

Introduction

The aim of this pack is to enhance your experience of “Owain Glyndwr’s Bard”. The activities provide ideas for the pre-visit and the actual visit. They are all aimed at meeting objectives from the current Welsh and English curriculum, the new emerging Welsh curriculum, whilst encompassing the ethos behind the “Mantle of the Expert”.

Context

Students will be invited to take on the role of a medieval bard. Owain Glyndwr is busy besieging the English held castles, and it is vital that Owain’s soldiers and supporters, learn about his progress, in order to maintain confidence in their plight.

The current bard is so busy that he has sought the support from the children, as he believes them to be the only literate locals. He needs them to share his workload, by creating their own news, through stories, poetry or song, about the events recently taken place at the local castle, (the castle which the children intend to visit). Their task will be to inform their neighbours, of Owain’s success and to help drive support for his cause, allowing Owain’s bard time to head to the next castle.

After the children have undertaken activities at school, to understand about the background of Owain Glyndwr, and the role of a bard, the class can be booked into one of our interactive sessions at a selective monument from our list. The class will meet the bard, and learn about his journey and the latest news he brings. He will offer advice on how they too can become a bard. This session will last thirty minutes.

After this session, the children will be encouraged to explore the monument, gathering content to help them create their own story back at school. Post visit the children will be encouraged to experience writing stories, poetry, songs or plays, until they find the medium which best suits them. The experience will conclude with the children performing as bards to either peers or the wider school community.

Curriculum Links	
Current Welsh History Curriculum	
Key Stage 1	Time and people Stories can also help children to understand the concept of old and new, and the influence of past events and characters, (for example characters from Welsh history).
Key Stage 2	Study The daily life of people living either in the Age of the Princes or in the time of the Tudors or the time of the Stuarts.
Key Stage 3	Explore and Interpret the following historical contexts in chronological order How the coming of the Normans affected Wales and Britain between 1000 and 1500.
WJEC GCSE History	Unit 3C The development of Warfare, c.1250 to the present day
Current English History Curriculum	
Key Stage 1	Study Events beyond living memory that are significant nationally or globally
Key Stage 2	Study An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Key Stage 3	Study The development of Church, state and society in Medieval Britain 1066-1509 The changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
New emerging Welsh curriculum	
AoLE	Children will become ambitious, capable learners They will build, communicate and apply effectively a solid base of knowledge and understanding of historical, geographical, political, economic, religious and societal concepts.
Humanities	What matters 2. Society has been shaped and influenced by human behaviour and beliefs 4. People view the experiences of humanity through a range of lenses 5. The process of enquiry allows people to make sense of and engage with the world

Step 1: Introducing the children to the project

The teacher shows the children a scroll. They will explain that they were visiting *Harlech Castle* at the weekend, when they witnessed a flash of light. As they approached the source of the light they discovered the scroll lying on the floor. They will explain that they have scanned the scroll for all the children to view on the interactive board. (This resource is part of the resource pack, appendix 1). The teacher will invite the children to read the scroll, and at the end, ask the children, “what questions do we need to find answers to, in order to fully understand the scroll?”

Inquiry questions:

- What period of time is the bard from?
- What is a bard?
- Who was Owain Glyndwr?
- Where is *Harlech Castle*?
- What were the major historical events of this period?
- Why were these events causing such conflict between the Welsh and English?
- How did this conflict effect people’s cultural and domestic lives?
- How can we go back in time to help?
- What would we need to be able to do in order to help?
- What would the dangers be?

Step 2: Introduce the concept of a portal

The teacher will ask the children if they know of any book, TV programme or film, where the main character or characters have been transported back to a different world. The teacher could direct them to:

- Dr Who and the Tardis
- The Pevensie children, travelling through the wardrobe to Narnia
- Alice, travelling down the rabbit hole to Wonderland

The teacher will explain that all these examples are types of portals. As a class using the interactive board, the children will view visual examples of portals. The teacher will explain that the class will have to imagine themselves entering a portal to travel back in time in order to help the bard.

Inquiry questions

- What would their portal look like?
- Where would it be found?
- What images from the past might they see inside?

Task- What images from the past might they see?

Research key events for each century, back to 1400. Focus on one key event for each century. This activity has clear links with **the Digital Competence Framework** under **Producing**.

Examples of links with the DCF	Planning, sourcing and searching	Creating
Year 1	use text when searching for information/media (image, video, sound) and use an internet browser independently, e.g. open web browser and type in one keyword for a search.	Images Import a photograph as a background and enhance using simple graphic tools.
Year 3	develop strategies for finding information using different keywords and techniques, e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources.	Images Import an image. Add an effect, frame and shadow, as appropriate, to enhance a document.
Year 5	adjust keywords and search techniques to find relevant information; begin to reference sources used in their work; consider if the content is reliable, e.g. find information using accurate terms, use a range of sources to check validity and understand the impact of incorrect information.	Images Add more than one image to a document. Overlap the images and display the required part of each image by reordering the layer on which they sit.

For younger children they could work in groups and be given a set century to look at. Older children can focus on each century. By showing selections of completed work on the interactive board, the teacher can ensure that all children have a clearer understanding of chronological order, and where Owain Glyndwr is placed on the timeline, (a link to a visual timeline can be found in the resource pack, appendix 2).

The children can complete the activity by selecting their image from 1400's, and placing this image in their portal window. This can be done digitally, or my using the worksheet within the resource pack, (appendix 3).

Step 3: Understanding the role of a bard

The teacher will direct the children to consider what a bard may look like in the 15th century, if they stepped through their portal.

Inquiry questions

- What clothes would they be wearing?
- What equipment might they be carrying?
- What language would they be speaking?
- What would music from this time sound like?
- What money might they carry?
- What food might they be eating?
- What examples of poetry, songs or stories survive from this time?

Task- Create a digital knap sack showing what our bard is likely to be carrying.

This activity also has clear links with **the Digital Competence Framework** under **Producing**, (see the above table) Images of medieval people can be found within the resource pack, (appendix 4).

Step 4: Learn about the life and times of Owain Glyndwr

The teacher will direct the children to undertake a mind mapping activity, either as a whole class, or within groups. Through step 2, they should have gained some basic understanding of who Owain Glyndwr was. The children will be asked to create two columns; one listing what they already know, and the other listing what they would like to know. This activity will feed back into a whole class activity, where inquiry questions will be listed, based on what the children wish to learn. The teacher could add their own questions, if the pooled questions from the class need enhancing.

Task- Create an information leaflet about Owain Glyndwr, aimed at tourists, (younger children could create a poster).

Using the class list of inquiry questions, the children can select questions which a tourist would find useful. The age of the target audience would need to be decided at this point. By researching the answers to their selected questions, the children will form a basis of facts which can be included within their leaflet.

This task has clear links to the Welsh programme of study for writing.

Key Stage	Range of experience
Foundation	<ul style="list-style-type: none"> • Mark make or write in a range of genres • Communicate in a range of contexts for a variety of purposes and audiences
Key Stage 2 and Key Stage 3	<ul style="list-style-type: none"> • Write for a variety of purposes, including to inform • Write in a range of continuous and non-continuous texts in a variety of forms, including leaflets • Write for a range of authentic audiences, real or imagined

Please consider contacting the monument of your choice. If a selection of the leaflets or posters, are bilingual, the staff might be able to put them on display for visitors to read.

Step 5: Visit the client, Owain Glyndwr's bard

The children will be encouraged to imagine, that when they step down from their mode of transport, they will walk through a portal back to the early 1400's. They will meet with the bard for thirty minutes. During this time, they will experience a performance, one which they can aspire to emulate, once they are back at school. Through song, poetry or story, the children will learn about recent events at nearby monuments, (but not events at the monument they are visiting). The bard will address the following issues:

- What is the latest exploit of Owain Glyndwr?
- How has this helped or hindered the Welsh cause?
- How has this effected the everyday lives of people living nearby?

The bard will explain how he goes about gathering inspiration for his work. They will inform the children:-

- How they speak to locals to gather facts
- How they sketch the castle to aid memory
- How they list what they hear and smell
- How they list adjectives to capture a moment
- How vital it is to make sure his employer, (Owain Glyndwr), is shown in the best light, no matter what events have happened.

As the session concludes, the bard will encourage the children to explore the monument to gather their own inspiration. Resources can be found online, to assist the children in

recording their experience if required. This includes an orienteering map and record sheet, (appendix 5 and 6).

