ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: HISTORY UNIT: KING ALFRED TERM: AUT 2 YEAR GROUP: OAK

THE BIG QUESTION	
Why was King Alfred known as Alfred the great?	
END OF UNIT OUTCOME	Design a new statue of Alfred The Great to go on display in Winchester
OBJECTIVES	• Pupils should learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Pupils should learn about significant historical events, people and places in their own locality. • 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.
CONCEPT:	**Transformation**
LESSON 1 QUESTION	**How was life different in AD 871 compared to life today?**
KEY KNOWLEDGE	**Life in AD 871 (Anglo-Saxon Times)** • England was not one country – it was split into **kingdoms**. • Children **did not go to school**. • Most people lived in **wooden houses** and worked on **farms**. • They made their own clothes and tools. • People spoke **different languages** – not English! • Alton was called **Aweltun**. **Life Today (2025)** • England is **one country**. • Children **go to school** every day. • We live in houses with **electricity, heating and running water**. • People have many different jobs. • We speak **modern English**.
RICH TASK	Provide pairs of images: Children working in fields / at school Wooden Anglo-Saxon house / modern house People sewing own clothes / clothes shop Sign post 'Aweltun' / image of Alton sign post Can children sort into 'the past' and 'modern day'? How did they know? See what children can pick out of images – guide them with questions eg 'How do you think

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<tr><td></td><td colspan="3">they cook their food? How did those people travel? What is different about their clothes?'
Explain that 'the past' pictures show what life was like about 1,000 years ago (in the year 871 AD)in Britain. Would you like to live then?
Explain that other things were different too – kingdoms and language. Other things were the same- they lived with their families in towns.

Chn could sort small images in books and write 2 sentences comparing :

In 871 AD_____.
Today _____.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – word bank / images to support sentence writing
C – can chn spot similarities as well as differences?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Past – a long time ago
Present – now / today
AD – years after Jesus was born
Anglo-Saxons – people who lived in England over 1,000 years ago
Kingdom – a place ruled by a king
Vikings – people who sometimes came to raid or trade
Settle – to make a home in a place</td><td>RESOURCES</td><td>Comparison images</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">Who was King Alfred and why do we remember him?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">• Alfred was born a very long time ago
• When Alfred grew up, he got married and had a baby girl.
• Alfred became King of Wessex.
• Alfred fought people who attacked UK and won some important battles.
• Alfred helped make England safer and stronger.
• He is remembered today as "Alfred the Great."</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Use images to tell a basic narrative of Alfred's life – children could act it out or chn could come up to the front to hold each image. Read King Alfred story book.
• Born
• Married
• First baby
• Became king of Wessex (image of Alfred)
• Fought Vikings</td></tr>
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- Won battles
- Became King of Anglo-Saxons
- Died

Explain that people remember Alfred and call him 'Alfred the Great'. What things in his life might have made people call him 'Great'? Discuss together.
Pretend to be Alfred 'People remember me because…'
Children could dress up as Alfred and write speech bubble as Alfred.
</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – adult scribe ideas
C – give 2 reasons he might be known as Great</td></tr>
<tr><td>KEY VOCABULARY</td><td>Past – a long time ago
Timeline – shows events in order
King – a male ruler
Vikings – people who invaded or traded
Battle – a fight between armies
Rule – to be in charge of a place</td><td>RESOURCES</td><td>King Alfred book
Time line images</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How do we know about King Alfred?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3"><u>What is a source?</u>
A source is something that helps us learn about the past.
It might be a real object, old writing, a picture, or a book.

<u>Primary Sources (Year 1 explanation)</u>
Primary sources are from the time of King Alfred.
They might include:
• Objects people used
• Coins
• Old writing
• Buildings
These are often more reliable because they come from the past itself.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Explain to the children that they will be History Detectives – they will need to use some special things to find out a bit more about King Alfred. Introduce the term 'source' and explain that they are things from the time we can use to find out about what it was like. Why can't we talk to people from King Alfred's time? Will there be videos? Pictures? Writing? Use as an opportunity to recap how long ago Alfred was alive.

Put pictures around the room: anglo saxon coin with alfred's face on, picture of a castle he lived in, image of him reading (from Key Stage History resource),</td></tr>
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<tr><td></td><td colspan="3">image of him with soliders (ksh), image with crown, candle clock (ksh), Winchester statue

Use one image to model task – look at it carefully (use magnifying glass!) and wonder aloud 'I wonder why he is holding a sword? Who holds swords? Maybe he is a soldier in this picture. That must mean he went to battle. I wonder if he was a good fighter?'

Children look at the sources and come up with ideas about Alfred from the sources and questions they might want to ask about the source.

Either – whole class recording or write a fact about a source</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – adult prompt with questions

C – write a question you want to know about the source</td></tr>
<tr><td>KEY VOCABULARY</td><td>Source – something from the past that helps us learn about history
Primary source – something from the time (e.g., a real object, an old writing)
Secondary source – something made later (e.g., a book, a drawing)
Reliable – truthful and likely to be correct
Useful – helpful for finding information</td><td>RESOURCES</td><td>King Alfred images</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">Why do we remember King Alfred as 'Alfred the Great'?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">1. Alfred was not expected to be king
He had lots of older brothers and was often poorly and weak when he was young.

2. Alfred loved reading and learning
Even though he didn't go to school as a young boy, he learnt to read in English and Latin.

3. Alfred fought bravely in battles
Before he became king he fought with his brothers and helped protect his people.</td></tr>
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	4. **Alfred used his *brain* as well as his *strength*** He planned clever ways to stop the Vikings and protect the kingdom. 5. **Alfred translated books** He wanted people to read more, so he translated books into English. 6. **Alfred encouraged learning** He believed reading and learning were very important for everyone, even children! 7. **Alfred was fair and kind** People said he was a wise, gentle and thoughtful leader, not just a fighter. 8. **He united many kingdoms** He began to bring parts of England together. **All these things helped people call him *Alfred the Great*.**
RICH TASK	Hide fact cards around the classroom with VERY simple facts, e.g.: • Alfred liked reading. • Alfred fought Vikings. • Alfred was often ill. • Alfred wanted people to learn. • Alfred translated books. • Alfred was clever. • Alfred won battles. • Alfred was fair and kind. Read facts together and then on tables choose the 3 most important things they think made him great. Compare what others think an explain that historians do not always agree – this is ok! We use the sources and information we have to make our own choices. Look at the Winchester statue of Alfred and explain that they would like a new one. They need to design a new statue that shows the reasons they think Alfred is Great. Eg if you think his battles are important, you might show a sword and shield. Reading – a book etc Model drawing a pictures of a new statue. Label with the things they have given Alfred
SUPPORT AND CHALLENGE	S – Adult scribe their ideas of what they have chosen. Provide widget word bank as a reminder of things that happened to Alfred in his life eg King, battles, Vikings, reading, candle clock etc

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	C – explain why they chose a certain element		
KEY VOCABULARY	**Great** – very special or important **Battle** – a big fight between armies **Learned** – clever and enjoys learning **Vikings** – warriors who attacked some Anglo-Saxon places **Translate** – change words from one language to another	**RESOURCES**	
LESSON 5 QUESTION	**Do you think Alfred was Great?**		
KEY KNOWLEDGE			
RICH TASK	Recap learning from the topic and all the reasons Alfred might have been great. Provide a continuum for children to stand on from 'Yes I think he was Great' to 'No, I do not think he was Great'. Model choosing where to stand based on your ideas. Children place themselves – take photo of whole class on continuum. Chn complete a simple speech bubble (could be scribed to allow for more explanation of historical thinking) Yes, I think Alfred was Great because I think Alfred was a bit Great because No I do not think Alfred was Great because		
SUPPORT AND CHALLENGE			
KEY VOCABULARY		**RESOURCES**	