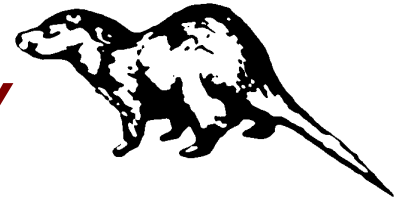


NUFFIELD PRIMARY HISTORY



BRITAIN AND THE WIDER WORLD IN TUDOR TIMES QUEEN ELIZABETH I

TEACHERS' NOTES

We have taught a Spanish Armada lesson using simulation. This involved the pupils in considering the elements of the situation. The next step is to study the Armada portrait, but we first want to give the pupils some idea of what Queen Elizabeth might have been like, using two documentary sources.

Year group/class

Year 3, mixed ability and gender. Used to active whole class teaching, that is exposition, discussion and debate as a class; and individual, pair and group work linked to the overall lesson theme.

Teaching time

One hour.

Learning objectives

- To build up in the pupils' minds an understanding of the character and features of Queen Elizabeth.
- To increase pupils' ability to read texts, both pictorial and written.

Key questions

- What was Queen Elizabeth like?
- What can we learn about her from written sources?

Resources

A poster of a pop or sports idol; we used ones of Posh Spice and David Beckham

Table: My hero's picture

Features list

Two descriptions of Queen Elizabeth, A and B

Word meaning list

We used a single A3 sheet in Textbreaker format that included the features list, the two descriptions and the word meaning list – included

here as an A4 sheet that can be enlarged. For Textbreaker information see 'Reading documents' in the 'Teaching methods' section of the Nuffield Primary History website.

Before the lesson, ask the children to bring in posters of their idols – sport, pop, or whatever.

The teaching

Episode 1

Focus: Reading a picture. My hero – investigating features of posters.

We put up a poster of Posh Spice and discussed with the class what it showed us about her.

- What does the poster choose to show?
- Why have the poster designers selected these particular elements?
- What features does the poster have – title, caption, words, choice of picture and so on?
- Who is the intended audience?
- What were the creators of the poster trying to do?

(These questions help to define the genre.)

Episode 2

Focus: Listing their heroes' features

We asked the class to think of the person that they most admire in the world, and to discuss for 5 minutes with a partner:

- What do they look like?
- What kind of clothes do they wear?
- How do they behave? What kinds of things do they do?
- What are they like – their character?

Now we asked the children to list their idol's features on the table: "My hero's picture", working from the posters they had brought in. Those who hadn't brought a poster worked with a friend, or used our Posh Spice or David Beckham posters.

When they had finished, we asked volunteers to read out different sections of their tables about their hero's features and the message the poster was trying to convey.

We told them that next we were going to look at a hero from the past.

Episode 3

Focus: Descriptions of a national hero. Quick impressions; creating a title.

We told the class that we had two descriptions of a great national hero, and that we'd use these to design a poster.

First we'd have to work out what they say, then use the information to draw a picture of her.

We handed out the A3 textbreaker sheet with its two descriptions of Elizabeth, word meaning list and features list.

We read each description to the class, asking the pupils to shut their eyes and create a mental picture of what the person was like.

Then we asked the children to give a title for each description; these we put up on the board as a concept web.

We read through the descriptions again, this time asking the pupils to draw a quick sketch of Elizabeth based upon what they had heard.

Episode 4

Focus: Word and phrase level work: text marking.

Individually the pupils read through the descriptions of Elizabeth, underlining the words they didn't know.

Next we divided them into pairs. Each pair worked on a small section of one of the descriptions, using the word meaning list to translate their piece into modern English.

We chose pairs in turn to come to the front of the class and read out the meaning of their section of the text. The rest of the class wrote in the translation on their extracts.

Episode 5

Focus: Working on word categories: the Queen's features. Picturing the Queen.

In pairs the pupils then worked on their Queen Elizabeth features list, filling in the table on the A3 textbreaker sheet.

The children now used their features table to design a poster showing Queen Elizabeth, in celebration of the defeat of the Armada.

In creating their posters they had to think of:

- the context,
- the content and message they wished to get across,
- the role of the author,
- whom the poster was for.

Episode 6

Focus: Poster of the Queen.

The class discussed their posters, the content and intentions.

They were now ready to tackle the Armada portrait of Queen Elizabeth in the next lesson.

Learning outcomes

The children:

- learned to read pictorial texts through analysing their features and purpose
- read and understood two difficult and challenging written texts
- were able to translate information from one medium (pictorial) to another (written) and vice versa
- formed a mental model of the character and features of Queen Elizabeth.

Nuffield Primary History project

General editors: Jacqui Dean and Jon Nichol

Authors of this unit: Jon Nichol and Jacqui Dean

© Nuffield Primary History 2001

downloaded from www.nuffieldfoundation.org/primaryhistory