SESSION PLANS TAKEN AND ADAPTED FROM QCA.

### **Introduction**

Use a series of pictures of George Best from different stages of his career. Divide the children into groups and ask each group to discuss what image they think he is trying to portray. Ask the children if they think it is effective. Discuss the reasons for conveying that image. Ask the children how it compares with the images of footballers now.

### **Main Activity**

Ask the children to produce a sequence of George Best pictures in chronological order and describe the images and underlying messages being conveyed.

It would be useful to ask some children to bring in contemporary marketing material for current groups to act as a point of comparison. Photographs from magazines and other promotional material could be used.

### **Plenary**

Ask the children to complete a comparison grid, looking at the differences between the images of bands and design ideas in the 1960s and today.

### **NC/NLS references:**

Unit 13 'How has life in Britain changed since 1948?'

### **Cross-curricular links:**

Citizenship - introduces children to the idea of single-issue politics through a controversial figure from recent history.

Non-fiction work in literacy - this unit is designed to develop media and information-handling skills.

**Assessment against the learning objective(s):**

**Notes to inform future planning:**



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## History: 1960's George Best FOLLOW-UP LESSONS

**Year group:** KS2

**Time:** 1 hour

**Curriculum area:** History

**Unit of work:** 1960's George Best (lesson 4)

### **Learning Objective(s):**

- to examine the portrayal of a key event from contemporary newspaper and TV news reports
- to provide an account of a historical event based on more than one source.

SESSION PLANS TAKEN AND ADAPTED FROM QCA.

### **Introduction**

Ask the children to find out about George Best's death and the impact of this. Why were people so moved by it? What did people do to mark it?

### **Main Activity**

Discuss the way the event was reported, looking at the types of headlines written and pictures used.

Ask the children to write a factual account of what happened. Discuss their accounts. Which sources did you base them on? Why?

### **Plenary**

Look at newspaper/TV news reports and compare the accounts.

Why are they different? Which are more reliable? Why?

### **NC/NLS references:**

Unit 13 'How has life in Britain changed since 1948?'

### **Cross-curricular links:**

Citizenship - introduces children to the idea of single-issue politics through a controversial figure from recent history.

Non-fiction work in literacy - this unit is designed to develop media and information-handling skills.

**Assessment against the learning objective(s):**

**Notes to inform future planning:**



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## History: 1960's George Best FOLLOW-UP LESSONS

Year group: KS2	Time: 1 hour
Curriculum area: History	Unit of work: 1960's George Best (lesson 5)

### Learning Objective(s):

- to place events in a chronological sequence and use appropriate vocabulary to relate these events to markers of time
- to compile a historical narrative
- to select information to represent key aspects of a biography
- to begin to evaluate the impact of an individual on the history of his times.

SESSION PLANS TAKEN AND ADAPTED FROM QCA.

### Introduction

Ask the children to discuss in small groups how to represent George Best's life and achievements. They could consider e.g. zig-zag books, displays, playscripts, multimedia presentation, narrative accounts.

### Main Activity

Ask the children (in groups of no more than four) to produce their own representation. Encourage the children to select the events and activities that they think were most significant for the history of the period.

### Plenary

Hold a plenary discussion and ask questions such as:

What should George Best be remembered for?

Why?

What impact did he have on the history of his times?

Has his life made an impact on our lives today?

### NC/NLS references:

Unit 13 'How has life in Britain changed since 1948?'

### Cross-curricular links:

Citizenship - introduces children to the idea of single-issue politics through a controversial figure from recent history.

Non-fiction work in literacy - this unit is designed to develop media and information-handling skills.

### Assessment against the learning objective(s):

### Notes to inform future planning:

**GEORGE BEST  
COLOURING  
COMPETITION**  
PRIZES! PRIZES! PRIZES! PRIZES!

**FREE**  
George Best  
picture card/  
entry form  
with every  
packet of

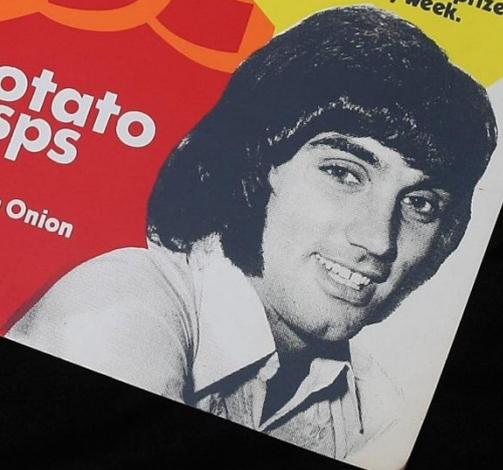


**Star  
Prize**  
Trip for two  
to meet George Best  
in his home,  
boutique and  
Old Trafford  
and **50** other  
wonderful prizes  
every week.

**BEST**

**3p**

**Potato  
Crisps**  
Cheese'n Onion



# 6-GOAL BEST



AN 8MM  
FILM

Featured in  
MANCHESTER  
UNITED'S  
8-2 DEFEAT of  
NORTHAMPTON  
7th FEB. 1970





