

NUFFIELD PRIMARY HISTORY



ROMANS, ANGLO-SAXONS AND VIKINGS IN BRITAIN: BOUDICCA

TEACHERS' NOTES

In the previous term the Year 4 class had been focusing on the overall topic of 'Invaders and Settlers'. Therefore it was an ideal opportunity to focus upon one particular heroine (or villain) from the topic – Boudicca. From their previous work, the class had already formed their own ideas about this particular period in history.

There was a strong link between literacy and history. All lessons were taught during the literacy hour.

Year group/class Year 4, mixed ability.

Teaching time Four literacy hours.

Learning objectives

- To set the scene for learning about a historical person through studying a document and a picture.
- To develop an understanding of a historical person through questioning and close observation of written detail.
- To build upon pupil vocabulary through the visual representation of feelings.
- To promote literacy through the reading of a Nigerian poem, demonstrating the poetic genre.
- Pupils' modelling of the genre by writing their own poetry based upon the historical heroine and the Nigerian poem.

Key questions

- Who was Boudicca?
- What was she like physically and what was she like as a person?
- What did other people think about her?
- What was her fate and why?

Resources

Large picture of Boudicca (several topic books have good pictures of Boudicca you can use)

My Hero template

Description of Boudicca by Cassius Dio

Adjective cards

Before the Hunt : a poem by Lari Williams

The teaching

Episode 1

Focus: How we represent ideas and feelings visually.

The starting-point was to think about our thoughts and feelings towards other people, and how we show them.

I gave each child an adjective card containing one word describing a thought or feeling (such as worried, sad, puzzled). They left the room and returned with the facial expression written on their card. The class had to guess the mood being represented.

Episode 2

Focus: My Hero – what messages do our heroes' looks convey?

The children had to think of the person they most admired in the world and think of reasons why they had chosen that particular person.

They had to think what they were like physically, their facial expression and their behaviour.

They then had to complete the *My Hero* template and have their partner guess who the hero was.

We now moved on to look at the picture of Boudicca. What messages did her looks convey? The children discussed this using the same categories as on the *My Hero* template.

Episode 3

Focus: Written expression of thoughts and feelings.

I read Cassius Dio's description of Boudicca to the class twice, then divided them into two groups.

Group A had to create a concept map showing what Cassius Dio thought and felt about Boudicca, whilst group B had to create a concept map about their own personal thoughts and feelings about Boudicca. What impact did Cassius Dio's words have upon them?

These ideas we pooled at the end of the lesson, writing them in two columns: Cassius Dio's thoughts and feelings, and the children's own thoughts and feelings about Boudicca.

Then I asked the children to list questions they would like to ask Boudicca, under the heading: *Boudicca time warp*. They answered as many as possible by researching in the class topic books. Together we built up a picture of Boudicca as a person, and of her role in the story of the Roman invasion of Britain.

Episode 4

Focus: To write poetry based on examples of descriptive, expressive language.

I gave the children a copy of the poem *Before the Hunt* by Lari Williams (we'd read it in an earlier lesson).

We discussed the use of adjectives and how the poet created tension.

We discussed how we might start a poem about Boudicca.

The children were then asked to write a poem about Boudicca – a war prayer – in a similar style to *Before the Hunt*.

The children refined and edited their poems.

Episode 5

Focus: Individual performance of poetry.

Each member of the class read his or her poem to the class. I was impressed at how well they had used words, particularly adjectives, to create impact.

Learning outcomes

The children developed:

- an understanding of the impact of other people upon us
- an understanding of concepts such as invasion
- their social skills, through questioning, discussion, whole class, group and paired work
- an understanding of the poetic genre by writing their own poems in the style of the Nigerian poem *Before the Hunt*, showing use of expressive language.

Nuffield Primary History project

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