

Year 5 or 6 Lesson: Who Was Richard Burton?

Curriculum Links

- KS2 History: A study of an aspect of British history beyond 1066
- KS2 Geography: Human & physical features of the world
- SMSC: Cultural understanding

Learning Objectives

- Understand who Richard Burton was
- Identify why exploration was important in Victorian times
- Recognise differences between cultures

Lesson Plan (60 mins)

Starter (10 mins)

Activity: Mystery Explorer

- Show images (desert, camels, maps, disguise)
- Ask: *What kind of person might do this?*

Main Activity 1 (15 mins)

Watch key clips from episode

Students identify:

- Where did Burton travel?
- What dangers did he face?
- Why did he disguise himself?

Main Activity 2 (20 mins)

Create a “Explorer Profile Card” Students design a fact file:

- Name
- Skills (languages, bravery)
- Biggest adventure
- Dangers faced
- Draw a scene

Discussion (10 mins)

- Was Burton brave or reckless?
- Should people explore unknown places?

Plenary (5 mins)



The Burtons: Fascinating in Life and Death, Episode I, Sir Richard Francis Burton

Exit ticket: “One thing Burton discovered was... and it matters because...”

Differentiation

- SEN: pre-filled fact sheet
- Higher ability: include opinions (hero or not?)



Year 10 Or 11 Lesson: Richard Burton and the Age of Empire

Curriculum Links

- GCSE History: British Empire / Migration / Power
- Themes: Exploration, imperialism, cultural encounter

Learning Objectives

- Explain Burton's achievements
- Analyse his role within empire
- Evaluate historical significance

Lesson Plan (60 mins)

Starter (10 mins)

Debate line: "Explorers helped the world" ↔ "Explorers caused harm"

Students position themselves and justify

Main Activity 1 (15 mins)

Video analysis task Students note:

- Motivations for exploration
- Methods (disguise, language, integration)
- Outcomes (discovery, mapping, knowledge)

Main Activity 2 (20 mins)

Source Analysis (teacher-prepared quotes/video clips)

Questions:

1. What does this show about Burton's attitudes?
2. How does this link to British imperial power?
3. Is he a hero or an agent of empire?

Main Activity 3 (10 mins)

Extended response (exam-style): "Explain why Richard Burton is a significant historical figure."

Plenary (5 mins)

One-word judgement: Hero / Problematic / Complex — explain why

Differentiation



The Burtons: Fascinating in Life and Death, Episode I, Sir Richard Francis Burton

- Sentence starters for lower ability
- Stretch: compare Burton with other explorers

Year 12 or 13 Lesson: Burton, Imperialism and Cultural Encounter

Curriculum Links

- A-Level History: Empire, global interactions, colonialism
- Themes: Power, identity, representation

Learning Objectives

- Critically assess Burton's legacy
- Analyse exploration within imperial ideology
- Evaluate historical narratives

Lesson Plan (90 mins)

Starter (10 mins)

Quote analysis: "Burton was one of the most remarkable men of his time"

Students interpret meaning and bias

Main Activity 1 (20 mins)

Advanced video analysis Focus on:

- Representation of Burton
- Narrative tone (celebratory vs critical)
- Missing perspectives (local people, colonised voices)

Main Activity 2 (25 mins)

Thematic group work

Groups analyse:

Theme	Focus
Exploration	Scientific vs personal ambition
Empire	Links to British power
Culture	Appreciation vs appropriation
Identity	Burton as outsider/insider

Main Activity 3 (20 mins)

Seminar discussion Key questions:

- Was Burton a cultural bridge or an imperial intruder?
- Does language learning equal respect?
- How should we judge historical figures?



The Burtons: Fascinating in Life and Death, Episode I, Sir Richard Francis Burton

Plenary Essay (15 mins)

Mini essay: "To what extent was Richard Burton a product of his time?"

Differentiation

- Academic reading extracts for high attainers
- Structured writing frames if needed