**Celebrations**

**Contents**

Box of dressing up clothes:

Satin black/white red long dress

Blue/white bow dress

Navy blue with white collar dress

Orange/white pattern dress

2 x full skirts, floral pattern

Grey patterned pullover

Gold coat

Mauve dress

Black/gold braid jacket

Blue/white striped waistcoat

Black tricorn hat with gold trim

Jester’s hat and rattle

Cowboy hat

2 x gold crowns

Fur muff

**Dressing up Clothes Ideas**

Ask children to choose one item and decide what character it would be most suitable for. Then design the rest of the outfit.

When might they wear it?

How would they move? *(e.g. as a cowboy/cowgirl, a mayor/mayoress, a king or queen)*

All the dressing up clothes come from Salisbury.

Ask children who might have dressed up in their item in the past and why.

Who might have owned it and worn it before it became something for dressing up?

Children could dress up and create a still image of a street party or a carnival float. How would they be feeling? *(street party: hungry, excited, impatient, greedy, full-up. Carnival float: nervous, excited, tired, uncomfortable, proud)*

Other items

Birthdays:

Blue velvet party dress

Old fashioned birthday cards

Royal :

Silver Jubilee souvenir mirror 1910-1935

George VI King and Emperor book

Coronation booklet June 1953

VE Day:

Newspaper, Observer June 11th 1944

Flag bunting

**Celebration Ideas**

Birthdays

Dress one child up in the party dress.

Ask:

How would you dress for your own birthday?

What might she have for her birthday?

How does that compare with your presents?

What might her birthday party be like?

What was yours like, or did you celebrate a different way?

Royal

Ask children to put the items in chronological order.

Can they find out the names and dates of all the Kings and Queens in the 20th century? *(Queen Victoria - 1901, Edward VII 1901-1910, George V 1910-1936, Edward VIII 1936, George VI 1936-1952, Queen Elizabeth II 1952-)*

VE Day

The war didn’t end until 1945, but there is an air of celebration in this newspaper of June 1944 because the allied invasion of France (D Day) has been a success.

Ask children to find out a bit more about the invasion from the newspaper articles.

Can children find evidence that the country is at war apart from the news stories? *(advertisements, appeals for funds, request about ration books)*

Look at the bunting. Can pupils find out which countries the flags belong to?

Two are not from Great Britain, so why are they there? *(Canada and Australia were part of the British Empire and fought with Britain in the war)*