

High Bickington Church of England Primary Academy History: Swords & Sagas



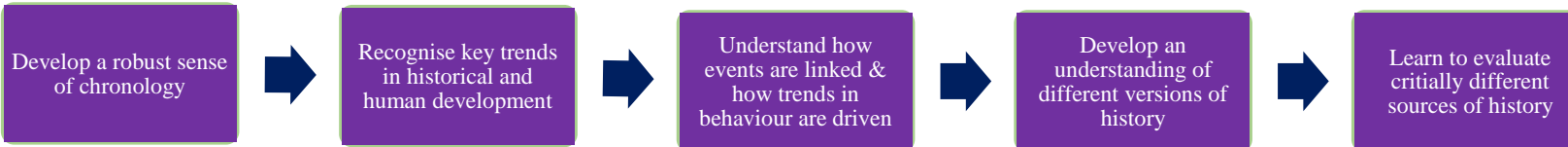
History

Vision

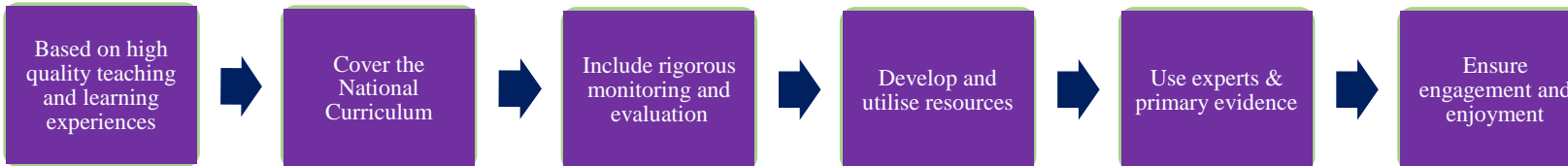
History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

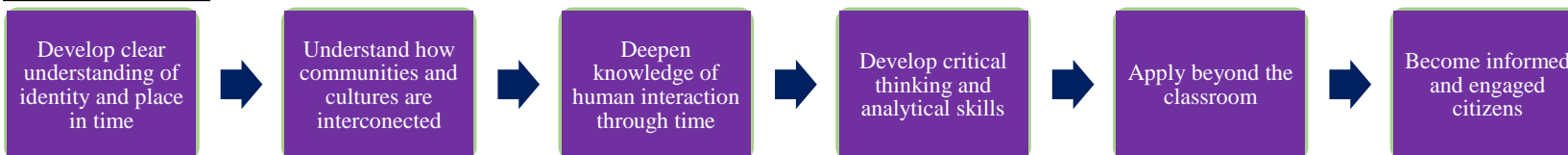


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert
Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions Dedicated sessions reviewing the week's learning helping to make connections.

Format
 Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
 Students develop strong retention skills, articulate historical knowledge & concepts.

Swords and Sagas (Vikings)

Subject: History	Year: 3 / 4	Term: Spring 1
National Curriculum Aims	<p>Key Objectives:</p> <p>WALT: Sequence significant events in Anglo-Saxon and Viking history on a timeline.</p> <p>WALT: Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p> <p>WALT: Create a character profile of St Bede, explaining why he is an important historical figure, and explore connections with a significant figure from India.</p> <p>WALT: Write a diary recount of a day in the life of an Anglo-Saxon, using knowledge and experiences from our visit to the Saxon Village.</p> <p>WALT: Ask probing questions to explore different views on whether King Arthur was a real historical figure or a myth.</p> <p>WALT: Evaluate contrasting portrayals of Alfred the Great and decide whether he deserves his title of "Great."</p>	
Key Elements	<p>Key Elements:</p> <ul style="list-style-type: none"> ● Rule ● Workers' Rights / Women's Rights ● Education ● Militaria 	
Key Questions	<p>Key Questions:</p> <p>How did events in Anglo-Saxon and Viking history shape Britain between AD 400 and 1066?</p> <p>What can Anglo-Saxon artefacts tell us about the lives and culture of the people who made and used them?</p> <p>Why is St Bede remembered as a significant figure in Anglo-Saxon history, and how does his contribution compare to significant figures from other cultures?</p> <p>What was daily life like for people living in an Anglo-Saxon village?</p> <p>Was King Arthur a real historical figure, or is he simply a myth?</p> <p>Does Alfred the Great deserve to be remembered as "great," and why might people have different opinions about him?</p>	
Curriculum coherence	<p>Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In Year 4, students build on their learning from Year 3, where they explored the Ancient Romans and their influence on Britain, and from Year 1/2, where they studied monarchy through topics like the Great Fire of London, Mary Anning, and Magnificent Monarchs. They also deepen their understanding of earlier civilizations, such as the Ancient Egyptians and the Stone and Iron Ages.</p> <p>Development of chronological understanding will be built on, as will students' ability to use and interpret primary sources of evidence, including artefacts, historical accounts, and maps. Their understanding of how historians interpret the past and construct narratives will also develop, allowing students to critically engage with how histories of different periods have been written.</p> <p>Building Futures - Future Learning through the project:</p> <p>As students progress into Years 5 and 6, their historical knowledge will continue to deepen, connecting prior learning to new and increasingly complex topics. In Year 5, students will revisit the Victorians, focusing on industrialisation, empire, education, and workers' rights, building on their earlier understanding of local Victorian history. They will explore a significant turning point in British history by studying the impact of the railways and investigate global conflicts through a unit on World War I and II. Their study of ancient history will expand to include the Shang Dynasty and the Ancient Greeks, further developing their understanding of early civilisations.</p> <p>In Year 6, students will undertake the Maafa project, exploring the transatlantic slave trade and its profound historical and human impact. They will also delve into Peasants, Pestilence, and Princes, examining the dramatic events of 14th-century Britain, such as the Black Death, medieval warfare, and life under feudalism. Their study of the Tudors in Off with Her Head will connect with earlier explorations of monarchy, as they uncover the intrigue, power, and peril of Tudor court life, culminating in a criminal investigation of Henry VIII's reign. Across both years, students will refine their ability to interpret historical evidence, debate moral and social issues, and construct critical and empathetic narratives of the past.</p>	

	Vocabulary: Chronology, Raid, Artefact, Monastery, Scholar, Burh, conversion, settlement, invader			
Key Text				
Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	Lesson 1	<p>Lesson 1: Change WALT Sequence significant events in Anglo-Saxon and Viking history on a timeline</p> <p>Recap on Prior Learning (10 mins) Recall key facts about the Roman withdrawal from Britain: When and why did the Romans leave? Discuss what children already know about the Saxons and Vikings (e.g., Where did they come from? What might they have brought to Britain?).</p> <p>Elicitation Task (15 mins) Use a human timeline activity: Provide children with image, title, and fact cards featuring significant events (e.g., Roman rule ends, Saxon raids worsen, Offa’s Dyke, Viking raiders attack). Children arrange themselves chronologically in a human timeline. Groups create freeze frames of their events and share one fact with the class.</p> <p>Main Activity (25 mins) Provide children with information cards for significant events between AD 410–1066 (e.g., Roman withdrawal, Saxon raids, Viking attacks). In small groups, children work to sequence events on a timeline template, ensuring chronological order. Use resources like BBC Bitesize videos to verify dates and add detail. Encourage children to illustrate their timelines with simple drawings or symbols.</p> <p>Sharing and Comparing Answers (5 mins)</p>	<p>Students should understand:</p> <p>Year 3: Children know that history is divided into periods to help us understand how life has changed over time.</p> <p>Children know that the Anglo-Saxon and Viking periods followed the end of Roman rule in AD 410.</p> <p>Children know that significant events in this period include the first Saxon raids, the building of Offa’s Dyke, and the first Viking attacks.</p> <p>Year 4: Children know that timelines help historians organise and compare events from different periods.</p> <p>Children understand that the Anglo-Saxon and Viking periods were marked by major changes in leadership, culture, and settlement.</p> <p>Children know that events such as the Roman withdrawal, the reign of Alfred the Great, and</p>	<p>Year 3: Children can order key events from the Anglo-Saxon and Viking periods on a timeline.</p> <p>Children can describe how life in Britain changed between significant events.</p> <p>Year 4: Children can explain the significance of historical events and how they relate to each other.</p> <p>Children can make links between different periods in history, such as the Roman withdrawal and the rise of</p>

	<p>Groups present their completed timelines to the class, explaining their reasoning. Discuss how these events influenced life in Britain during the Anglo-Saxon and Viking periods</p> <p>Adapting for Mixed Ages</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Provide a simplified timeline with fewer events and clear visuals. • Offer scaffolded support (e.g., sentence starters like “This event happened in…”). <p>Year 4:</p> <ul style="list-style-type: none"> • Include more complex events and ask children to explain how these events connect (e.g., “Why did the end of Roman rule lead to Saxon raids?”). • Challenge children to predict what might have happened if the Romans had stayed in Britain. <p>Diving Deeper Challenge Investigate: What happened to Britain’s leadership after the Romans left? Children write a paragraph explaining the transition from Roman rule to Saxon settlements, linking it to events on their timeline.</p> <p>Unicef Sustainable Development Goals (SDGs) Goal 4: Quality Education: Highlight how understanding historical events helps develop critical thinking and global awareness. Goal 16: Peace, Justice, and Strong Institutions: Discuss how the withdrawal of Roman governance led to conflicts and new systems of leadership, and link this to the importance of strong institutions in maintaining peace today. For example:</p> <ul style="list-style-type: none"> • Year 3: “What happens when leadership disappears?” • Year 4: “How did the Saxons and Vikings try to build new systems of leadership, and why is this important for societies today?” <p>Conclusion (5 mins) Discuss the Big Question: Why is it important to understand the sequence of historical events? Reflect on the role of strong leadership (linking to SDG Goal 16).</p> <p>Practical Resources</p> <ul style="list-style-type: none"> • Timeline cards with dates and events • BBC Bitesize videos • Timeline templates (differentiated for Years 3 and 4) • Visual aids, including maps and drawings • A4 and A3 Anglo-Saxon and Viking materials 	<p>Viking raids were turning points in Britain’s history.</p>	
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	<p>Lesson 2</p> <p>Lesson 2: Artefacts and Sutton Hoo (with Global Links)</p> <p>WALT: Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture, and compare them to artefacts from other cultures, including India.</p> <p>Recap on Prior Learning (10 mins) Revisit the timeline from Lesson 1. Ask: "How do we know about the Anglo-Saxons? What do you think artefacts can tell us about their lives?" Briefly introduce India's history during the same period, e.g., the Gupta Empire (AD 320–550) or medieval India, focusing on trade connections.</p> <p>Elicitation Task (15 mins) Use the Historian Questions: Why is it important to study artefacts? How do artefacts from different cultures help us understand the past? What similarities and differences might we expect between Anglo-Saxon and Indian artefacts? Children discuss these questions in groups and share their ideas with the class.</p> <p>Main Activity: Analysing Artefacts (25 mins) Step 1: Anglo-Saxon Artefacts Provide photos of Anglo-Saxon artefacts (or museum box items). Children analyse their artefact, noting materials, use, and cultural significance. Step 2: Indian Artefacts Provide photos of Indian artefacts (e.g., pottery, jewellery, or sculptures from the Gupta period or medieval India). Children repeat the process, analysing the Indian artefact for materials, use, and cultural significance. Step 3: Comparison Children create a Venn diagram to compare Anglo-Saxon and Indian artefacts. Prompt questions: <ul style="list-style-type: none"> • What materials are the same or different? • What do these artefacts tell us about the societies they came from? • Can you find any evidence of trade or shared ideas? <p>Sharing and Comparing Answers (5 mins) Groups share their findings with the class, highlighting key comparisons.</p> </p>	<p>Substantive Knowledge</p> <p>Year 3:</p> <p>Children know that artefacts are objects from the past that help us understand how people lived.</p> <p>Children know that Anglo-Saxon artefacts include swords, jewellery, and tools, while Indian artefacts from a similar time may include items such as pottery, sculptures, or trade goods.</p> <p>Children understand that artefacts reflect the values, skills, and beliefs of a society.</p> <p>Year 4:</p> <p>Children know that archaeologists study artefacts to understand the lives of people in the past.</p> <p>Children understand that comparing artefacts from different cultures shows us how societies interacted and developed.</p> <p>Children can make links between Anglo-Saxon artefacts and Indian artefacts, such as trade routes, materials used, and cultural influence.</p>	<p>Disciplinary Knowledge</p> <p>Year 3:</p> <p>Children can describe Anglo-Saxon and Indian artefacts, focusing on their features, materials, and uses.</p> <p>Children can identify similarities and differences between artefacts from different cultures.</p> <p>Year 4:</p> <p>Children can explain how artefacts reveal cultural and historical information.</p> <p>Children can compare artefacts to identify global connections, such as trade or shared materials.</p>
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	<p>Discuss how trade and interaction between cultures might have influenced the design or materials of the artefacts.</p> <p>Adapting for Mixed Ages</p> <p>Year 3: Focus on describing artefacts and identifying basic similarities and differences. Provide simplified Venn diagrams and sentence starters.</p> <p>Year 4: Encourage deeper analysis, such as how trade or cultural exchange might have influenced artefacts. Challenge children to think critically about what artefacts reveal about daily life, beliefs, or trade.</p> <p>Diving Deeper Challenge</p> <ul style="list-style-type: none"> ● Investigate: How might Anglo-Saxon and Indian societies have been connected through trade or cultural exchange? ● Write a paragraph or create a labelled map showing possible trade routes and shared materials. <p>Unicef Sustainable Development Goals (SDGs)</p> <p>Goal 4: Quality Education: Understanding the past through artefacts fosters global awareness and appreciation of different cultures.</p> <p>Goal 11: Sustainable Cities and Communities: Discuss the importance of preserving historical sites and artefacts globally, including Sutton Hoo in Britain and archaeological sites in India.</p> <p>Conclusion (5 mins) Reflect on the Big Question: How do artefacts from different cultures help us understand the past? Highlight how Anglo-Saxon and Indian artefacts show the diversity and complexity of human history.</p> <p>Practical Resources</p> <ul style="list-style-type: none"> ● Photos of Anglo-Saxon artefacts (e.g., Sutton Hoo items) ● Photos of Indian artefacts from a similar period (Gupta Empire, medieval India) ● Annotated drawing templates for artefacts ● Historian Questions worksheet ● Venn diagram templates ● Visual aids (maps showing trade routes, images of artefacts) 		
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	<p>Lesson 3</p>	<p>The Significance of St Bede and Global Connections WALT: Create a character profile of St Bede, explaining why he is an important historical figure, and explore connections with a significant figure from India.</p> <p>Mantle of the Expert Setup (10 mins) Brief the class: <i>"You are expert historians hired by a museum to curate an international exhibition called Significant Historical Figures Across Cultures. Your task is to create profiles of St Bede and Aryabhata to showcase how their work preserved knowledge and influenced future generations."</i> Role Play: Divide the class into Museum Teams, assigning roles like: Source Analysts: Examine and summarise historical sources. Profile Designers: Organise findings into a creative format (e.g., fact files, spider diagrams). Presenters: Prepare to explain the significance of St Bede and Aryabhata to museum visitors (the rest of the class).</p> <p>Elicitation Task: Meeting St Bede (10 mins) A teacher (or visitor) role-plays St Bede, introducing themselves: <i>"I lived from AD 673 to AD 735 in Anglo-Saxon Britain. I dedicated my life to studying and writing about history, and my most famous work, The Ecclesiastical History of the English People, is still read today. But why am I important to you? It's because my books help us understand how your ancestors lived!"</i> Discuss: What questions would you ask St Bede about his life and work?</p> <p>Main Activity: Creating Profiles (25 mins) Research St Bede (15 mins): Provide teams with historical sources, including: A written summary of St Bede's life. Simplified excerpts from his writings. Images of St Bede and Anglo-Saxon monasteries. Teams create a character profile of St Bede, using a spider diagram or fact file format.</p> <p>Introduce Aryabhata (10 mins): Explain Aryabhata's significance: <i>"Aryabhata (born AD 476) was a scholar in India during the Gupta Empire. He wrote books about mathematics and astronomy, introducing the concept of zero and calculating the value of pi!"</i> Provide an image or brief summary about Aryabhata for teams to create a second profile, focusing on his contributions to science and education.</p>	<p>Substantive Knowledge Year 3: Children know that St Bede was a monk who lived during the Anglo-Saxon period and is regarded as the "Father of English History."</p> <p>Children know that scholars like St Bede recorded important events to preserve cultural knowledge.</p> <p>Children know that Aryabhata was an Indian mathematician and astronomer who made significant contributions to science and education.</p> <p>Year 4: Children know that St Bede's writings provide a detailed account of Anglo-Saxon life and are key to understanding this period.</p> <p>Children understand that Aryabhata, a scholar from the Gupta Empire, was instrumental in advancing mathematical and astronomical knowledge.</p> <p>Children can make connections between the roles of scholars in preserving and sharing knowledge across cultures.</p>	<p>Disciplinary Knowledge Year 3: Children can gather information about a historical figure from written and visual sources. Children can describe why a historical figure is significant within their culture.</p> <p>Year 4: Children can use multiple sources to construct a detailed character profile. Children can compare the contributions of historical figures from different cultures.</p>

Sharing and Comparing Answers (10 mins)

Each team presents their profiles of St Bede and Aryabhata.

Discuss:

What similarities do you notice between St Bede and Aryabhata?

How do their works reflect the values and priorities of their cultures?

Why is it important to study scholars from different parts of the world?

Adapting for Mixed Ages**Year 3:**

Provide simplified summaries and sentence starters, such as: “St Bede was important because...” or “Aryabhata discovered...”.

Focus on creating one fact file for St Bede and a brief description of Aryabhata.

Year 4:

Encourage more detailed profiles, drawing comparisons between St Bede and Aryabhata.

Challenge children to consider how these figures preserved knowledge for future generations.

Diving Deeper Challenge

Investigate: How did St Bede and Aryabhata influence the way people think about history and science today?

Write a short paragraph or create a diagram linking their contributions to modern knowledge.

Unicef Sustainable Development Goals (SDGs)

Goal 4: Quality Education: Discuss how figures like St Bede and Aryabhata contributed to education and knowledge-sharing across generations.

Goal 17: Partnerships for the Goals: Highlight the importance of learning from other cultures, such as through your school’s India partnership.

Conclusion (5 mins)

Reflect on the **Big Question:** Why do we study significant figures from history?

Emphasise how scholars like St Bede and Aryabhata helped preserve knowledge and shape the world we live in today.

Practical Resources

Monk costume for “Meeting St Bede”

Source materials: summaries, excerpts, and images of St Bede and Aryabhata

	<p>Fact file or spider diagram templates Venn diagram templates for comparisons Visual aids showing Anglo-Saxon monasteries and Gupta Empire India</p>		
Lesson 4	<p>Everyday Life in Anglo-Saxon Times WALT: Write a diary recount of a day in the life of an Anglo-Saxon, using knowledge and experiences from our visit to the Saxon Village.</p> <p>Recap on the Visit (10 mins) Show photos from the Escot visit on the interactive whiteboard or as printed handouts. Facilitate a class discussion: <i>“What did you see and do in the Saxon Village?”</i> <i>“What was the forge like? What tasks were being demonstrated in the kitchen?”</i> <i>“What did you learn about how Anglo-Saxons lived, worked, and cooked?”</i> Create a class mind map on the board, listing key activities, tools, and spaces the children observed.</p> <p>Elicitation Task: Building the Diary Framework (10 mins) Discuss the structure of a diary entry: <i>“How do we start a diary?”</i> (e.g., “Dear Diary,”) <i>“What kinds of things might an Anglo-Saxon write about their day?”</i> (e.g., morning tasks, communal meals, work at the forge).</p> <p>Brainstorm possible sensory details for their recount: What did they see? (e.g., smoke from the forge, wooden huts) What did they hear? (e.g., crackling fires, tools clanging) What did they smell? (e.g., cooking food, burning wood).</p> <p>Main Activity: Writing a Day-in-the-Life Diary (30 mins) Step 1: Planning the Diary (10 mins): Children complete a planning sheet, choosing a role from the Saxon Village (e.g., a blacksmith, a cook, a child helping with chores). Prompts for planning: Morning: <i>What was your first task? What did you eat for breakfast?</i> Midday: <i>What work did you do? Who did you interact with?</i> Evening: <i>What did you eat or do with your family?</i></p> <p>Step 2: Writing the Diary (20 mins): Children write their diary entries, using their experiences at Escot and the class discussion for inspiration. Differentiation: Year 3: Provide sentence starters (e.g., “In the morning, I...” or “At the forge, I saw...”).</p>	<p>Substantive Knowledge</p> <p>Year 3: Children know that Anglo-Saxons lived in villages with key features like a forge, kitchens, and communal spaces.</p> <p>Children understand that daily life involved tasks such as farming, cooking, and craftwork.</p> <p>Children know that Anglo-Saxon homes and tools were made from natural materials found in their environment.</p> <p>Year 4: Children know that Anglo-Saxon villages were self-sufficient, with everyone contributing to the community's survival.</p> <p>Children understand that Anglo-Saxon life was influenced by their environment and seasonal changes.</p> <p>Children can make connections between what they observed at Escot and what they know about Anglo-Saxon culture.</p>	<p>Disciplinary Knowledge</p> <p>Year 3: Children can describe aspects of daily life in Anglo-Saxon times using sensory details (e.g., sights, sounds, smells).</p> <p>Children can sequence events in a diary format.</p> <p>Year 4: Children can write a recount that demonstrates an understanding of the social structure and daily responsibilities of an Anglo-Saxon village.</p> <p>Children can include reflective elements, considering how Anglo-Saxon life differs from their own.</p>

	<p>Year 4: Encourage more detailed reflections, including how they felt during each part of their day and comparisons to modern life.</p> <p>Sharing and Comparing Answers (5 mins) Invite a few children to read their diary entries aloud to the class. Discuss common themes: <i>“What kinds of tasks did we all include?”</i> <i>“What surprised you about daily life in the Saxon Village?”</i></p> <p>Adapting for Mixed Ages Year 3: Focus on describing sensory details and sequencing simple tasks. Provide a structured planning sheet and examples of short diary entries. Year 4: Encourage greater depth in their writing, reflecting on emotions, challenges, and comparisons to modern life. Challenge them to include historical vocabulary (e.g., forge, mead hall, hearth).</p> <p>Diving Deeper Challenge Children write a second diary entry from the perspective of a different role (e.g., a blacksmith instead of a cook). Alternatively, they could write a reflection imagining how their life today would change if they lived in an Anglo-Saxon village.</p> <p>Unicef Sustainable Development Goals (SDGs) Goal 4: Quality Education: Discuss how hands-on learning (like visiting Escot) deepens our understanding of history. Goal 11: Sustainable Cities and Communities: Compare how the Anglo-Saxons used natural materials for their homes and tools to the modern concept of sustainable living.</p> <p>Conclusion (5 mins) Reflect on the Big Question: What was everyday life like in Anglo-Saxon times? Discuss: <i>“What would you enjoy or dislike about living in an Anglo-Saxon village?”</i></p> <p>Practical Resources Photos from the Escot visit Planning sheets for diary entries Writing templates (differentiated for Year 3 and Year 4) Visual aids (e.g., labelled diagrams of Saxon Village spaces and tools) specific resources or adjustments for this lesson?</p>		
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	<p>Lesson 5</p> <p>King Arthur – Man or Myth? WALT: Ask probing questions to explore different views on whether King Arthur was a real historical figure or a myth.</p> <p>Core Knowledge By the end of the lesson, children should know: Probing questions are follow-up questions that ask for more detail. Different historical sources present conflicting views on King Arthur. Asking effective questions helps us explore and evaluate evidence more deeply.</p> <p>Lesson Content Recap on Previous Learning (5 mins)</p> <ul style="list-style-type: none"> ● Recap the Anglo-Saxon period: <i>“Who were the Anglo-Saxons, and why did they invade Britain?”</i> ● Introduce King Arthur: <i>“Legend has it that King Arthur was a great leader who fought against the Anglo-Saxons to protect Britain. But was he real, or is he just a story?”</i> <p>Elicitation Task: Introducing Probing Questions (10 mins) Explain probing questions: <i>“Probing questions are follow-up questions that help you find out more details. Instead of just asking, ‘Who was King Arthur?’ you might ask, ‘What evidence do we have that King Arthur really existed?’ or ‘Why do some people think he’s a myth?’”</i> Model questioning: Show an image or quote about King Arthur (e.g., “King Arthur pulled a magical sword from a stone”). Ask: <i>“What might we want to ask about this statement to find out more?”</i> Generate probing questions as a class (e.g., “What is the source of this story? Could it be true?”).</p> <p>Main Activity: Investigating King Arthur (30 mins) Step 1: Group Work (15 mins) Divide children into small groups and provide each group with historical source materials, such as: Written accounts (e.g., summaries or excerpts from legends about King Arthur). Images of King Arthur and his knights. Quotes or conflicting accounts about Arthur’s existence. Task: Read the source(s) provided.</p>	<p>Substantive Knowledge Children know that King Arthur is a legendary figure associated with the Anglo-Saxon period.</p> <p>Children understand that historical sources about King Arthur vary in accuracy and reliability.</p> <p>Children know that myths often mix real events with fictional elements to tell a story.</p>	<p>Disciplinary Knowledge Children can identify information gaps in a source and ask relevant questions to clarify or extend understanding.</p> <p>Children can evaluate the reliability of sources by comparing details and identifying contradictions.</p> <p>Children can form and justify an opinion based on evidence and</p>
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	<p>Write down 3–5 probing questions you would ask to learn more about the source’s reliability or details (e.g., “Who wrote this? When was it written? Is there evidence to support it?”).</p> <p>Step 2: Group Discussion (10 mins) Groups share their questions with the class. The teacher selects one or two probing questions for the class to discuss in more detail. Facilitate a debate: <i>“What evidence supports that King Arthur was real? What evidence suggests he might be a myth?”</i></p> <p>Sharing and Comparing Opinions (5 mins) Discuss as a class: <i>“Based on the evidence we’ve seen today, do you think King Arthur was real or a myth?”</i> Encourage children to support their answers with reasons from the sources (e.g., “I think he was real because...” or “I think he was a myth because...”).</p> <p>Adapting for Mixed Abilities SEND Support: Provide simplified source materials with clear headings and summaries. Offer question starters, such as “Who...” “What...” “Why...” and “How do we know...?” Higher Ability: Challenge children to evaluate the reliability of each source, identifying why some might be more trustworthy than others. Encourage them to consider how myths develop over time and why they might persist in history.</p> <p>Diving Deeper Challenge Investigate: How do myths like King Arthur influence modern culture? Children could research how King Arthur is represented in books, films, or TV and reflect on why this legend is still popular today.</p> <p>Unicef Sustainable Development Goals (SDGs) Goal 4: Quality Education: Highlight how asking questions and evaluating sources helps us become critical thinkers. Goal 16: Peace, Justice, and Strong Institutions: Discuss how legends like King Arthur show people’s desire for fair and just leaders, linking this to modern concepts of leadership and governance.</p> <p>Conclusion (5 mins) Reflect on the Big Question: Why is it important to ask questions when learning about the past? Emphasise how asking probing questions helps us think critically about historical sources and form our own opinions.</p>		
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		<p>Practical Resources</p> <ul style="list-style-type: none"> ● Historical source materials (e.g., summaries, quotes, and images about King Arthur) ● Question stems worksheet to support questioning ● Visual aids (e.g., a timeline showing when King Arthur might have lived, key events from the legend) ● BBC History and Caerleon Net resources ● Access to “The Search for King Arthur” YouTube video for further exploration 		
	<p>Lesson 6</p>	<p>Lesson 6: Was Alfred So Great? WALT: Evaluate contrasting portrayals of Alfred the Great and decide whether he deserves his title of "Great."</p> <p>Disciplinary Knowledge Year 3: Children can describe how Alfred the Great is portrayed in different images or texts. Children can annotate an image with facts about Alfred. Year 4: Children can evaluate whether Alfred deserves his title based on evidence. Children can compare Alfred’s leadership with leaders from other cultures, considering their achievements and challenges.</p> <p>Lesson Content Recap on Previous Learning (5 mins) Discuss: <i>“What makes someone a great leader? What qualities do we expect them to have?”</i> Revisit King Arthur: <i>“Last time, we debated whether King Arthur was real or a myth. Today, we’ll look at another famous leader, Alfred the Great. But was he really so great?”</i></p> <p>Elicitation Task: Contrasting Portrayals of Alfred (10 mins) Show two contrasting images of Alfred: Positive portrayal: Alfred as a wise and heroic king, perhaps seated on a throne or commanding an army. Negative portrayal: Alfred burning cakes (a famous legend showing him distracted or failing). Discuss: <i>“What do these images tell us about how Alfred is remembered?”</i> <i>“Why might people have different views about the same person?”</i></p> <p>Main Activity: Annotating Alfred (30 mins)</p>	<p>Substantive Knowledge Year 3: Children know that Alfred the Great was a Saxon king who defended England against Viking invasions.</p> <p>Children know that Alfred introduced important reforms, such as strengthening education and law.</p> <p>Children know that historians have different opinions about Alfred’s actions and their impact.</p> <p>Year 4: Children know that Alfred is remembered as the only English king to be called "Great," but not all sources agree on his greatness.</p> <p>Children understand that historical interpretations depend on the perspective of the writer or source.</p> <p>Children can make connections between Alfred’s reforms and the idea of leadership in history.</p>	<p>Disciplinary Knowledge Year 3: Children can describe how Alfred the Great is portrayed in different images or texts.</p> <p>Children can annotate an image with facts about Alfred.</p> <p>Year 4: Children can evaluate whether Alfred deserves his title based on evidence.</p> <p>Children can compare Alfred’s leadership with leaders from other cultures, considering their achievements and challenges.</p>

	<p>Step 1: Research Alfred’s Actions (15 mins) Provide children with key facts about Alfred’s life, such as:</p> <p>Positive: Defeated Viking invaders and negotiated peace. Rebuilt England’s defenses, creating a system of fortified towns (burhs). Supported education and encouraged the translation of important texts into English. Developed fairer laws.</p> <p>Negative: Failed to stop some Viking invasions. Focused primarily on Wessex, not all of England. The “burning cakes” legend, suggesting he wasn’t always attentive. Include extracts from BBC Bitesize or other accessible sources.</p> <p>Step 2: Annotate the Images (10 mins) Children annotate each image with facts from the research: For the positive image, write facts that support Alfred’s greatness. For the negative image, write facts that challenge his reputation.</p> <p>Step 3: Form an Opinion (5 mins) Children decide: <i>“Do you think Alfred deserves to be called ‘the Great’? Why or why not?”</i></p> <p>Sharing and Comparing Opinions (5 mins) Discuss as a class: <i>“What were Alfred’s greatest achievements? What were his biggest failures?”</i> <i>“Does being a great leader mean never making mistakes?”</i></p> <p>Linking to India A meaningful link to India could focus on comparing Alfred’s leadership with an Indian historical figure. Here’s how: Introduce an Indian Leader: Present Ashoka the Great (268–232 BCE), an Indian emperor of the Maurya Dynasty: Like Alfred, Ashoka is remembered as a great leader who strengthened his kingdom and promoted peace. Ashoka is famous for spreading Buddhism and focusing on nonviolence after initially expanding his empire through war.</p> <p>Comparison Activity: Highlight similarities and differences between Alfred and Ashoka: Both introduced reforms that strengthened their societies. Both are remembered for promoting education and peace, but only after significant conflict (Vikings for Alfred, Kalinga War for Ashoka). Discuss:</p>		
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Assess & Review	7	<p>Speak Like an Expert Session: Revisiting Traders and Raiders WALT: Demonstrate what we have learned about Anglo-Saxon and Viking history by speaking like experts and completing a reflective task.</p> <p>Session Breakdown (45 Minutes) <i>Part 1: Expert Quiz – Show What You Know (20 Minutes)</i> The session starts with a quiz to help children organise their knowledge, build confidence, and prepare for the "Speak Like an Expert" discussion.</p> <p>Quiz Format</p>	●	●

	<p>Children answer 10–12 questions in their books to revisit key aspects of the unit. Include prompts to help them explain answers in full sentences.</p> <p>Example Questions:</p> <p><i>Chronology:</i> Q1: When did the Anglo-Saxon period begin? What key event marked the end of Roman rule?</p> <p><i>Artefacts:</i> Q2: What is Sutton Hoo, and why is it important? Q3: What can we learn about Anglo-Saxon life from the artefacts found there?</p> <p><i>Significant People:</i> Q4: Who was St Bede, and what did he do? Q5: Why is Alfred remembered as “the Great”?</p> <p><i>Daily Life:</i> Q6: Name two jobs that Anglo-Saxons might do in their village.</p> <p><i>Historical Interpretation:</i> Q7: Was King Arthur real or mythical? Give one reason to support your opinion.</p> <p><i>Comparison:</i> Q8: Name an Indian leader we studied. How was their leadership similar or different to Alfred the Great?</p> <p>Recording the Quiz Children write their answers in their books, using full sentences where possible.</p> <p><i>Part 2: Speak Like an Expert Discussion (15 Minutes)</i> This activity builds on their quiz answers, giving children the chance to articulate their learning and speak like experts.</p> <p>Group Discussions (10 Minutes) Divide the class into small groups of 4–5. Each child takes turns presenting one answer from their quiz, explaining their reasoning. Encourage children to ask probing questions of each other (e.g., “Why do you think that?” or “Can you explain more about this?”).</p> <p>Class Feedback (5 Minutes) Invite a few children to share their ideas with the whole class. Focus on encouraging confident, accurate use of historical vocabulary (e.g., “artefact,” “chronology,” “evidence”).</p> <p><i>Part 3: Reflective Task – Elicitation Follow-Up (10 Minutes)</i> To ensure the session is recorded in their books, children complete a reflective written task linked back to the timeline and big questions from earlier lessons.</p>		
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	<p>Task Description: Title: <i>“What I’ve Learned About Traders and Raiders”</i> Children create a short written reflection in their books, including: Timeline Update: Recreate the timeline from Lesson 1, now adding details they’ve learned throughout the unit (e.g., St Bede, Sutton Hoo, King Arthur, Alfred the Great). Big Question Reflection: Choose one question to answer in full sentences: <i>“What makes a leader great?”</i> <i>“How do artefacts help us understand the past?”</i> <i>“How does history include both facts and myths?”</i> Differentiation: Year 3: Provide a partially filled timeline template and sentence starters (e.g., “My favorite part of the unit was…” or “An artefact tells us…”). Year 4: Challenge children to make connections across the unit (e.g., “How does learning about Alfred help us understand the Anglo-Saxons as a whole?”).</p> <p>Wrap-Up (5 Minutes) Reflection: As a class, discuss: <i>“What surprised you most during this unit?”</i> <i>“What do you feel most confident explaining as an expert?”</i> Teacher Feedback: Celebrate children’s ability to speak and write like experts.</p> <p>Why This Works Combines Speaking and Writing: Children demonstrate knowledge verbally (discussion) and in writing (reflections). Reinforces Historical Thinking: By asking probing questions and linking back to the timeline, children revisit key concepts and consolidate their learning. Focuses on Progress: The task revisits the elicitation activity (timeline) to clearly show how children’s knowledge has developed over the unit.</p>		
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Glossary

Chronology	The arrangement of events in time order.
Artefact	An object made or used by people in the past.
Raid	A sudden attack, often by Vikings on Anglo-Saxon settlements.
Monastery	A building where monks live, work, and worship.
Scholar	A person who studies and writes about knowledge, like St Bede.
Burh	A fortified town created by Alfred the Great to protect people
Pagan	A person who follows a religion different from Christianity (commonly used to describe early Saxons and Vikings).
Conversion	Changing religious beliefs, such as when the Anglo-Saxons became Christians
Leader	Someone in charge of a group or community, like King Alfred or King Arthur.
Myth	A traditional story, often fictional, like the legend of King Arthur
Settlement	A place where a group of people build homes and live together.
Evidence	Information or clues that help us learn about the past.
Invader	A person or group that enters a place to take control, such as the Vikings.
Legacy	Something handed down from the past, such as Alfred's reforms.
Fortress	A strong building or place used for defense, often found in Saxon and Viking territories.