

Key theme: Robert the Bruce

Introduction

This series of learning experiences offer a selection of suggested activities to support learners in exploring Robert the Bruce and his victory at the Battle of Bannockburn. Suggested tasks include exploring the life of Robert the Bruce. The suggested learning experiences can provide a foundation for further learning in social studies and in other curriculum areas. Outdoor learning could also be explored.

Robert the Bruce was born on the 11th of July 1274 and died on the 7th of June 1329. His coronation as King of Scots took place on the 25th of March 1306. He is viewed as one of the most famous warriors of his generation. Today in Scotland, he is portrayed by some as a national hero and a great military leader - his most notable military victory being the Battle of Bannockburn in 1314. Dauvit Broun, Professor of Medieval Scottish History believes that by restoring Scottish independence following Edward I's conquests, he defined Scotland in relation to England for the rest of the middle-ages and beyond. Robert the Bruce lived a complex life. Some of his actions can be seen as heroic, while others are open to criticism. This learning journey will allow children and young people to explore the positive and negative aspects of his life, enabling them to come to an informed decision about his impact on Scotland in the past and today.



Image source:

http://commons.wikimedia.org/wiki/File:Battle_of_Bannockburn_-_Bruce_addresses_troops.jpg

Prior learning

Pupils would benefit from:

Level 2

- Using primary and secondary sources selectively to research past events.
- Investigating a Scottish historical theme to discover how past events have shaped Scottish society.

Interdisciplinary opportunities

Expressive Arts

I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language **EXA 3-02a**

Technologies

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum **TCH 3-04a**

Numeracy

I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. **MNU 3-09b**

Social Studies experiences and outcomes

I can use my knowledge of a historical period to interpret the evidence and present an informed view **SOC 3-01a**

Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. **SOC 4-06a**

Capabilities

Successful Learners – use technology to research the life and times of Robert the Bruce

Confident Individuals – relate to people living in the past and the lessons that can be learned for today

Responsible Citizens – reflect on the way that decisions were taken in the past and how these affect the way we live today

Effective Contributors – working in partnership and groups relating IT to new contexts

Learning experience A: Research

Introduction

Robert the Bruce is a key figure in Scottish history, with his actions leading to a significant impact on the Scotland. Studying Robert the Bruce allows learners to develop a deeper understanding of the way a Scottish individual can have an impact on the past and present.

Stimulus

Many would view Robert the Bruce as a Scottish hero – particularly for his military leadership. But who was he? What motivated him? Why do people consider him to be a Great Scot?

Key Learning

Learners can:

- Handle a range of sources as evidence to present an informed view.
- Apply ICT skills to create a news broadcast to focus learning

Possible learning opportunities /tasks

Learners could:

- Individually, or in pairs, learners could research the life of Robert the Bruce, focusing on the positive and negative actions he took.
- In groups, learners could create a news broadcast based on the life of Robert the Bruce.
- In pairs, or individually, learners could explain/justify what is included in the broadcast and the events from the Bruce' life which were omitted. Young people can discuss and debate the merits of Bruce's life
- Learners could peer assess the other news broadcasts created and suggest good points and improvements on content and editing.

Useful resources

- Flip cameras or equivalent
- Large sheets of paper and card for storyboarding
- Access to computers
- [GridClub video: The Face of Robert the Bruce](#)
- [The Battle of Bannockburn](#)

Possible evidence

SAY - Justify their point of view
 WRITE - Formulate a script for the news broadcast
 MAKE - Draw up storyboards and create news broadcast
 DO - Present to the class and peer assess their work and the work of others

Reflecting on learning

Did learners explain the reason for seeing Bruce as a hero or a selfish leader?
 Did learners plan out their research time effectively?
 Can learners identify good points and areas for improvements in other learners work?
 Have learners used ICT effectively?

Taking it further

Learners could choose the key events and people from the life of Robert the Bruce and turn them into a campaign for the greatest Scot who ever lived. Learners could create podcasts using free-to-use programs – for example Audacity – to create short promotional radio advertisements. They could discuss bias and propaganda.

Learners could also cost out, plan and budget for a trip to the new visitor centre.

Learning experience B: Exhibition

Introduction

Robert the Bruce worked hard to establish himself as king and passed laws which affected all aspects of life in Scotland. The Battle of Bannockburn is viewed as a great military victory.

Stimulus

As a starting point, learners could research the site of the Battle of Bannockburn. Why was the Battle of Bannockburn so important? Is the battle the only event which Robert the Bruce is remembered for? The work could lead to a visit to the site.

Key Learning

The importance of the site; the events of the battle; the impact it had on Scotland at the time and the importance of the site to Scotland's heritage.

Possible learning opportunities /tasks

Pulling together their prior knowledge and research, learners could create their own exhibition about the Battle of Bannockburn. The exhibition could be created as a wall display or digitally. Digital exhibitions could be created in the form of a website, a Prezi presentation, a PowerPoint, **or** a comic strip. Learners could then share their exhibition with peers. Practitioners should note that learners should avoid capturing images of their peers if photos are to be used in forward-facing website or an open access resource available on the web.

Useful resources

Digital cameras (or equivalent)
 Notepads and pens (or digital equivalent)
 Computers
 Internet access
 PowerPoint
 Websites:
<http://www.battleofbannockburn.com>
www.wix.com
www.prezi.com
 Comic life
[Records of the Parliament of Scotland to 1707](#) (The records for the reign of Robert the Bruce can be found:
Browse by reign > Robert I > manuscript
[MIT Scratch](#))

Possible evidence

Learners can:

SAY - explain the key turning points of the battle.

WRITE - an explanation of why the Scots won the battle.

MAKE - create an exhibition – hard copy or digitally

DO - present their exhibition to their peers

Reflecting on learning

What parts of the exhibition most helped learners to understand the battle?

What would learners do differently if undertaking another exhibition?

What new skills have learners developed?

Taking it further

Learners could create a survey of their exhibition. Create an animation about the Battle of Bannockburn using the MIT Scratch program. Practitioners may wish to explore IDL opportunities with learners and work in collaboration with expressive arts and/or technologies specialists.

Learning experience C: Imaging the pirate/adventure life

Introduction

Learners will plan and write an adventure/ pirate story, delivering it as a podcast or live reading. For example, the learner may write

Stimulus

Scotland's Stories

<http://www.nts.org.uk/scotlandsstories>

Consider how an author creates a successful text

Key Learning

Learners can:

- recognise and use the conventions of the short story.
- use narrative, structure and language to create an effective short story which, when recounted orally, engages the reader.

Possible learning opportunities /tasks

- Learners generate success criteria for their effective short story.
- Learners create a mind map of ideas for their setting, characters, and plot. They plan the plot of the story considering features such as an effective opening, main event, problem the main character encounters, climax, and ending (see learning journey short story support notes in useful resources section).
- Construct a table for creating their characters (physical traits, how they speak, their personality, how they behave/ treat others).
- Make a senses chart to develop setting, and atmosphere.
- Use engaging words, images and figurative language during the writing process.
- Learners write their short story.
- Learners peer assess one another's writing, consider feedback and develop their ideas.
- Writers record stories
- Writing could be published via Glow wiki or school website.

Useful resources

<http://www.tracscotland.org/scottish-storytelling-centre>

Possible evidence

Learners can:

SAY- discuss their learning and respond to feedback; demonstrate knowledge of the conventions of the adventure story by reading/recording their story for others to listen to
WRITE/MAKE- construct and populate a table for creating characters, write an effective short story; make a senses chart to develop setting and atmosphere
DO- create a mind map/plan for the setting, characters, plot (effective opening, complication main event, climax).

Reflecting on learning

What did you learn about short story writing?
 How effective was your short story? How do you know?
 What did you learn about your writing/oral reading from others?
 What will you do differently next time?

Taking it further

Learners could produce a drama script from an imagined novel event. Learners could use software to create a cartoon or animation of part of the story. Learners could visit cluster primaries to read stories to younger learners. Learners could stage a whole school event e.g "Tache Mob" celebrating the writer: