ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: King Alfred UNIT: Once Upon a Time CONCEPT: Transformation YEAR: 1

BIG QUESTION	Why was King Alfred known as Alfred the great?	
END OF UNIT OUTCOME	Children to create an information poster about the events of King Alfred's achievements and life.	
NC OBJECTIVES	• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	**Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.** **They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods** What was England like in the year AD871 "B.C." stands for "before Christ." "A.D." stands for years after his birth. This means that King Alfred became king 871 year after Jesus was born. We are living in 2024 AD. That means King Alfred was King of England 1,152 years ago! The time period King Alfred ruled in was called the 'Anglo-Saxon' age.	Life in the Anglo-Saxon age: https://www.bbc.co.uk/bitesize/articles/zphysk7#zvbcr2p a comparison sheet between life in 2024 and life in 871 Alton Buckle 

	England wasn't united as a country, it was separated into kingdoms. Lots of tribes came over to England by boat from Germany and Scandinavia. Three of the most powerful tribes were the Angles, the Saxons and the Jutes. The tribes spent lots of time fighting but also farming and settling in different areas. There were lots of wars between Kingdoms and tribes. The children in the Anglo-Saxon age did not go to school, the girls would help around the home and the boys learnt to work with their fathers. They made lots of intricate jewelry and worked jobs such as, blacksmithing, tanning, weaving, farming, carpentry etc. An Anglo-Saxon settlement was established in the Alton and discovered by archaeologists. It contained grave goods including the Alton Buckle which is on display in the Curtis Museum and considered to be the finest piece of Anglo-Saxon craftsmanship found in Hampshire. The buckle, found in the grave of a warrior, has a silver-gilt body set with garnets and glass. Each tribe and Kingdom would've spoken lots of different Germanic and Latin languages, the English language as we know it didn't exist yet! The English language existed but was very different. Although lots of words from the Anglo-Saxons still exist now, like 'cow', 'cheese' and 'ghost!' Lots of place names are from the Anglo-Saxons, like 'Essex', 'Oxford', and 'Banbury.' During the Saxon period Alton was known as Aweltun. The River Wey has a source in the town, and the name Alton comes from an Anglo-Saxon word "aewielltun" meaning	

	"farmstead at the source of the river". The Danish tribes that would raid settlers were called Vikings. Not all Danish settlers were Vikings.	
RICH TASKS	How was the Anglo-Saxon age different to life today? Children to create a comparison sheet between life in 2024 and life in 871. What are the similarities and what are the differences? Children to draw small pictures to accompany their facts.	
2	**the lives of significant individuals in the past who have contributed to national and international achievements** **They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods** Well before Alfred's accession to the throne, his elder brothers ruled briefly one by one. After the death of his elder brother Ethelred of Wessex, Alfred assumed the mantle c. 848 Alfred is born in Wantage, Berkshire, son of Æthelwulf, the King of Wessex. c. 854 Alfred's father sends Alfred on a pilgrimage to Rome. c. 868 Alfred marries Ealhswith. c. 870 Alfred has his first child, Æthelflæd. c. 871 Æthelred, Alfred's older brother, dies and is succeeded by Alfred. Alfred is the	Why is Alfred Great? https://www.bbc.co.uk/bitesize/articles/z9tdq6f#zx7sf82 Time line pictures 

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	King of Wessex. Alfred makes peace with the Vikings. c. 873 The Vikings invade Mercia and capture Repton. c. 875 Guthrum, a Viking leader, invades Alfred's realm. c. 876 Guthrum takes Wareham, but is beaten by Alfred. The Vikings abandon Wareham, but capture Exeter instead. c. 877 Alfred takes over Exeter and is able to get rid of the Vikings from his realm. c. 878 Alfred defeats Guthrum in the Battle of Edington and another Danish invasion in the Battle of Cynwit. c. 886 Alfred conquers London and declares himself the king of the Anglo-Saxons. 899 Alfred dies. Alfred did not manage to take control of all of the Kingdoms and unite Britain. Alfred defeated lots of Vikings.	

RICH TASKS	Timeline and question about Alfred the Great As a whole class, children to create a timeline of Alfred the Great's life (include modern dates and other historically relevant dates to demonstrate how long ago the Anglo-Saxon period was). Children to think of one question they'd like answered about King Alfred and write it in their history books. At the end of the unit, children can swap books and see if they can answer each other's questions.	

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3	**They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.** **They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.** A historical 'source' is an item from history we can learn from. Some sources may be more useful than others in helping us learn. Some sources might be more reliable too. Reliable means we know it's truthful. For example, if an Anglo-Saxon person who really didn't like King Alfred wrote a book about him being defeated by the Vikings, it might not be very reliable. Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. Primary sources can include: Texts of laws and other original documents. Newspaper reports, by reporters who witnessed an event or who quote people who did. Speeches, diaries, letters and interviews - what the people involved said or wrote. Photographs, video, or audio that capture an event. Secondary Sources are one step removed from primary sources, though they often quote or otherwise use primary sources. Secondary sources can include: Most books about a topic. Analysis or interpretation of data. Scholarly or other articles about a topic, especially by people not directly involved.	- Sources to sort into 'useful and reliable' and 'not useful or reliable'

	Documentaries (though they often include photos or video portions that can be considered primary sources). Primary sources are more reliable, but often harder to find if the event happened a long time ago.	
RICH TASKS	How do we know about King Alfred? Children to sort the sources provided into useful and reliable // not useful or not reliable.	
4	**the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]** The other achievements of King Alfred King Alfred was very sickly for lots of his life and was never expected to become the king because he had lots of older brothers. Alfred, like lots of young boys, did not attend school until much later in his life but enjoyed reading and learning. Before he was king he fought in lots of important battles with his brothers. Alfred was very smart and able to stop	 King Alfred slides

	the Viking conquest by using his brain as well as his brawn. Alfred enjoyed reading in English and Latin and spent lots of time translating Latin texts into English. He thought learning and reading was very important and is credited with promoting literacy in this age. Alfred had a reputation as a learned and merciful man of a gracious and level-headed nature who encouraged education. This, and his success in defeating the Vikings and uniting some of the Kingdoms, is why he was called 'great'.	
RICH TASKS	Children to create a draft 'mind-map' of some of the reasons King Alfred was called Alfred the Great (to be used to support a3 poster making in following lesson).	

5	Revision of key knowledge
END OF UNIT OUTCOME	Why was King Alfred called Alfred the Great? Children to create an a3 poster including the events that gave Alfred his legacy.