

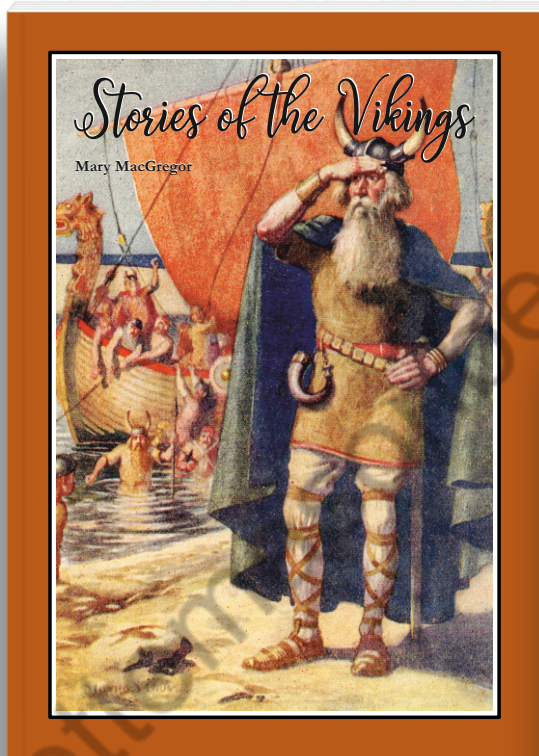
Charlotte Mason

BEEHIVE



Teacher's Guide and Lesson Plan

History 1.1

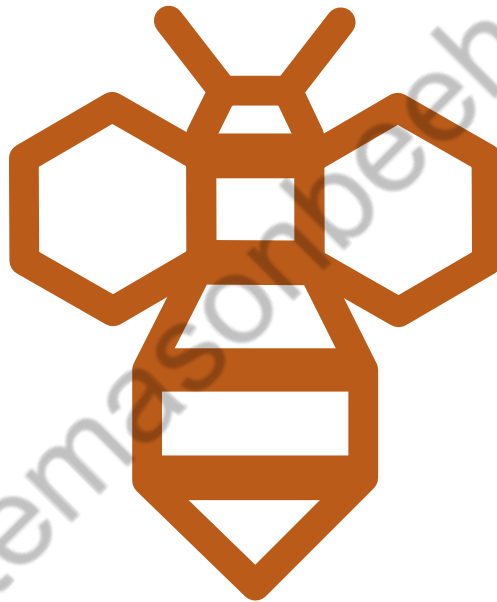


Teachers' Guide and Lesson Plan

English History 1.1

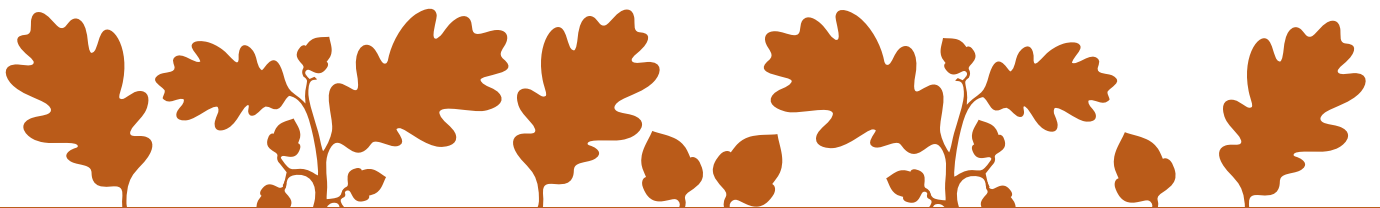
BY

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CHARLOTTE MASON BEEHIVE
MELTON MOWBRAY

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English History 1.1: Teacher's Guide and Lesson Plan

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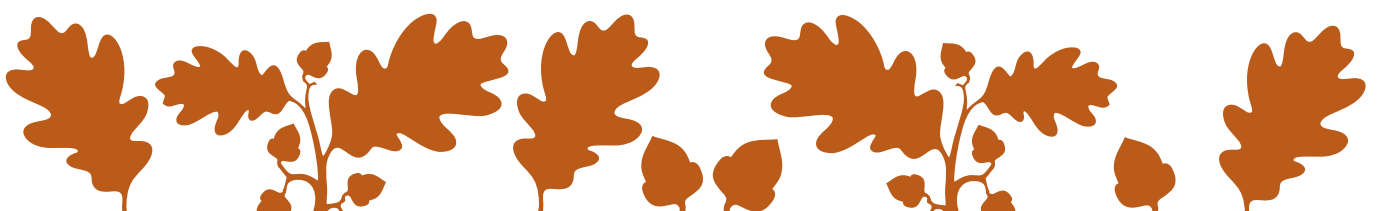


Table of Contents

Introduction	4	Week 8	39
Who we are	4	Week 9	41
How to use the Curriculum.....	4	Week 10	43
Materials Required for Geography 1.1	4	Week 11	45
Living Books	5	Week 12—Examination Week	47
Lesson Books	5	Term II	49
Picture Book Companions	5	Lesson Plan at a Glance.....	50
Poetry Books	6	Week 13	51
Supplemental Reading.....	7	Week 14.....	53
Reference Books	7	Week 15	55
Weekly Lessons.....	8	Week 16.....	57
Navigating the Lesson Plans	9	Week 17.....	59
Narration	10	Week 18.....	61
Independent Reading and Narration Chart.....	11	Week 19	63
After Narration.....	12	Week 20	65
Time Charts.....	13	Week 21	67
A Child’s Own History Chart	13	Week 22	69
Date Charts.....	14	Week 23	71
Timelines	15	Week 24—Examination Week	74
Comic-Book Style Timeline	15	Term III	75
Optional Activities	16	Lesson Plan at a Glance.....	76
Poetry.....	16	Week 25	77
Mapwork	17	Week 26	79
Contemporary Documentation.....	17	Week 27	81
Memory Work	17	Week 28.....	83
Cross-over with Other Subjects.....	18	Week 29	85
Art Lessons.....	18	Week 30	87
Copywork.....	18	Week 31	89
Examinations	19	Week 32.....	91
Term I	21	Week 33	93
Lesson Plan at a Glance.....	22	Week 34	95
Week 1	23	Week 35.....	97
Week 2	26	Week 36—Examination Week	99
Week 3	29	Book Recommendations.....	101
Week 4	31	Memory Work.....	102
Week 5	33		
Week 6	35		
Week 7	37		

Introduction

THANK YOU for purchasing Charlotte Mason Beehive's *English History 1.1*. This course is intended for pupils in Form I, and covers the historical time period 55 BC – AD 1199. This form is made up of the first three year's of a child's formal education and is roughly equivalent to U.K. School Years 2 – 4. Children in this form are usually between the ages of six and eight years old.

WHO WE ARE

CHARLOTTE MASON BEEHIVE is a small family-run business founded upon the methodology of Victorian educator Charlotte Mason, the work of the Parents' National Education Union, and most importantly, a deep faith steeped in the truth of the gospel of Jesus Christ. Living ideas are at the forefront of our philosophy here at Charlotte Mason Beehive and all our resources are created with a view to invigorate children and to fill their minds with big ideas, small ideas, great ideas, and forgotten ideas.

It is not up to us to decide which ideas will speak into a child's life but we are committed to presenting these mental impressions in a way that will excite and entice, rejuvenate and rejoice our children to become the men and women God created them to be.

HOW TO USE THE CURRICULUM

THIS CURRICULUM is comprised of seventy-two lessons and is designed to be used over thirty-six weeks of the year. Further arranged into three terms, each term concludes with one examination.

With two lessons a week, each lesson should last no longer than twenty minutes at a time. All readings have been arranged to fit easily within this time-frame with no reading expected to last longer than about thirteen minutes (many being much less); thus leaving ample time for narration, a discussion or some other activity.

You may occasionally find a lesson (including narration) is completed with well over half of the lesson time left over. This is perfectly fine and it is not recommended that you attempt to begin a new lesson in that time.

MATERIALS REQUIRED FOR HISTORY 1.1

ALONG WITH this Teacher's Guide and Lesson Plan you will also need the following books and materials to complete the course of study laid out within (all books are available through Charlotte Mason Beehive).

- Our Island Story, Vol. I., by H. E. Marshall
- Stories of the Vikings, by Mary MacGregor
- Art supplies (art paper, pencils, pens, paints, brushes, blotting paper, and water, as required)
- History charts [*printed or handmade, see page13*]
- History Pictures for a Living Education: Early Britain [*optional*]
- History Pictures for a Living Education: The Vikings [*optional*]
- History Pictures for a Living Education: The Middle Ages [*optional—Term III only*]
- Poetry in Motion, Vol. 1.1 [*optional*]
- World atlas, map, and/or globe [*optional*]

Living Books



LIVING BOOKS are vital to a Charlotte Mason education. Books, chosen with the utmost care and precision, and written in such a way so as to capture the imaginations of the children. These books, written in an engaging, narrative style, speak to the soul of the child, providing food and nourishment for the mind.

In this curriculum we have several categories of books that we use, as follows:

LESSON BOOKS

WHERE possible we publish our own lesson books; however many of the books we use were written in a different time period to our own and may contain outdated language and ideas that are no longer acceptable. Whilst every effort has been made to warn you of anything potentially controversial in the text, we do not believe in censoring the material and have largely left that up to the discretion of the teacher. Minor edits have on occasion been made to the text where deemed necessary, such as to correct factual errors, or to clarify information.

The lesson books assigned for this year's work are *Our Island Story, Volume I*, by H. E. Marshall and *Stories of the Vikings*, by Mary Macgregor. *Our Island Story* has been separated into parts by Charlotte Mason Beehive for the purposes of this curriculum, with volume II & III due to be published at a later date. Some chapters of both lesson books have been split into parts and the readings spread across more than one lesson. This is indicated by Roman numerals marking the text.

PICTURE BOOK COMPANIONS

HISTORY PICTURES FOR A LIVING EDUCATION is a delightful picture book series especially created to accompany students and young people studying history through living books. Each volume contains dozens of high quality photographs and illustrations of arms, relics, artefacts, past fashions, historic sites and castles, architecture, artistic representations of historic events, plans, maps, and portraits of eminent persons, making it an invaluable resource for bringing history to life in the home schoolroom or classroom.

Each volume covers a particular historical time period and has been arranged to accompany the reading of living history texts, such as *Our Island Story*, by H. E. Marshall, which will be read during the course of the school year. But the content goes beyond what is covered in the history reader and the picture books can be used by students of all ages, forms, and educational philosophies studying British History, making it an excellent companion to history readers and textbooks alike.

Limited preview

Some pages are omitted from this sample

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Term I

2 LESSONS/WEEK | 20 MINUTES

Materials Required

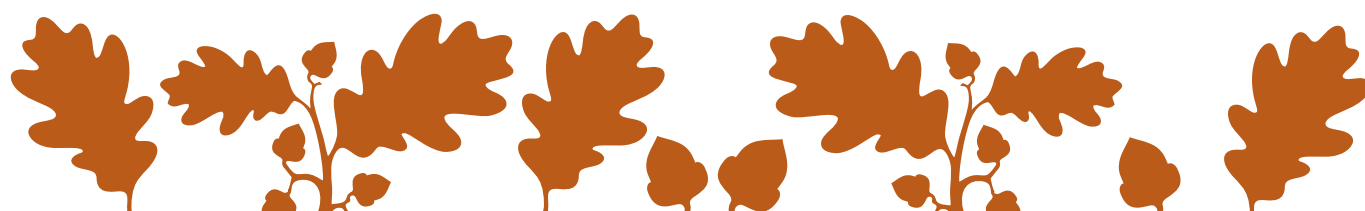
- Our Island Story, Vol. I., by H. E. Marshall
- Stories of the Vikings, by Mary MacGregor
- Art supplies (art paper, pencils, pens, paints, brushes, blotting paper, and water, as required)
- History charts [*printed or handmade, see page 13*]
- History Pictures for a Living Education: Early Britain [*optional*]
- History Pictures for a Living Education: The Vikings [*optional*]
- Poetry in Motion, Vol. 1.1 [*optional*]
- World atlas, map, and/or globe [*optional*]

Programme of Work

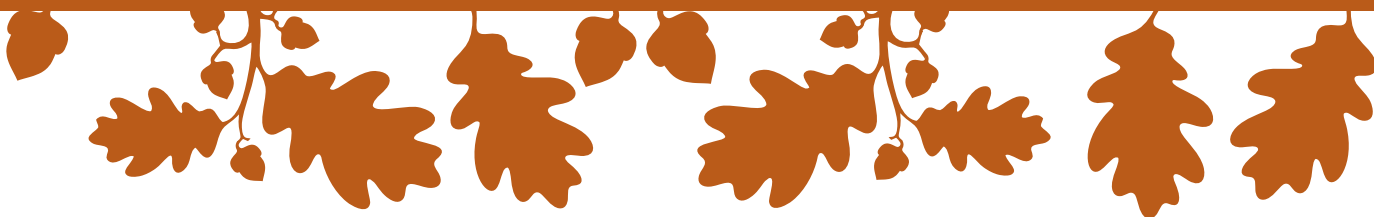
<u>Our Island Story, Vol. I.</u>	<u>Optional Copywork</u>
<p>Chapters 1 – 14 (55 BC – 6th century)</p> <p><i>Topics covered:</i></p> <ul style="list-style-type: none">• Roman Britain• The Coming of the Saxons• The Introduction of Christianity to Britain <p><u>Stories of the Vikings</u></p> <p>Chapters 1 – 2</p> <p><i>Topics covered:</i></p> <ul style="list-style-type: none">• The beginning of the Viking raids in Britain• The life of the Vikings in their homeland <p><u>Drawing Lessons</u></p> <p>Four drawings or paintings of scenes read about in History.</p>	<p>There are generally four phrases selected for copywork per week for eleven weeks, which have been taken from the stories read that same week. Beside each line, in italics, is the book title and page number for your reference only. The student does not need to copy that information.</p> <p>Copywork is not meant to be done during a History lesson. Instead, choose one line per week to work on during one of their scheduled writing lessons. Write out the phrase for your student to copy in the style that they are learning, be it print or cursive. Feel free to shorten the line if it is too long to accommodate their writing ability. It is far better to write four words beautifully than a string of ten hastily scrawled words.</p> <p>Alternatively, you may wish to use our open and go History 1.1 Copybook, which is designed for children learning the Vere Foster form of handwriting.</p>

Lesson Plan at a Glance

Week 1	Lesson 1 The Stories of Albion and Brutus Our Island Story, Vol. I, p 11	Lesson 2 The Coming of the Romans Our Island Story, Vol. I, p. 15	Copywork Optional Passages <i>Teachers Guide, pp. 23-25</i>
Week 2	Lesson 3 The Romans Come Again Our Island Story, Vol. I, p. 21	Lesson 4 The Vikings in England Stories of the Vikings, p. 11	Copywork Optional Passages <i>Teachers Guide, pp. 26-27</i>
Week 3	Lesson 5 How Caligula Conquered Britain Our Island Story, Vol. I, p. 24	Lesson 6 Drawing Lesson	Copywork Optional Passages <i>Teachers Guide, p. 29</i>
Week 4	Lesson 7 The Story of a Warrior Queen Our Island Story, Vol. I, p. 29	Lesson 8 The Last of the Romans Our Island Story, Vol. I, p. 34	Copywork Optional Passages <i>Teachers Guide, pp. 31-32</i>
Week 5	Lesson 9 The Story of St. Alban Our Island Story, Vol. I, p. 38	Lesson 10 The Vikings at Home, Part I Stories of the Vikings, p. 17	Copywork Optional Passages <i>Teachers Guide, pp. 33-34</i>
Week 6	Lesson 11 Vortigern and King Constans Our Island Story, Vol. I, p. 43	Lesson 12 Drawing Lesson	Copywork Optional Passages <i>Teachers Guide, p. 35</i>
Week 7	Lesson 13 The Coming of Hengist and Horsa Our Island Story, Vol. I, p. 48	Lesson 14 Hengist's Treachery Our Island Story, Vol. I, p. 54	Copywork Optional Passages <i>Teachers Guide, pp. 37-38</i>
Week 8	Lesson 15 The Story of the Giant's Dance Our Island Story, Vol. I, p. 58	Lesson 16 The Vikings at Home, Part II Stories of the Vikings, p. 22	Copywork Optional Passages <i>Teachers Guide, pp. 39-40</i>
Week 9	Lesson 17 The Coming of Arthur Our Island Story, Vol. I, p. 64	Lesson 18 Drawing Lesson	Copywork Optional Passages <i>Teachers Guide, pp. 41-42</i>
Week 10	Lesson 19 The Founding of the Round Table Our Island Story, Vol. I, p. 68	Lesson 20 Gregory and the Pretty Children, Part I Our Island Story, Vol. I, p. 72	Copywork Optional Passages <i>Teachers Guide, pp. 43-44</i>
Week 11	Lesson 21 Gregory and the Pretty Children, Part II Our Island Story, Vol. I, p. 75	Lesson 22 Drawing Lesson	Copywork Optional Passages <i>Teachers Guide, pp. 45</i>
Week 12	Examination Week		



Week 1 - Lesson One



The Stories of Albion and Brutus

Approx. Reading Time: 7–8 minutes

Materials Required

- Our Island Story, Vol. I., p. 11
- Poetry in Motion, Vol. 1.1, p. 9 [optional]

Method of Lesson

- Tell your students that we are going to go back nearly two thousand years to the very beginning of our nation's history. We will hear the stories of many battles; of kings and of queens, and of ordinary people who did extraordinary things. We will learn about where we come from and how the men and women before us have led us to where we are as a nation today. Explain that they will need to listen carefully and that at the end of each lesson, they will be required to narrate [tell back] what they have heard.
- [optional] Read the 'Introductory Poem' in *Poetry in Motion, Vol. 1.1*
- Introduce the lesson by explaining that they are going to be hearing about a very old legend which tells of the first people who inhabited these islands. This age-old legend was written down nearly 900 years ago, in a book known as 'The History of the Kings of Britain', by Geoffrey of Monmouth.
- Read *Stories of Albion and Brutus*. There is one narration break present in the text.
- Ask your students to tell back what they have heard in their own words.
- If time allows, after narration, your students may wish to talk about the reading. This kind of discussion should be encouraged whenever possible.

Optional Copywork Passages

- "It is a beautiful little island. It lies like a gem in the bluest of waters. There the trees and the grass are green, the cliffs are white and the sands are golden. There the sun shines and the birds sing. It is a land of beauty. Mountains and valleys, broad lakes and swift-flowing rivers, all are there." [p. 12]
- It was a wonderful sight to see them as they swam along. Their white arms gleamed in the sunshine, and their golden hair floated out over the water like fine seaweed. [p. 12]

Did You Know? You can stand on the exact stone that it is said Brutus stood on when he first stepped ashore from his ship. In the market town of Totnes in Devon there is an old granite stone set into the pavement on Fore Street. According to legend Brutus first set foot upon this stone, and declared "Here I stand and here I rest. And this town shall be called Totnes."

Week 1 - Lesson Two



The Coming of the Romans

Approx. Reading Time: 8–10 minutes

Materials Required

- Our Island Story, Vol. I., p. 15
- History Pictures: Early Britain, pp. 9–10 (Nos. 03–05) [optional]
- Date chart
- World atlas, map, and/or globe [optional]

Method of Lesson

1. Ask your students what they recall from the previous lesson (*Albion and Brutus; the naming of Britannia; etc.*).
2. Tell them that we are now going to read about how the Romans led by Julius Cæsar came to conquer Britain many hundreds of years ago.
3. [optional] Instruct the students to open *History Pictures: Early Britain* to pages 9–10 and view the pictures.
4. Read *The Coming of the Romans*. There is one narration break present in the text should it be required. Allow the students to view the pictures during the reading of the narrative (if this proves too distracting for the students have them put the picture book to one side until the reading is finished).
5. Ask your students to close *History Pictures* and tell back what they have heard from the lesson in their own words.
6. Ask your students to consider whether they would like to add any people or events to their date chart. Encourage them to do so. At this stage you may wish to help them by offering up suggestions or by asking them what they think the most important events are from the passage, but ideally the choice of what they add should be their own. This is not a mandatory exercise for the student but they should begin the habit of considering it after each lesson. The date chart should be available for the student to access as and when he likes.
7. If time allows, after narration, your students may wish to talk about the reading. This kind of discussion should be encouraged whenever possible.

OR

8. [optional] You may now conduct the following map work activity on the next page.