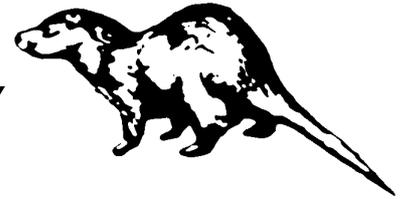


NUFFIELD PRIMARY HISTORY



ROMANS, ANGLO-SAXONS, AND VIKINGS IN BRITAIN

CELTIC BRITAIN: THE LAND THE ROMANS CONQUERED

TEACHERS' NOTES

These were the first two lessons in a sequence of three whole morning sessions that introduced the year 3 class to Roman Britain.

The first lesson introduced the mystery holiday topic, and ended with an investigation of two pictures showing Celtic life. The teaching revolved around the idea of a mystery holiday, and finding out about it. This led into the creation of an understanding of Celtic Britain on the eve of Roman invasion and settlement.

The second lesson concentrated on reading a contemporary description of Britain during the Celtic period, extracting information and preparing to produce a travel brochure / poster to advertise the mystery holiday on the island.

Literacy was addressed throughout: introducing the text and the materials about the island, then working on the production of the travel brochure and other materials. We focused very sharply upon the idea of the travel brochure genre to communicate knowledge and understanding.

Year group/class

Year 3, mixed ability and mixed gender. The class included a number of highly literate pupils.

Teaching time

Two one-and-a-quarter hour sessions.

Learning objectives

- To interest and excite the children about Roman Britain.
- To engage them with both visual images and a difficult and challenging text and to develop and deepen their understanding of information, ideas and concepts.
- To use the genre of a travel brochure as the medium for them presenting their ideas about the island, that is, translating the information from the Roman description of Britain to a different medium.
- To involve them with looking at the provenance of evidence.
- To develop their literacy skills through focusing on the following aspects of Year 3 NLS text level work :
 - 3.1.20 ‘to read information passages, and identify the main points or gist of text’.
 - 3.1.22 ‘to write simple non-chronological reports, from known information... write for a known audience.’
 - 3.2.12 ‘to identify the different purposes of instructional texts’.
 - 3.2.13 ‘to discuss the merits and limitations of particular instructional texts’.
- In this context to use a picture as a text to generate word, phrase/sentence and paragraph level work. In addition, to extend language within the recount / recall sub-genre.

Key question

- What was Celtic Britain like when the Romans arrived?

Resources

Travel brochure

The Island: Tacitus’ description of Britain

Tacitus’ description cut up into small strips

Pictures of a Celtic village [optional; however, the lesson is improved if you can use pictures of Celts and a Celtic village]

The Island: Facts – chart for each pupil

The teaching [Lesson 1]

Episode 1

Focus: Mystery Holiday – challenge, questions.

The lesson started with the world of the child, using the idea of a foreign holiday as a stimulus. We told the class that they had won a mystery holiday.

We split the class up into pairs and gave each pupil a piece of scrap paper.

We asked the pairs to discuss where they would like to go on a holiday and the questions that they would ask about the place that they had chosen.

To clarify what we wanted we then listed on the board what three pupils came up with.

The pupils copied the table into their books.

Where?	Why chosen?	Questions about it
Alaska	Adventure	What do they grow for food?
Ibiza	Hot	Why is the sea so blue?
		Why is it so hot?
France	French food	How do they make the food so good?

Episode 2

Focus: Working on creating questions; oracy.

In their pairs the pupils then wrote down the name of the place they wanted to go to, swapped papers with their partners and wrote down questions about the place that their partner had chosen.

Each pupil then talked to their partner about their questions.

Children then stood up and talked about the place their partner had chosen, and the question that they wanted answering about that place.

For example, Emily asked Jamie where he wanted to go to. He said France, she asked why he wanted to go there; he replied 'Because I have got family there'.

We now added to the original table, using pupil feedback and questions.

Episode 3

Focus: Modelling travel brochure genre – analysing the elements in a brochure and demonstrating how it is created.

We asked the class: How would you find out about your place?

We brainstormed replies. Interestingly they mentioned the Internet, as well as travel brochures. Emily's contribution – 'travel agent'. Excellent!

We now handed out pages from a travel brochure to each pair, and asked them to look at them in order to find out about the place.

We asked the children what each page of the brochure contained. They came up with a list that we put on the whiteboard.

Next we talked about how the pages were designed (pictures – beach, bedroom; where it is; where you can fly from; guides; cost; leisure facilities; climate; people there).

What is in the mind of the person who makes the brochure? Why have they made it? Think about their view of their audience, what they put into the brochure, how they present their ideas.

Episode 4

Focus: The Mystery Holiday. Using picture clues, questioning.

We then told the class that each of them had won a two-week mystery holiday in a competition.

The holiday would be different – it could involve time travel / or travel to an historical fantasy world recreated in the present. They would live with a family in its home.

They were told to think of the questions they would ask about the place that they were going to visit. The pupils then talked to their partners about their questions. They wrote down each question on a separate slip of paper.

We then told the children that we wanted them to design their own brochure for the mystery holiday place that they had won. To help them we had two pictures, one of a Celtic family, the other of a Celtic farm consisting of three huts, a walled enclosure, and sundry animals – sheep, cattle, horses.

We gave out the pictures, one for each pair.

The children asked questions about the place, e.g. What kind of food do they have? Why do they have straw roofs? Why don't they have chimneys that stick out? What does it look like inside? Why aren't there any cars? Why are they wearing old-fashioned clothes? Who are they? Are they Celts?

We split them into teams, and told each team it had to design a travel brochure for an adventure holiday – a history holiday in the island community shown in the pictures.

The holiday company is holding a competition for the winning ideas.

The teaching [Lesson 2]

Episode 1

Focus: Reading; working on the text.

We handed out a copy of the sheet *The Island*. We said that this sheet would tell them about the place where they would go for their mystery holiday.

Then each pupil went through the sheet underlining any words or phrases that they could not understand.

Then I asked for pupils who had not underlined any words or phrases to come to the front. There were four volunteers: Tom, Olivia, Ben and Jamie.

They read out a paragraph each in turn to the whole class.

When a word or phrase that a pupil had underlined was mentioned, we asked the rest of the class if anyone could define it. We chalked up definitions and explanations on the board. We went through each paragraph in turn.

Episode 2

Focus: Creating an impression of the text – building up the mental picture.

Each pupil had to say one thing that came to their mind about their holiday destination.

These we put up as a concept web on the board, discussing briefly each point.

Episode 3

Focus: Reading the text in depth; dealing with the separate ideas / sections in the text.

We now put up the categories of information in the text on the board and handed out *The Island – Facts* chart.

I told the class that they would find out about the categories from reading the text.

We read out the whole text to them again. As we read we asked them to spot categories in the text.

The pupils now worked in pairs, extracting information about the categories and entering them on their charts.

After a quarter of an hour the pupils, working in pairs, had filled in their sheets.

Episode 4

Focus: Pulling together the strands and solving the mystery.

We asked the class where the mystery holiday was. We gave them atlases to look at which showed Europe. Using the clues in the text, they were able to work out that it was in fact Britain.

where? between Germany, France, Spain

shape? diamond

size? big and long

religion? same as Gauls

language? French

climate, weather? rain, mist, warm, wet

people? red hair, sly faces, savages, curly hair, men wore armour

people's behaviour? cowards, stupid, always in trouble

We told them that they had won a trip on a time machine and that they would travel back in time to visit Britain at the time of the Romans.

Episode 5

Focus: Thinking about the brochure's generic features; modelling.

We now returned to our theme of designing a brochure for the mystery holiday on A3 paper. With the class we returned to the ideas we had introduced in lesson 1. The class agreed that the brochure would be designed for a travel agent.

So what do you say about the place? *Brilliant.*

Who do you sell the holiday to? *Rich people.*

What is the first thing on the poster / brochure page? *Picture, title.*

What other things? *Information: where it is, where you stay, language, what will you do, religion, children's activities, climate, cost – what it includes, meals, bar, restaurant swimming pools.*

The class used a subsequent literacy hour to continue to research, design, draft and produce their mystery holiday brochure in the form of an A3 poster.

Learning outcomes

The lessons resulted in a wide range of learning outcomes. The most significant were:

- The assimilation of a strategy for interacting with a difficult and challenging text, with the related extraction, processing and adaptation of information from it.
- The fostering of oracy, in terms of private and public speaking and listening, to deepen and develop understanding.
- The assimilation of ideas about genre, and the ability to transfer the structural ideas about a specific genre to the task of creating the poster for the adventure holiday.

Reflection

These were my first two lessons with a new class, so the pupils coped really well. They stayed on task throughout the morning, settling down quickly and efficiently. Plenty of verbal feedback. In the class there is a group of able pupils who acted as leaders for the rest. All children took a full part in the oral feedback.

Very interesting in terms of concentrating on genre, that is looking at the way in which it operates, demonstrating, modelling and implementing the ideas.

Nuffield Primary History project

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