

The Broad Sweep of Chronology or Talking Your Way to Timelines

Raedwald King of Essex

I was king from 599 - 624. There were many other kings in England but I was the chief king or 'bretwalda'. I was buried in a ship at Sutton Hoo and you can see my armour and treasure in the British Museum.

from 0 to 2000!



Broad Sweep of Chronology

Here are a set of role cards to encourage children to present themselves to each other as British monarchs and find their place on a timeline. We hope this will then encourage them to go on to research more monarchs to add to the activity and build up the timeline. Currently there are eight monarchs to start with so if you want to use it as a whole class activity you need to put different colour dots on sets of four up to the size of the class. We hope that children will add extra information like Alfred and the cakes and Canute and the waves.

Please send us your versions of cards produced by your pupils to add to the activity

Webaddress: www.collaborativelearning.org/broadsweep.pdf

Collaborative Learning = Oracy in Curriculum Context

makes challenging curriculum accessible.

improves social relations in the classroom.

provides scaffolding for exploratory talk.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available on the internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Broad Sweep of Chronology

Instructions

Everyone in the class has a card with information about a British monarch. Everyone should read the information on their card two or three times. You do not have to remember the card word for word, but have a good idea about the information on it.

Step 1

Now find one other person in the room with the same coloured dot on their card as you. Put your card away. Don't read from it but if you get stuck look at it briefly and put it away again. Pretend to be the character and introduce yourself in role to your new partner. If you know any extra information about your monarch add this to your introduction.

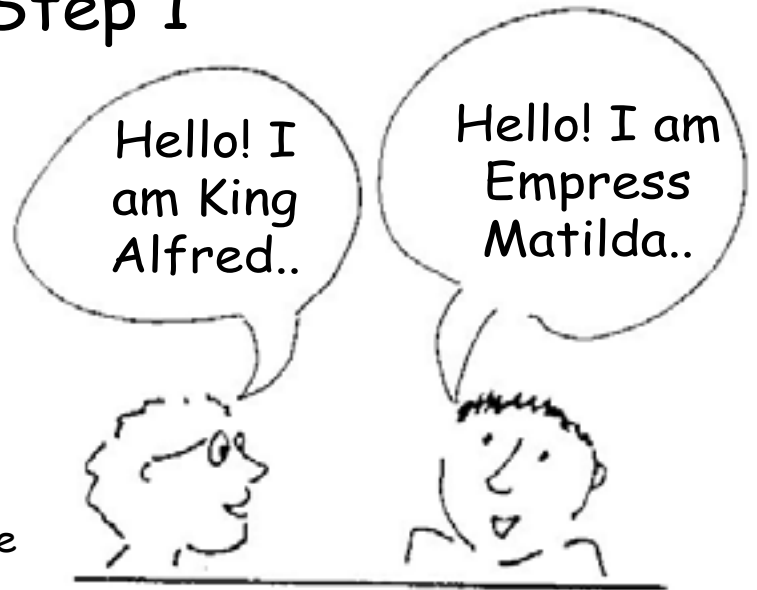
Your partner should do the same to you. Remember! If either of you get stuck, you can take out your card and look at it. But only if you are stuck. Try to be "card independent". Listen carefully to each other.

Step 2

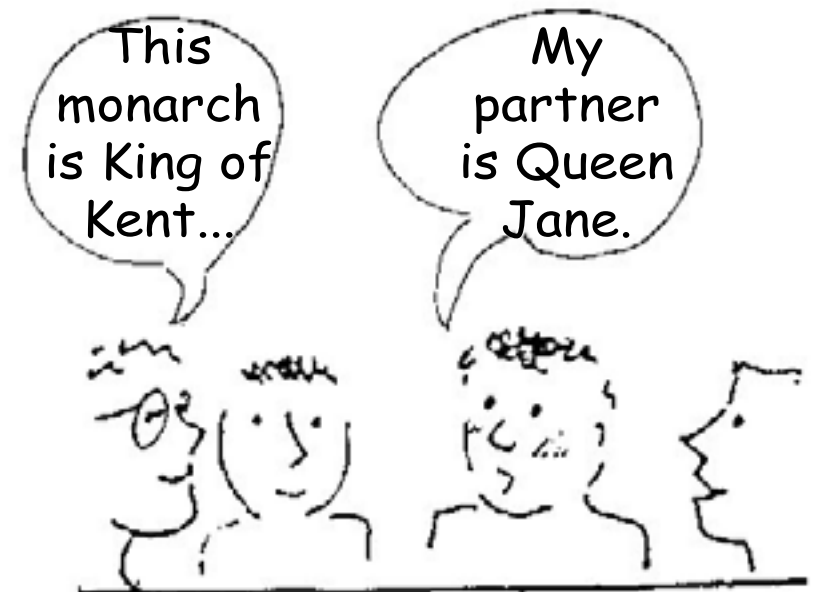
Now go to find another two people with the same colour dot on their card as you. Now you are four, you have to introduce your partner to the others, and they have to introduce each other to you.

When you have met four monarchs you may be asked to place your monarch on the timeline.

Step 1



Step 2



King Alfred the Great

I was king from 871 until 899. I was called 'Great' because I defeated the Danes.



Sweyn Forkbeard

I was king of Denmark and Norway. I attacked England with my son Canute and became king of England on Christmas Day 1013 for five weeks. I was called Forkbeard because my beard divided in two parts and forks used to only have two prongs.



Canute

I was a Dane and the son of Sweyn. I became King of England in 1016, King of Denmark in 1018 and King of Norway and Sweden in 1028. I became Christian to keep peace between Vikings and Anglo Saxons.



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King Stephen

We both claimed the crown of England between 1136 and 1154. This led to many conflicts and the period was called the Anarchy.



Empress Matilda

This would never have happened if the White Ship had not been wrecked in 1120 and my brother William drowned.

King Edward V

I became king in 1483 when I was sixteen. My uncle Richard of Gloucester placed me in the Tower of London. I was never seen again. Nobody knows what happened to me but many have guessed.



Queen Jane

I was made queen in 1553 when Edward VI my cousin died. He chose me to be queen. I was queen for only nine days because the council chose Mary instead.



King William III and Queen Mary

We became joint king and queen in 1689. We signed the Bill of Rights and resolved the conflict between parliament and the crown.



TIMELINE 0-2000 ON ONE SHEET OF PAPER

