



## Teachers' notes for Lesson 5

Lesson 5 includes a PowerPoint presentation and two hands-on activities, which aim to encourage pupils to develop an understanding of what life was like in Bamburgh and the Kingdom of Northumbria 1,400 years ago.

The PowerPoint presentation will guide you, and your pupils, through the activities (there is also a Keynote version for Mac).

### From the website you will need to:

- Download the PowerPoint for Lesson 5 (or the Keynote for Mac version)
- Download and print Lesson 5: Activity 1 cards
- Download and print Lesson 5: Activity 1 Pupil page instructions
- Download and print Lesson 5: Activity 2 Pupil page writing an interpretation panel

### You will need to provide:

- An interactive whiteboard, or a computer to show the PowerPoint

### The resource:

#### 1. The PowerPoint

The PowerPoint poses the question “What was life like in Bamburgh and the Kingdom of Northumbria 1,400 years ago?”.

It introduces pupils to Anglo-Saxon life at the royal court through the following 16 slides:

- Slide 2: an illustrated map of Bamburgh today.
- Slide 3: an image of Bamburgh today.
- Slide 4: an explanation of what the Kingdom of Northumbria was, and how it gets its name from the Anglo-Saxon term “north of the Humber”. The kingdom had previously been 2 separate kingdoms: Bernicia and Deira.
- Slide 5: a map of the Anglo-Saxon kingdom of Northumbria. Click **8** times to show the boundaries of the kingdom. You might want to explore with pupils what counties, even countries, are in the ancient kingdom. You can note that part of the kingdom went up into what we know as Scotland today. It's also worth noting that it wasn't known as Scotland then and was a country inhabited by the Picts, who were also in Ireland. You will see some relevant place names on the map; they are sites linked to the northern saints. The names are in Anglo-Saxon as well as modern English.



- Slide 6: a short explanation of how Oswald came to be King of Northumbria at the time the Bowl Hole skeletons lived. You might point out to pupils at this stage that the Anglo-Saxon kingdoms were often subject to bloody wars, with brothers, cousins, etc fighting one another for the throne. Also explain that Oswald went into exile when his father was killed because Edwin almost certainly would have killed him and his family to prevent them laying claim to the throne. Anglo-Saxon kings were constantly in fear of losing their kingdoms. This slide also mentions King Raedwald - he is the king who was probably in the ship burial at Sutton Hoo. You could research Sutton Hoo further with pupils.
- Slide 7: a short description of Oswald winning the battle and becoming king. You might find Heavenfield on a map of Northumberland - it is not far from Hexham. There is a church (St Oswald's Church) on the site of the battle. The slide mentions St Bede: he was an Anglo-Saxon monk born in Sunderland and lived in monasteries there and at Jarrow. He wrote the first History book of England. You might want to research him further.
- Slides 8 - 10: linocut images of King Oswald and his royal court at Bamburgh. It is worth reminding pupils that the palace and the surrounding houses would be made of wood, with thatched roofs - not at all like the castle that stands there today.
- Slide 11: an introduction to some of the jobs that people may have had at the royal court. Click **8** times to see images and information.
- Slide 12: summing up on life at the royal court.
- Slide 13 and 14: introducing the activity. The artefact images pupils will see are all replicas - you might want to discuss what a replica is so pupils have an understanding of them. The slide asks pupils if they can remember why so few artefacts were found during excavations of the Bowl Hole cemetery - they might need prompting to recall that the site was Christian so there were no grave goods. We looked at this in Lesson 3.
- Slide 15: some questions to prompt discussion about what pupils have learned from the PowerPoint and the activity about about life in Bamburgh 1,400 years ago.
- Slide 16: introducing the second activity.

## 2. Activity 1

Prior to the activity you will need to do some resources prep:

- **Download and print out a set of the activity cards for each group**

There are 23 colour pages of activity cards. Make enough sets of cards for each group. Prep for the resource is as follows:



## 1. Artefact picture cards

There are 23 artefact picture cards to cut out. They are single sided.



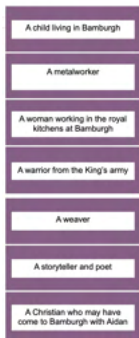
## 2. Person cards

There are 7 person cards to cut out. They are single sided.

Wife	Working boy	Iron knife
Decorative brooch	Iron buckle	Short drinking horn with rings
Woolen fabric	Chamber	Clayware set
Protein toy	Iron knife	Leather pouch
Samite cloth	Shower plate	Bone comb
Decorative brooch	Shield	Animal brooches
Bone handle	Hammer	Clay Spill
Belt buckle	Woolen	

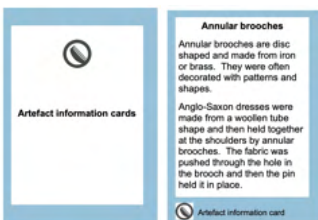
## 3. Artefact title cards

There are 23 artefact title cards to cut out. They are long strips of single sided titles.



## 4. Person title cards

There are 7 person title cards to cut out. They are long strips of single sided titles.



## 5. Artefact information cards

There are 23 artefact information cards and 1 title card to cut out. They are single sided and the title card should be the top card in the pack once prepared.



## 6. People information cards

There are 7 people information cards and 1 title card to cut out. They are single sided and the title card should be the top card in the pack once prepared.



## 7. Riddle clue cards

There are 7 riddle clue cards to cut out, fold in half and stick together so they are double sided. On one side there should be a picture of a person and on the other the riddles. They should be given to pupils picture side up.



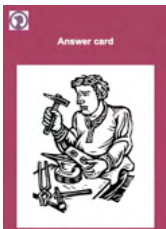
## 9. Picture clue cards

There are 7 picture clue cards to cut out, fold in half and stick together so they are double sided. On one side there should be a picture of a person and on the other the picture clues. They should be given to pupils with the picture of the person side up.



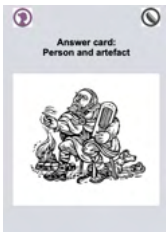
## 10. Artefact answer cards

There are 23 artefact answer cards to cut out, fold in half and stick together so they are double sided. On one side there should be a picture of an artefact and on the other the name of the artefact. They should be given to pupils picture side up.



## 11. Person answer cards

There are 7 person answer cards to cut out, fold in half and stick together so they are double sided. On one side there should be a picture of a person and on the other the title of the person. They should be given to pupils picture side up.



## 12. Person and artefact answer cards

There are 7 person and artefact answer cards to cut out, fold in half and stick together so they are double sided. On one side there should be a picture of a person and on the other the title of the person, an image of artefacts linked to them and names of those artefacts. They should be given to pupils with the picture of the person side up.

- **Download and print out a set of the pupil instructions for each group**

There are 5 pages for this document. As well as instructions there are 3 pages which serve as “card bases” for the sets of cards.

### Playing the game:

Divide pupils into groups with a set of cards, instructions and card bases for each group. The activity requires pupils to read so try to have confident readers distributed between each group.

Encourage pupils to read through all the instructions carefully and to set up their cards correctly. It might help to go through everything with them so they are familiar with it all.

Pupils will need a space to lay out the 23 artefact picture cards and another space to place the 3 x A4 card base sheets with all the other cards on.

As groups work through the activity encourage pupils to work together, to discuss what they can see, pose questions and make decisions. Allow opportunities for all pupils to have a voice.



The pupil instructions should clearly describe each stage of the activity, but some pupils may need more support with this than others.

At the end of the game allow time for each group to feedback on: what they learned; anything that surprised them; what they found difficult.

## **Activity 2**

- Download and print out the writing an interpretation panel pupil page for each pupil

The PowerPoint encourages pupils to imagine that they are preparing a museum interpretation about the Bowl Hole skeletons and life in Bamburgh 1,400 years ago. If possible show them images of interpretation panels from museum, or visit your local museum.

You can choose how you divide up the artefacts and people for pupils to write about. The pupil page gives headings to help them plan out their interpretation panel then they should have the opportunity to write a finished version and add pictures. You might want to incorporate this work into a classroom display.