



Disney
and
CAMERON MACKINTOSH
present

MARY POPPINS

EDUCATION PROGRAMME

TEACHING RESOURCE PACK

Primary school edition

Supports curriculum key stages 1/2

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Welcome to the Primary School Teaching Resource Pack for Cameron Mackintosh and Disney Theatrical's co-production of *Mary Poppins*.

This resource is designed for pupils in the primary age range, 5-11-year-olds, and includes five main activities, plus ideas for assemblies. Each activity is based on the history, music, characters and story of *Mary Poppins*.

These inspirational resources have been created by teachers for use in the classroom. Each activity comes with learning objectives, instructions for a main lesson and additional ideas. These teachers' notes are accompanied by activity sheets, supporting resources and a curriculum connections grid.

Mary Poppins offers a magical insight for your pupils into the enchanting world of everyone's favourite nanny.

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This teaching resource carries additional content support for teachers:
 - A curriculum connections grid
 - A synopsis of the *Mary Poppins* story on stage
 - A description of the main characters in the stage musical so pupils learn the importance of each character to understanding the *Mary Poppins* story
 - An Edwardian-era information sheet
 - A St Paul's and the suffragettes information sheet
 - A kites information sheet

**WE HOPE YOU AND YOUR PUPILS
ENJOY LEARNING WITH *MARY POPPINS***



LIFE IN THE EARLY 1900s

The story of *Mary Poppins* is set in the Edwardian era, more than 100 years ago. In this activity, pupils are asked to identify the similarities and differences between living in a household today and living in an Edwardian household.

Preparation

1. Decide whether you are going to use this as a whole class or group activity.
2. Photocopy enough copies of the worksheet [Life in the early 1900s](#) onto paper or card, then cut out the individual cards.
3. You may choose to go through the items individually on your whiteboard instead.
4. Photocopy the [Edwardian era 1901-1910](#) information sheet for pupils.

LESSON CONTENT OUTLINE

Introduction

Hand out the [Edwardian era 1901-1910](#) information sheet to pupils and show them the images 'London, 1910' and 'London today'. Discuss as a class what differences and similarities there are. Prompt pupils by telling them to look at the transport first. What is different between today and life in the 1900s?

Main activity

Provide pupils with the Edwardian image cards and ask them to sort them into the following categories:

- Clocks
- Transport

- Furniture
- Fashion
- Toys
- Hairstyles
- Cleaning
- Incidentals, ie local-area pictures of parks/schools/high streets/landmarks.

1. Now hand out the Today image cards and ask pupils to sort those into the same categories. In groups, or as a class, discuss what similarities and differences there are between the Edwardian examples and the examples from today. What has changed a lot (fashion)? What hasn't changed a great deal (bookcases)?



Picture: Bob Crowley

LIFE IN THE EARLY 1900s

2. Make a complete list of all the similarities and differences by pooling everyone's ideas.
3. Challenge pupils to choose one modern item from the cards and write an explanation for someone from the Edwardian era, describing what their chosen item is used for and how it works.

Plenary

Discuss the historical differences, how society has changed and why changes in shape, design, colours and usage have happened. Challenge the groups to give examples to illustrate their points.

Extension activity

Show the class the two family photos ('The Banks family, 1910' and 'Families

today') in the [Life in the early 1900s](#) worksheet, and look at the differences between the two. Steer the discussion towards the use of servants and household staff as being normal in the Edwardian era for middle and upper-class families. Reference back to the [Edwardian era 1901-1910](#) information sheet and discuss what changes were happening at this time in terms of workers' rights, children's education and the fight for women's right to vote.

You may choose to introduce the *Mary Poppins* story after this lesson. A synopsis, [Mary Poppins story outline](#), is provided with this resource.

Lesson objectives

- To make comparisons between Edwardian times and today
- To create detailed descriptions of products
- To show empathy and an understanding of what life was like in the past

Curriculum references

English and history. Also see curriculum connections grid – page 32.



Production Pictures: Johan Persson

LIFE IN THE EARLY 1900s

The story of *Mary Poppins* is set in the Edwardian era, more than 100 years ago. Look carefully at these objects. Some of them are from Edwardian times and some are from now.

- Cut them into cards and sort them into those from Edwardian times and those from today
- Talk about the different things and how they have changed
- Now sort the cards into pairs – one for Edwardian, one for today

CLOCKS

Standing mantel clock



Wall clock



Pocket watch



Watch



Wall clock



Standing mantel clock



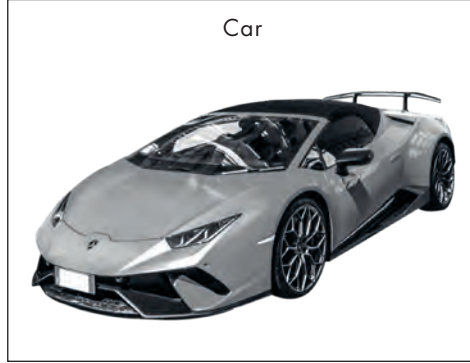
LIFE IN THE EARLY 1900s

TRANSPORT

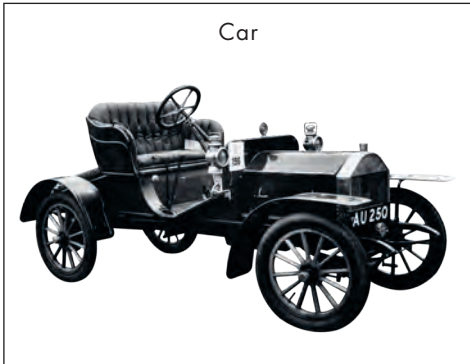
Train



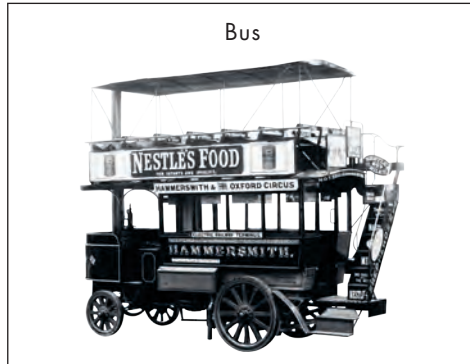
Car



Car



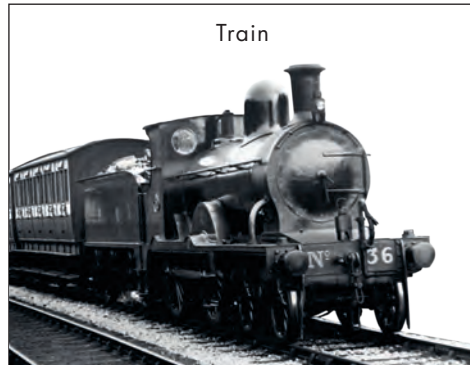
Bus



Bus



Train



Horse and carriage



Motorbike



LIFE IN THE EARLY 1900s

FURNITURE

Footstool



Lamp



Bookcase



Corner chair



Television



Footstool



Lamp



Bookcase



LIFE IN THE EARLY 1900s

FASHION

Jeans and hoodie



Hat



Long dress



Hat



LIFE IN THE EARLY 1900s

TOYS

Kite



Doll



Computer



Book



Doll



Kite



Book



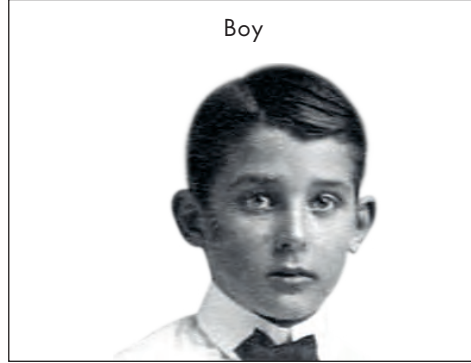
LIFE IN THE EARLY 1900s

HAIRSTYLES

Girl



Boy



Man



Woman



Girl



Woman



Boy



Man



LIFE IN THE EARLY 1900s

CLEANING

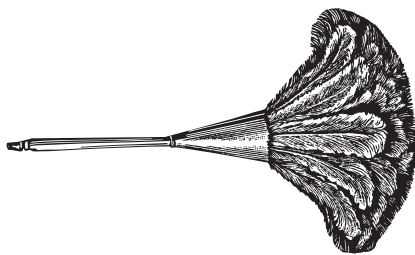
Chimney brush



Letter holder



Feather duster



Vacuum cleaner



Letter holder



Cook's hat



Vacuum cleaner



Feather duster



LIFE IN THE EARLY 1900s

INCIDENTALS

Park



School



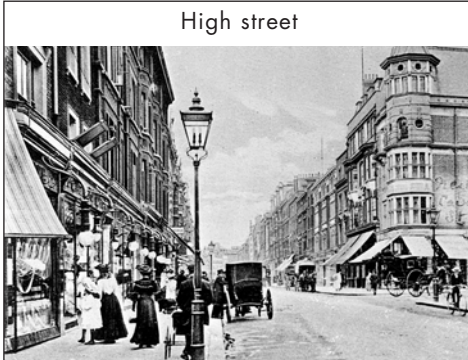
Landmark



High street



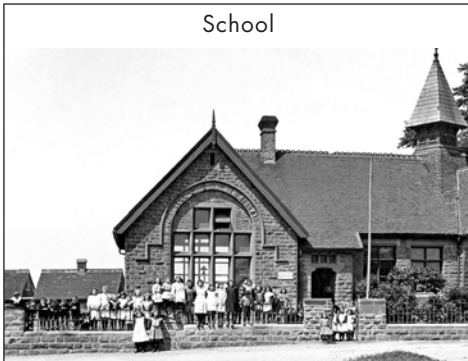
High street



Park



School



Landmark



LIFE IN THE EARLY 1900s



The Banks family, 1910



Families today

WORD MAGIC WITH MARY POPPINS

Mary Poppins is a character full of magic and fun. In this activity, pupils are asked to look at how nonsense words are an important part of the Mary Poppins character, and what they bring to the story. Pupils are challenged to create their own nonsense words, as well as explore and justify possible meanings.

Preparation

1. Photocopy the activity sheet [Word magic with Mary Poppins](#) for pupils.

LESSON CONTENT OUTLINE

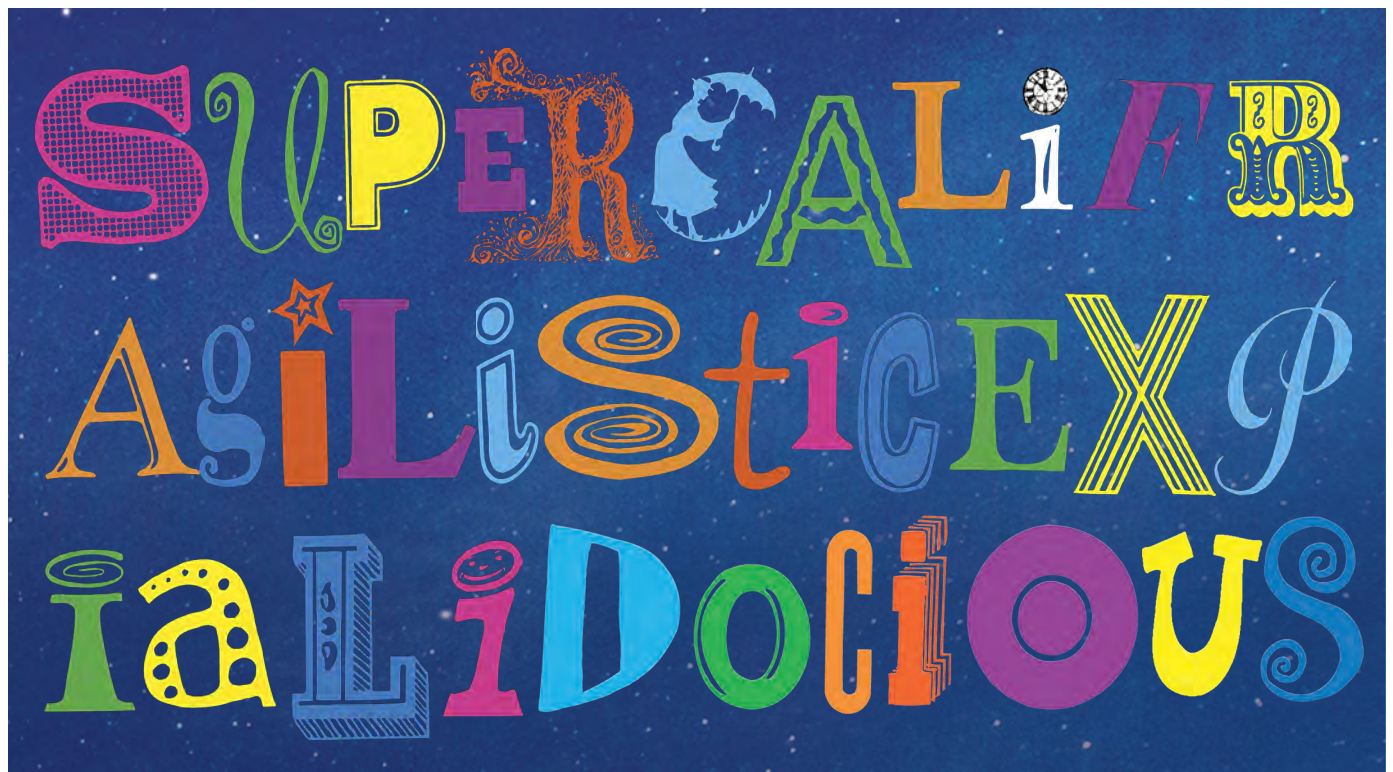
Introduction

Explain to pupils that new words enter the English language all the time and dictionaries are updated every year with some of these new words. The English language grows so quickly because we like to play and have fun with it, sometimes without even knowing we are doing it.

Now is the time to introduce *Mary Poppins* as a musical story, explaining that there's a wonderful song with the title of a very long nonsense word; SUPERCALIFRAGILISTICEXPIALIDOCIOUS.

1. Write it in large letters on the board and explain that Mary Poppins uses words and phrases to express herself or describe a situation. These words and phrases have meaning, even if, at first, they don't appear to make sense. It is also fun to make up words!

2. Ask pupils what they think the word means. For Mary Poppins, it is a word to use when you have nothing to say, but it can also mean wonderful or amazing. Ask pupils to use it in a sentence.



WORD MAGIC WITH MARY POPPINS

Main activity

- Hand out the worksheet *Word magic with Mary Poppins* and explain that pupils should make real words out of the letters in supercalifragilisticexpialidocious. They should work in pairs or teams to find words and construct sentences using the words they have found.
- When they have completed the task, allow some of the pupils to share the words they found with the class.
- Working in teams, challenge pupils to come up with their own nonsense words and give those words a meaning. It may help to pick the meaning of a word they want to create first and then work on the word. Encourage the class to be as creative as possible.
- Word development could become a class competition by asking each team to present their nonsense word to the group and asking the other teams to try to guess the meaning.

Plenary

Write an advert for a nanny using some of the nonsense words created by the class. Mary Poppins is practically perfect. What magical qualities would a practically perfect nanny have today and why?

Extension activity

Ask the teams to think about the context of the nonsense word they have created. Is it a noun, verb, etc? Ask them to work out if their word can have a suffix or a prefix, can be plural and so on.

Lesson objectives

- To learn that the English language constantly changes, with new words and phrases appearing all the time
- To challenge pupils to extend their vocabularies
- To improve literacy with word games

Curriculum references

English. Also see curriculum connections grid – page 32.

**SUPERCALIFRAGILISTICEXPIALIDOCIOUS
IS ONE OF THE MOST FAMOUS
MADE-UP WORDS IN THE ENGLISH LANGUAGE.
IT EVEN APPEARS IN THE OXFORD
ENGLISH DICTIONARY**



WORD MAGIC WITH MARY POPPINS

Name

Mary Poppins enjoys making words fun. One of the songs in the musical is called **Supercalifragilisticexpialidocious**, a wonderfully long nonsense word. It is difficult to read so we are showing the word first, followed by the same word broken into smaller words to help you say it. Try it yourself!

Supercalifragilisticexpialidocious

Super – cali – fragi – listic – expi – ali – do – cious

1. How many letters are in this nonsense word?

2. Now try to find shorter words from within Supercalifragilisticexpialidocious.

.....
.....
.....

3. To help you, we have put the consonants and vowels separately, as consonants have to be put with vowels to make a word. The vowels are

A E I O U or a e i o u

Here are the vowels in the long, nonsense Mary Poppins word for you to use:

a	a	a	e	e	i	i	i	i	i	i	i	o	o	u	u
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Here are the consonants:

c	c	c	d	f	g	l	l	l	p	p	r	r	s	s	s	t	x
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

WORD MAGIC WITH MARY POPPINS

Write down words you have made from all these letters. For example, you can spell 'gate' using an a and an e from the vowels, with g and t from the consonants.

Words

.....
.....
.....

Now write two sentences using the words you have found.

1

.....

.....

2

.....

.....

Supercalifragilisticexpialidocious is a nonsense word. Now work with a partner to create your own nonsense words, using any letters, and put them in a sentence.

1 Nonsense words

.....
.....
.....

2 Sentence

.....

.....

WOMEN IN THE EARLY 1900s

The characters at the heart of *Mary Poppins* illustrate the types of roles women were expected to fulfil in the early 1900s. At this time, there was the start of a push for independence by women. Pupils will examine the differences between the role of women then and now.



Preparation

1. Photocopy the [Women then and now](#) worksheet for each pupil or present on the whiteboard.
2. Decide how you will share the 'Women then and now' statements with the class.
3. You may need the [Mary Poppins story outline](#) and [Characters you meet in Mary Poppins](#) to remind the class about the Banks family.

LESSON CONTENT OUTLINE

Introduction

Ask the class to imagine living in the 1900s and being part of a family like the Banks. The father works hard and long hours; the mother, although not formally working, is busy with the social element of house life. This includes volunteering at charities, preparing afternoon tea for visitors in order to be seen as a socially agreeable household,

and managing the staff team. Social standing is very important in this era. Women are not allowed to work if they are married and the work they can do is very limited.

Starter

- Hand out the worksheet to the class. Ask pupils to read and talk about each statement on the sheet.
- They need to decide whether each statement is correct for the Edwardian era or correct for today and write it in the column of their choice. Some of the statements can apply to both the Edwardian era and today.
- Discuss if they think that the Edwardian statements sound limiting for women.

Main activity

Introduce the suffragette movement to the class. Also see the [The suffragettes](#) information sheet.



WOMEN IN THE EARLY 1900s



Learning objectives

- To write portraits of characters using the *Mary Poppins* story to describe their behaviour and characteristics
- To respond to presentations by describing characters and presenting highlights
- To compare and contrast the role of women today with their role in the Edwardian era

Curriculum references

English and history. Also see curriculum connections grid – page 32.

In *Mary Poppins*, the roles in the household are:

- Mrs Banks manages the house using a team of servants
- The Nanny looks after Jane and Michael
- Cook prepares meals for the family to eat together
- The Houseboy does all the odd jobs around the house
- Mr Banks works in a bank

Mrs Banks feels she is disappointing both her husband and children, and is struggling to understand her role within the family and the world.

Ask pupils to create a clock face and explain that they are going to draw a picture on each time segment to represent a timeline for a day in the life of Mrs Banks. When she has finished with her work running the Banks family home, does she have a lot of time spare?

OR

Challenge pupils to imagine that they are one of the female characters: a cook, a nanny or an Edwardian mother running a family with servants. Ask them to write a letter to their family about their life, remembering the details about how few rights women had.

Plenary

Using the [Characters you meet in Mary Poppins](#) information sheet, ask pupils to look at the role of female servants and discuss how their jobs are done today, with a particular focus on the role of a

nanny and on one of the servants, the family cook. Ask pupils to compare the role of females then and now. What has changed? Is it better today? Encourage pupils to discuss how 'privileged' or easier male lives would be, and ask them to consider how limiting it would have been to be female.

Extension activity

For a drama exercise, using hot seating, ask pupils to imagine that they are interviewing a female character from *Mary Poppins* on the subject of women's rights.

THE WORD 'SUFFRAGE' MEANS HAVING THE RIGHT TO VOTE IN ELECTIONS

Women who campaigned to have the vote were called 'suffragettes'. Women householders over the age of 30 finally gained the vote in 1918. At the time, many people, including many women, did not believe it was right for women to have the vote. 1928 was the year women got the vote on the same terms as men.



Name

- Read them and decide which era they apply to, the early 1900s or today.
- Write the statement in the column you think is correct.

TODAY

[illegible][illegible]

WOMEN THEN AND NOW

Statements

Decide which of these statements go in the column for the Edwardian era and which go in the column for today.

There are not many jobs for women

Women have the vote

Married women are not expected to work

Writing letters is the main form of communication

An engagement can last decades before a couple can afford to marry

Women are not financially independent

There are two main jobs for women: factory worker or domestic

Women's wages are lower than men's

Women manage the home

Women wear long skirts or long dresses

Girls can wear trousers

WOMEN THEN AND NOW

Hair for women is always long and put up

Girls have as much right to go to school as boys

Parasols are widely used. They are not waterproof

A woman's place is in the home

Hats are worn every day

Women bring up children

The suffragette movement starts

Lots of better-off families have nannies

King Edward VII reigns

Queen Elizabeth II reigns

MAKE YOUR OWN MAGIC WITH MARY POPPINS

Take your class through the *Mary Poppins* story and some of the magic that happens. Challenge them to use their imaginations to create a magical experience that takes place when Mary Poppins visits them in their classroom.

Preparation

1. Photocopy the worksheet [Make your own magic with Mary Poppins](#), on A3 where possible, for each pupil.

LESSON CONTENT OUTLINE

Introduction

Remind pupils about the magic Mary Poppins has: she can fly; she can slide up a bannister; she can make children's toys come to life; and she can even make an ordinary visit to the park a magical experience!

Discuss with the class what happens when Mary Poppins takes Bert and the children to the park and the statues come to life. Ask the class why they think the statues come to life in the park.

Main activity

Ask the pupils to imagine that Mary Poppins will be visiting their classroom and they need to create a world that she would want to visit with them to have their own adventure.

Explain that they are going to work in pairs to think about how to turn an ordinary place that they have visited into a magical world with imaginative stories about what happens there.

Pupils should draw the magical world they want to visit – it can be anywhere they want. If they are struggling, give them some ideas, such as under the sea, outer space or an upside-down world. Remind the class that things can happen outside of the picture, too, so they don't have to put all of their ideas in the image.



MAKE YOUR OWN MAGIC WITH MARY POPPINS

Hand out the [Make your own magic with Mary Poppins](#) worksheet, which is a template storyboard to work from.

- Remind them that their adventure might require nonsense words, imaginary animals, other characters, music, and dance or movement.



- The story should have a beginning, where they enter their new magical world with Mary Poppins; a middle, where they meet different people or see different places; and it must end with them coming back to the classroom for a reason.
- In the show, they return to real life because it begins to rain.
- Pupils need to include a reason in their storyboard for returning to the classroom.

When everyone has finished, teams can share their stories with the whole class.

Plenary

When all the Mary Poppins magic stories have been delivered, ask for their titles and write them up on the board. Ask pupils to vote on the one adventure they, as a class, should go on with Mary Poppins.

Extension activity

This activity could also be extended and linked to drama or art work. Volunteers can act out their stories. Encourage children to combine movement and

gesture with images throughout their scene.

Pupils can be asked to produce a picture or collage of their story. They could also write a detailed description of their Mary Poppins magic as though they are writing a short story.

Learning objectives

- To write a storyboard of their own story based on *Mary Poppins*
- To draw or sketch visuals for the magical story created
- To share imaginative, creative outcomes

Curriculum references

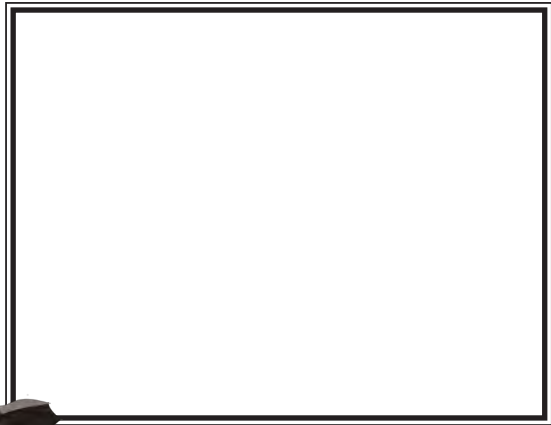
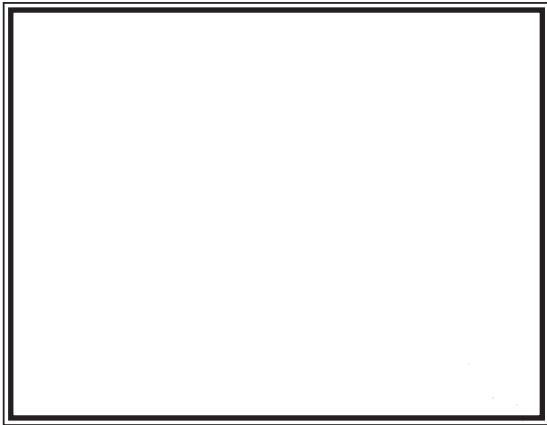
English, art and design, and drama. Also see curriculum connections grid – page 32.



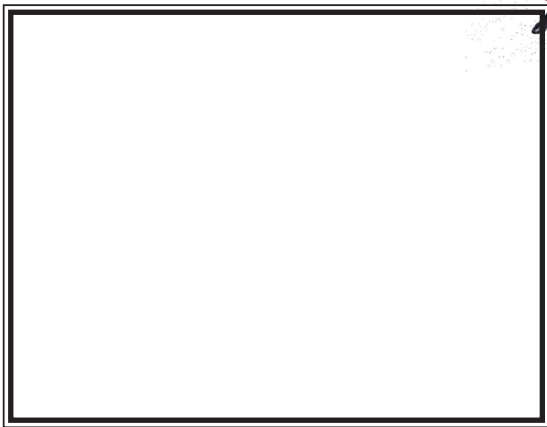
MAKE YOUR OWN MAGIC WITH **MARY POPPINS**

Name

Scene title
.....



.....
.....
.....



.....
.....
.....

LET'S GO FLY A KITE

The kite is one thing that has remained similar to how it was in the Edwardian era. Shapes and materials may change, but kites still bring the same joy to people. They are also an important part of the *Mary Poppins* story. Pupils will learn about the history of kites and the *Mary Poppins* kite song, and will work together to make their own kites.

Preparation

1. It may be helpful to have a ready-made kite to hand to illustrate this activity.
2. Photocopy/display the [Let's go fly a kite](#) song lyrics, to be delivered on screen/paper.
3. Photocopy/display the [How to make a kite](#) worksheet for each pupil.

LESSON CONTENT OUTLINE

Introduction

- Ask who in the class has flown a kite before and ask them to describe what happened and how it made them feel when it flew.

- If you have seen the show, remind pupils of the kite-flying moment in *Mary Poppins*, and display the lyrics of the song on the whiteboard.

Talk about what the kite means to the Banks children and how flying it with their mother and father shows how happy the family are together.

Main activity

- Reveal the history of kites by sharing the information sheet [The history of kites](#). Read through as a class; explain that they aren't just used as toys and have different significance around the world.

- The next stage is to show how kites fly. Before pupils start work on their own kites, you can display the image on the [How a kite works](#) information sheet and discuss as a class.

Explain that the reason kites can fly is all down to the air itself. The lifting force of all kites is produced by pushing the air downward. Ask pupils to think of the kite



LET'S GO FLY A KITE

as a sail boat, catching the air. The air pushes the kite along like the sail boat. Since the kite cannot go with the wind flow and it is tilted so that the air is pushed downward, it has nowhere to go but up.

Now challenge pupils to make their own kites. Give them access to the required elements from the tool kit and hand out the worksheet. Demonstrate to the class how to make the kite, then ask them to make their own and decorate it as they wish, ready for flying.

If it is not possible to build the kites, you can challenge pupils to design their own on paper and display the results in the classroom.

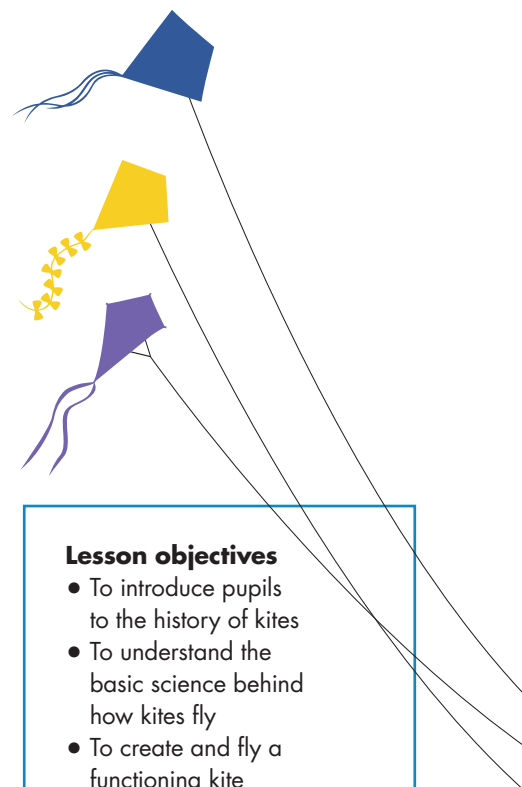
Plenary

Ask pupils what they enjoyed about building their own kites. Which part did they find difficult? Which decorations did they use and why? Discuss how it will be more fun to fly the kites because they made them themselves.



Extension activity

Take the class outside and experiment with how high they can make their kites fly. What happens when they try to fly the diamond-shape kites? Do they fly more successfully than the other shapes of kite? Which kite shape flies the best? What would they change about their kite now they have flown it? You can review the evaluations together as a class.



Lesson objectives

- To introduce pupils to the history of kites
- To understand the basic science behind how kites fly
- To create and fly a functioning kite
- To experiment to see which kites fly most successfully

Curriculum references

English, history, art and design, and science. Also see curriculum connections grid – page 32.



LET'S GO FLY A KITE

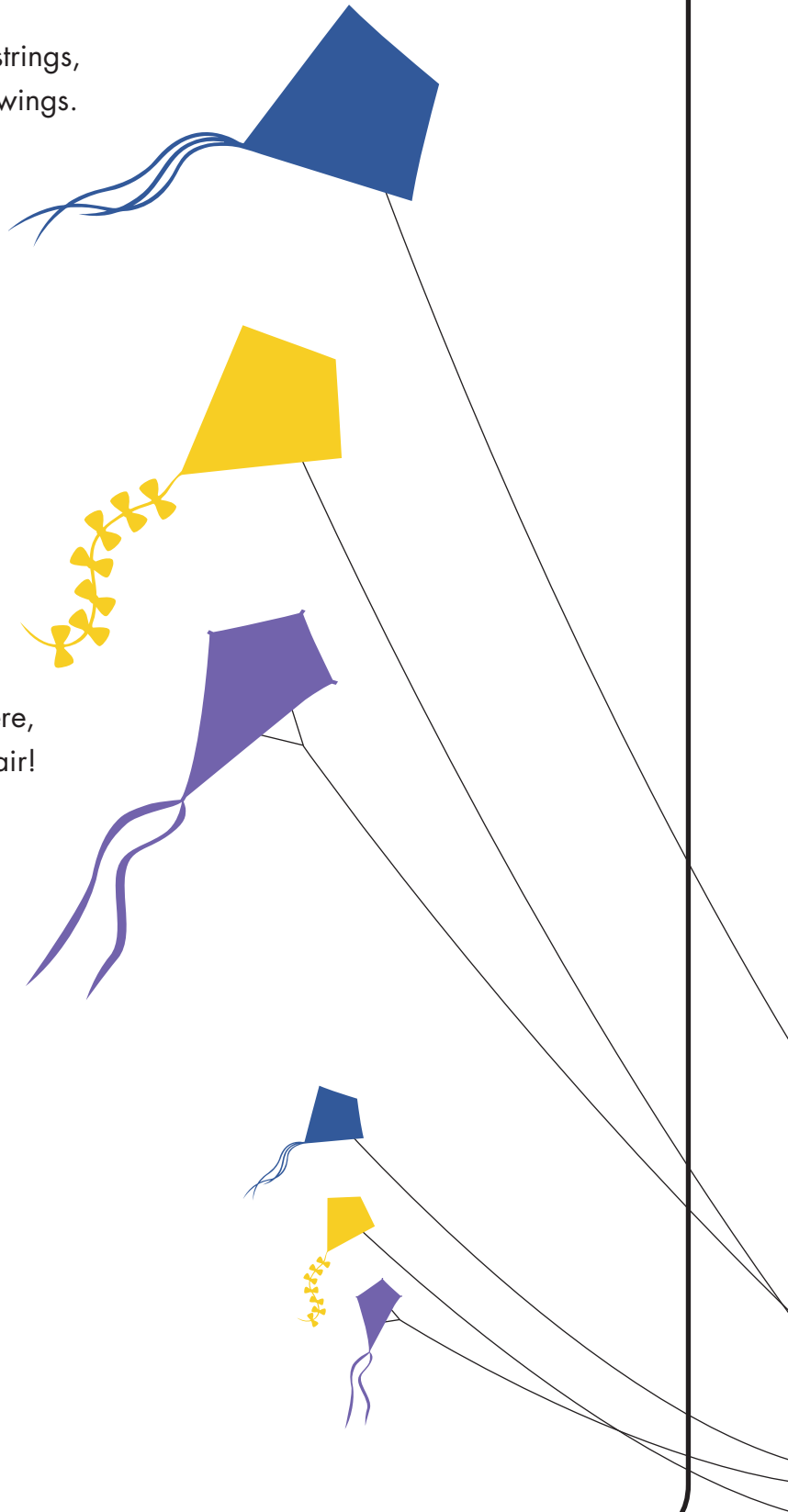
SONG LYRICS

With tuppence for paper and strings,
You can have your own set of wings.
With your feet on the ground,
you're a bird in flight!
With your fist holding tight,
To the string of your kite!

Let's go fly a kite
Up to the highest height
Let's go fly a kite
And send it soaring
Up through the atmosphere
Up where the air is clear
Oh, let's go fly a kite!

When you send it flying up there,
all at once you're lighter than air!
You can dance on the breeze,
over 'ouses and trees!
With your fist 'olding tight,
to the string of your kite!

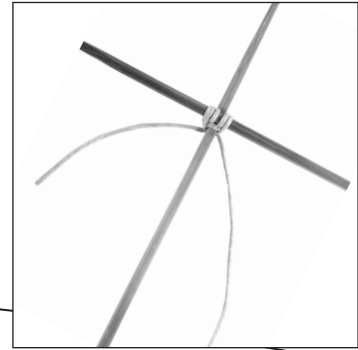
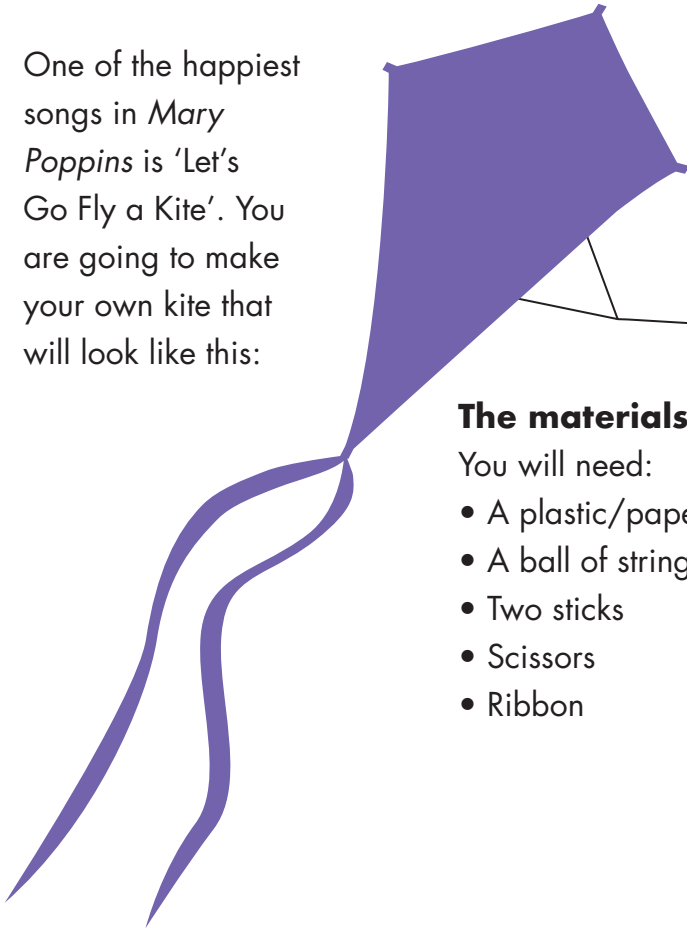
Let's go fly a kite
Up to the highest height
Let's go fly a kite
And send it soaring
Up through the atmosphere
Up where the air is clear
Oh, let's go fly a kite!



LET'S GO FLY A KITE

HOW TO MAKE A KITE

One of the happiest songs in *Mary Poppins* is 'Let's Go Fly a Kite'. You are going to make your own kite that will look like this:



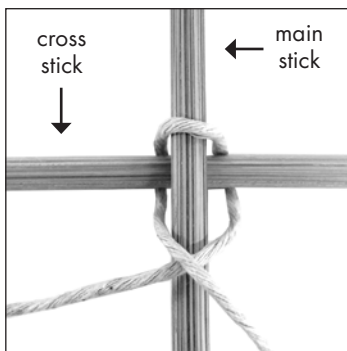
The materials

You will need:

- A plastic/paper bag
- A ball of string
- Two sticks
- Scissors
- Ribbon

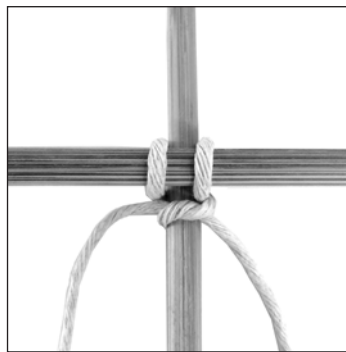
1 Tie the frame

Take the two sticks – they can be garden stakes, dowels, straight twigs or simple skewers – and tie them together with a piece of string. The cross stick should be tied about one third of the way along the main stick. See below to find out how.

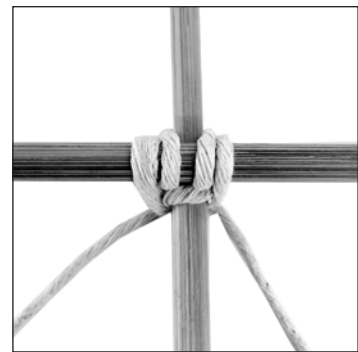


2a Tying the frame knot

Lay the main stick over the cross stick. Wrap string over the front of the main stick, behind both sides of the cross stick, and cross the ends over.

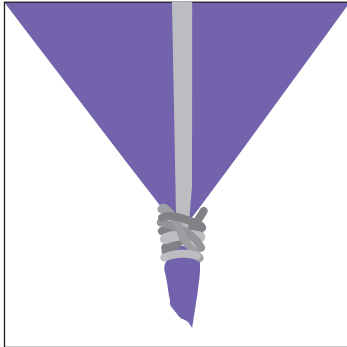


2b Turn your frame over so that the main stick is at the back. Bring the ends of the string round to make a single knot under the cross stick.



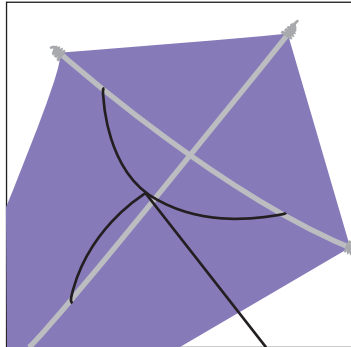
2c Wrap each end of the string once around either side of the cross stick, then take them to the back of the main stick and tie in a double knot. Done!

LET'S GO FLY A KITE



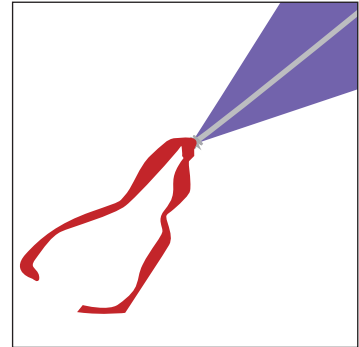
3 Cut the sail and tie to the frame

Cut the paper/plastic to fit the frame of the kite. Tie the ends of the sail to the wood frame – no need to use glue or tape, just keep the knots tight!



4 Attach the flying string

First, tie a piece of string from one side of the cross stick to the other, leaving slack to form a triangle, as shown in the illustration. Then, tie the end of a big ball of string to the bottom portion of the main stick, loop under the slack cross string and tie a simple knot at the intersection of the two strings (so it forms a triangular pyramid shape).



5 Make a ribbon balance

Tie ribbons or similar to the end of the kite in order to help balance it. You can even attach a small weight, such as a washer, if the ribbons don't seem weighty enough for your kite.



6 The hardest step: find wind and fly

The best way to launch the kite is to have a friend hold it while you back up slowly into the wind. Have your friend let the kite go while you let the string out. Or you can just hold it and run quickly into the wind!

PUPIL-LED ASSEMBLIES

On conclusion of the *Mary Poppins* activities, you can expand and develop the learning outcomes by asking pupils to work in teams to develop an assembly inspired by the activity of their choice.

The objective is to have a team of pupils that you work with to deliver the idea as an assembly. This will be a time-consuming project as pupils will have to develop learning outcomes from the *Mary Poppins* teaching resource, so you can plan to have one pupil-led assembly per term or per half term.

There are a range of options for assemblies inspired by the *Mary Poppins* activities:

Then and now

- Taking the session on the comparison of life in the Edwardian era and life today, pupils can be charged with creating an assembly that draws on the differences over 100 years and delivers a perspective on how and why life today has changed.

Women's rights

- Suffragettes is an interesting topic that tends to be covered mainly when there are major anniversaries. Pupils will have learned that some changes in the past 100 years have improved the role of women, but some aspects of a woman's life, working mothers in particular, result in hours as long as those of servants in the Edwardian families.

What does it mean?

- Mary Poppins is playful and creative with language. A team of pupils can explain that the English language is not static; it changes all the time with new words. William Shakespeare created 1,700 new words, most of which are familiar today. Teams produce an assembly concept with their nonsense words at the centre.

Make it memorable

Challenge the class to make the assembly interactive by incorporating a vote or opinion poll.

How can music, art and movement be used to bring the assembly to life for the audience?



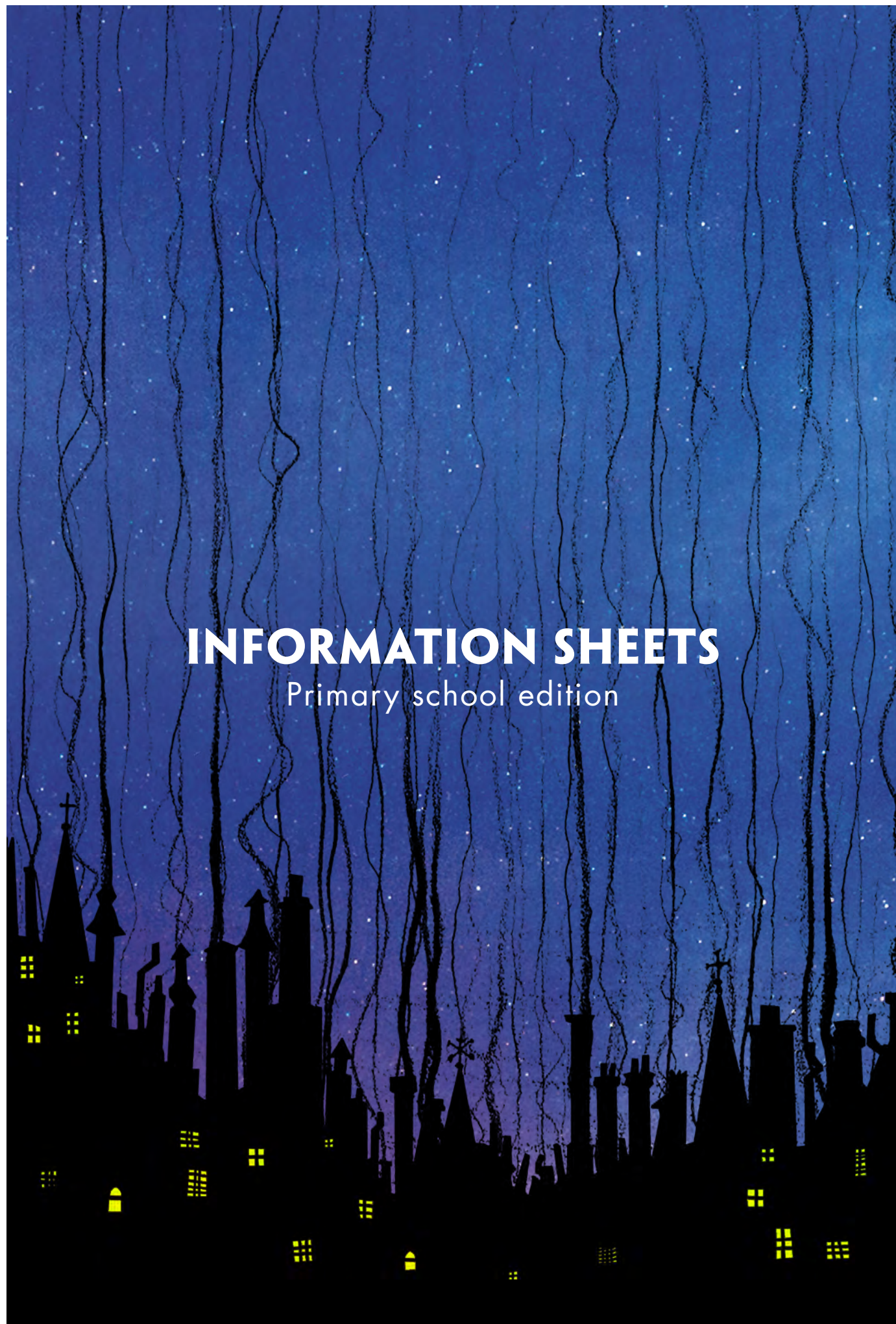
PRIMARY CURRICULUM CONNECTIONS

Primary curriculum connections (KS2)

TITLE	ENGLISH	HISTORY	OTHER
LIFE IN THE EARLY 1900s	<ul style="list-style-type: none"> • Reading non-fiction • Plan their writing • Descriptive and informative writing 	<ul style="list-style-type: none"> • Understand British history • Organisation of relevant historical information • Compare today to an historical setting • Gain historical perspective 	
WORD MAGIC WITH MARY POPPINS	<ul style="list-style-type: none"> • Spelling • Sentence construction • Use and understand grammar and terminology • Types of words • Creative writing 		Maths: <ul style="list-style-type: none"> • Counting
WOMEN IN THE EARLY 1900s	<ul style="list-style-type: none"> • Plan their writing • Descriptive and informative writing • Storytelling 	<ul style="list-style-type: none"> • Significant turning points in history • Identify processes of change • Work with short and long-term timescales • Draw contrasts between historical setting and today 	Drama: <ul style="list-style-type: none"> • Role play
MAKE YOUR OWN MAGIC WITH MARY POPPINS	<ul style="list-style-type: none"> • Plan their writing • Descriptive and informative writing • Storytelling • Give presentations expressing their own ideas 		Art and design: <ul style="list-style-type: none"> • Produce creative work • Express imagination through drawing • Evaluate creativity Drama: <ul style="list-style-type: none"> • Role play
LET'S GO FLY A KITE	<ul style="list-style-type: none"> • Spoken language • Recoding information 	<ul style="list-style-type: none"> • Draw contrasts between historical setting and today 	Science: <ul style="list-style-type: none"> • Use of materials • Distinguish between materials and object • Ask relevant questions • Effects of air resistance between moving surfaces Art and design: <ul style="list-style-type: none"> • Produce creative work • Express imagination through drawing • Evaluate creativity

INFORMATION SHEETS

Primary school edition



Mary Poppins story outline

The action takes place in and around the Banks family household, somewhere in London at the turn of the last century.

Bert, a chimney sweep, walks along a street in London, and introduces us to Cherry Tree Lane. Number 17 is where Mr and Mrs Banks live with their two children, Jane and Michael. They have two domestic staff: Mrs Brill is the housekeeper and cook, and Robertson Ay is her helper.

The two children behave so badly that every single nanny that comes to look after them ends up leaving rather promptly. Their father, who is a banker and loves 'precision and order', is at his wits' end, as is his wife, who only wants what is best for her family.

The children, too, are unhappy. They wish for a nanny who understands them, plays games with them, and keeps them active and happy. They write their own advertisement for a new nanny, which their father scoffs at before tearing up. A mysterious gust of wind takes the torn advertisement, sucks it up the chimney and, within moments, a lady fitting the description of 'the perfect nanny' arrives.

Her name is Mary Poppins and it is immediately evident that she is a very special person – 'practically perfect in every way'.

She starts to make changes to the household by making sure that the children know that she is in charge. No rudeness or disobedience will be tolerated and, in return, she introduces the children to a world of magical adventures.

On their first trip to the park, the statues come alive and dance with them, and on their second trip out, the children meet the gregarious Mrs Corry – a lady who is as old as time herself. Jane and Michael

learn to look beyond outer appearance and find the person inside the characters they meet. Bert the chimney sweep turns out to be a wonderful friend, and the Bird Woman, who sits on the steps of St Paul's Cathedral, is not a frail, old lady but a woman with a heart as big as the flock of birds that surrounds her.

Jane and Michael ignore Mary's wise teachings and both fly into a rage. They fight over Jane's doll Valentine, ripping its arm. The consequences of their anger become apparent when their toys take on a life of their own. Despite Mr Punch's verdict, Jane and Michael do not see the error of their ways.

Suddenly, Mary Poppins leaves the Banks household. The children are bitterly

disappointed and sad – even more so when they see the nanny that their mother has chosen to replace Mary. The formidable Miss Andrews, their father's own governess from his youth, storms into the home, seizing control. She is fierce and frightening, believing that nannies should have absolute control over every area of the household.

When Jane and Michael are in trouble, Mary Poppins knows and returns to 17 Cherry Tree Lane to restore a calm but loving atmosphere, dispensing with Miss Andrews in a puff of smoke. The deeper changes that Mary's influence has had upon the family now start to become apparent.

Her sense of fun and wonderment encourages Mr Banks to spend more time with his children and wife, and to let go of his strict, inflexible attitude.

As these changes take place, the family stop fighting and start to enjoy each other's company. When Mary can see that they can cope perfectly well by themselves, she takes her leave once more, flying away into the night sky.



Characters you meet in *Mary Poppins*



JANE and MICHAEL BANKS

Description

Daughter and son of Mr and Mrs Banks.
Jane is the eldest.

Characters

Both Jane and Michael long for a nanny who understands them and will look after them with love and care. However, Michael has a hot temper and Jane is snooty. Both are too young to properly understand the problems in the family.



MR GEORGE BANKS

Description

The father of Jane and Michael Banks is the head of the household, a banker by trade, who works in the City of London.

Character

He is strict, likes rules and order, and wants his house to be as calm and peaceful as possible.



MRS WINIFRED BANKS

Description

Jane and Michael's mother, George's wife.

Character

Winifred tries to keep her husband happy and her children out of trouble, while running the household at 17 Cherry Tree Lane. She used to be an actress but has given it all up to be a mother.



MARY POPPINS

Description

A marvellous, magical, supercalifragilisticexpialidocious nanny!

Character

Mary Poppins is a mysterious figure. She arrives in the Banks family without any explanation. She can understand every language. She is friends with all sorts of exciting and magical people, and best of all, she can fly!

Characters you meet in *Mary Poppins*



BERT

Description

A 'jack of all trades', including chimney sweep, match-seller and painter.

Character

Bert does every sort of job. If it is sunny, he paints pictures on the street; if it is raining, he sweeps chimneys. He has been friends with Mary Poppins for a very long time and shares her adventures.



MRS CORRY

Description

A sweet-shop owner, as old as time itself.

Character

Mrs Corry is larger than life. In her shop, she not only sells sweets, but she also sells words and conversations.

Bert's description of Mrs Corry:

Mrs Corry is the oldest woman in the world. She talked to William before he went conquering, to Vlad before he went impaling, and to Alexander when he wasn't so great. And she was there on the day when language was first invented.



BIRD WOMAN

Description

An old lady with a special love for, and connection with, birds.

Character

The Bird Woman is famous in London for feeding the birds near St Paul's Cathedral. Many people ignore her, thinking she is mad, but Mary Poppins knows she is a good person.

Edwardian era 1901-1910

Here are some key points about the Edwardian era which is the setting for *Mary Poppins*.

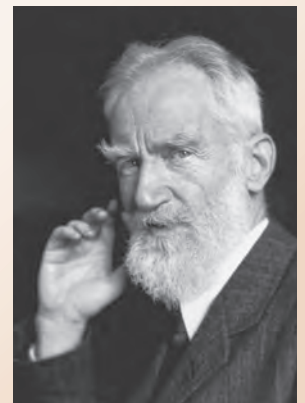


King Edward VII

MONARCH	SOCIAL
Edward VII born 1841, dies 1910	Britain still has a rigid class system
He succeeds the throne in 1901 after the death of his mother, Queen Victoria	A period of social and political change, including advances in women's rights and better conditions for working people
King Edward is seen as a leader of fashionable society and an enthusiastic sportsman	This is a time of rapid industrialisation
He loves travel, visiting America, Canada and the Middle East in his youth	Leisure sports are a must for the upper class
King Edward is known for his love of horse racing	The era is marked by its own unique style, architecture and fashion
He dies in 1910 and is succeeded by his son, who becomes George V	Edwardian theatre sees great playwrights, such as George Bernard Shaw, take to the stage in 'New Drama'
	Education is compulsory to the age of 12, but some poor families still send their children out to work
	Middle and upper-class families have servants to look after them
	Servants often work seven days a week, from as early as 5am until as late as 10 or 11pm, for very low wages



Industrialisation



George Bernard Shaw



Servants

Edwardian era 1901-1910

What differences and similarities are there between the two pictures?



London, 1910



London today

St Paul's and the suffragettes

On Wednesday 7 May 1913, a suffragette plot to blow up the bishop's throne in St Paul's was narrowly foiled, after a verger found the bomb at the east end of the cathedral.

The *Daily Gazette* of that evening reported:

// An enormous bomb, with a clock and battery attachment was discovered under the bishop's throne at the St Paul's Cathedral today... The dean conducted evensong near the bishop's throne last evening, but neither he nor the verger then noticed the package or heard the ticking. //

The failed bomb at St Paul's came during a period when members of the suffragette movement were turning to more extreme methods in their campaign for women's rights. Low-level acts included burning postboxes and cutting telephone wires, while larger examples included the burning of London houses and pavilions within royal parks. Items in the British Museum and National Gallery were also damaged.

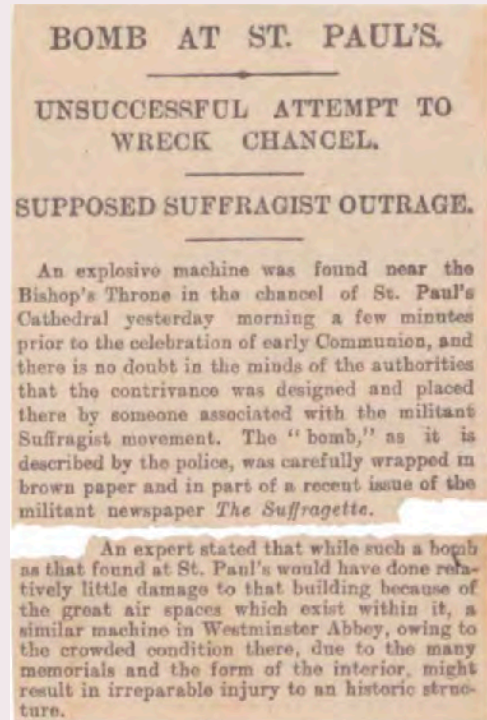
1913 marked the beginning of the use of explosive devices. The holiday cottage of the chancellor of the exchequer, David Lloyd-George, was damaged (February 1913) as was the Coronation Throne within Westminster Abbey (June 1914).

Perhaps the most high-profile act of the suffragette movement also took place in 1913, when Emily Davison ran onto the racetrack and was knocked down by the King's horse during the Epsom Derby. She was to die from her injuries.

One hundred years after women received the right to vote, the first female bishop of London, Rt Revd Sarah Mullally, was enthroned on the very seat that the suffragettes attempted to destroy in 1913.



The bishop's throne (cathedra) under which the bomb was placed




The article from *The Morning Post* of 8 May 1913



Plaque displaying the names of the most recent bishops of London

The suffragettes

YEAR	EVENT
1832	Mary Smith, from Yorkshire, petitions that she and other unmarried women should 'have a voice in the election of Members [of Parliament]'. This was the first women's suffrage petition to be presented to Parliament.
1866	John Stuart Mill MP presents the first mass women's suffrage petition to the House of Commons. It contains more than 1,500 signatures.
1870	The Married Women's Property Act gives married women the right to own their own property and money.
1894	The Local Government Act is passed, which allows married and single women to vote in elections for county and borough councils.
1897	The National Union of Women's Suffrage Societies (NUWSS) is formed. Led by Millicent Fawcett, the NUWSS favoured petitions and other peaceful campaign methods.
1905	<p>The Women's Social and Political Union (WSPU), which had been formed in 1903, adopts the motto 'Deeds not Words', resulting in the start of militant action by the suffragettes.</p> <p>The NUWSS organises its first large procession, where 40 suffragist societies and more than 3,000 women march from Hyde Park to Exeter Hall in the rain and mud. It later became known as the 'Mud March'.</p>
1907	<p>75 suffragettes are arrested when the WSPU attempt to storm the Houses of Parliament.</p> <p>Qualification of Women Act is passed, allowing women to be elected onto borough and county councils and as mayor.</p>
1908	<p>Herbert Henry Asquith, an anti-suffragist Liberal MP, becomes Prime Minister.</p> <p>'Women's Sunday' demonstration is organised by the WSPU at Hyde Park, London. Attended by 250,000 people from around Britain, it is the largest-ever political rally in London. Stones with written pleas tied to them are used to smash windows in Downing Street, and women tie themselves to railings.</p>  <p>GREAT VOTES FOR WOMEN DEMONSTRATION IN HYDE PARK, SUNDAY, JUNE 21, 1908.</p>

The suffragettes

YEAR	EVENT
1909	Suffragettes in prison go on hunger strike. Later that year, prisons begin to force-feed inmates on hunger strike.
1910	<p>The Conciliation Bill, which would grant suffrage for one million women who owned property over the value of £10, is passed by the Commons but fails to become law.</p> <p>In retaliation, 300 suffragettes from the WSPU march on parliament, where they are met with police brutality, assault and arrests. This day later becomes known as 'Black Friday'.</p>
1912	<p>The Parliamentary Franchise (Women) Bill is introduced and defeated by 222 votes to 208.</p> <p>The Labour Party becomes the first political party to include female suffrage in its manifesto.</p>
1913	<p>Emily Wilding Davison is killed after she steps out in front of the King's horse at Epsom Derby. Thousands attend her funeral.</p> <p>50,000 people from around the UK take part in the NUWSS's 'Pilgrimage for Women's Suffrage', which concludes with a peaceful rally in Hyde Park.</p>
1918	<p>The Representation of the People Bill is passed, allowing women over the age of 30 and men over the age of 21 to vote. Women have to be a member, or be married to a member, of the Local Government Register.</p> <p>The Parliamentary Qualification of Women Act is passed, enabling women to stand as MPs, and in 1919, Nancy Astor takes her seat in the House of Commons, as the first female MP in Britain.</p>
1928	The Representation of the People Act entitles everyone over the age of 21 to vote.
1929	Women over the age of 21 vote in their first general election.



The history of kites

The history of kite flying is a long tale stretching back over 3,000 years. A famous Chinese legend says that the first kite was born when a farmer tied a string to his hat to keep it from blowing away in a strong wind.

Kite flying was eventually spread by traders from China to Korea, and across Asia to India.

Kites were brought to Japan by Buddhist monks. They were used to avert evil spirits and to ensure rich harvests.

In Korea, newly born children had kites flown and released for them, to take away any bad luck they had been born with.

Kites were flown by farmers in Thailand at the time of the monsoon, to ask the gods to make the winds blow long enough to prevent all the rain falling on their crops and flooding them.

In Polynesia, a kite contest is still held where the highest-flying kite is dedicated to the gods.



In Europe, kites were used to learn more about the wind and weather. Kites helped the Wright Brothers to develop the very first aeroplane.

One of the most unusual uses of kite power was developed by a teacher in England in the 19th century. He used a pair of kites to pull his carriage along the road, and some of his kite trips were recorded to be more than 100 miles.

How a kite works

