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# Cross-curricular links

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Chapter	History SoW	Geography SoW	PSHE and Citizenship	Literacy framework	Numeracy framework	ICT SoW
1	Units 6A, 6B, 6C	Unit 9	1a, 2e, 2i, 4b, 5g Units 5, 12	Y3, Term 2, T10, T13, T17 Y4, Term 2, T21, T22		Units 3a, 4a
2	Unit 6A	Unit 9	2e, 2k, 4b Unit 5	Y3, Term 1, T21 Y4, Term 2, T23		Unit 4b
3	Unit 6A	Unit 9	4b Units 5, 8	Y3, Term 2, T17 Y3, Term 3, T13 Y4, Term 2, T21, T23		Units 3a, 3c
4	Unit 6A	Unit 9	4b Unit 5	Y3, Term 3, T17 Y4, Term 2, T17, T23	Roman numerals	Unit 4a
5	Unit 6B	Unit 9	Unit 5	Y3, all terms, S6 Y4, all terms, S3 Y3, Term 2, S17		Unit 3d
6	Unit 6B	Unit 9	Units 5, 11	Y3, Term 3, T25 Y4, Term 1, T12, T24		Units 3a, 4a
7	Unit 6B	Unit 9	Unit 5	Y3, Term 1, T13 Y3, Term 2, T17 Y4, Term 2, T16		Units 3a, 4a
8	Unit 6C	Unit 9	Units 5, 11	Y3, Term 3, T13 Y4, Term 2, T16		Unit 3e
9	Unit 6C	Unit 9	Unit 5	Y3, Term 2, T14 Y4, Term 1, T27		Unit 4a
10	Unit 6C	Unit 9	Unit 5	Y3, Term 1, S11		Unit 4a
11	Unit 6C	Unit 9	Unit 5	Y3, Term 1, S10, S11 Y4, Term 2, T16		Unit 3c

# Introduction

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*Curriculum Focus: Invaders* helps to make history fun by giving you (especially those of you who are not history specialists) the support you need to plan stimulating and exciting lessons. It helps you to plan and teach a unit of work based on the QCA exemplar scheme of work for history at Key Stage 2 and, where appropriate, gives indications as to how the work can be linked with other areas of the curriculum.

The book gives you a sound foundation from which to plan a unit of work for your class. It includes:

- detailed **Teachers' notes** giving background information on each topic and/or the concept to be taught
- fully illustrated **Generic sheets** offering a wealth of reusable resource material
- a **Lesson plan** full of ideas for introducing and developing the lesson
- photocopiable and differentiated **Activity sheets** to support individual and group work

Any unit of work on the peoples who have invaded and settled in Britain will be enlivened by visits to museums and other sites, and sources such as artefacts (including replicas), photographs, works of art and documents. Therefore, at the end of the book you will find a list of publications, museums and websites from which materials can be obtained. The book also offers suggestions for ways in which you can help children to learn from primary and secondary sources, and ideas for helping the children to record what they find out.

Chapter 1 should be used to introduce a unit of work on any group of invaders. The other chapters of the book are arranged in three sections:

- Chapters 2–4: A Roman case study
- Chapters 5–7: An Anglo-Saxon case study
- Chapters 8–11: A Viking case study.

The material in each chapter is designed to be used flexibly and not necessarily consecutively with the whole class.

*Curriculum Focus: Invaders* recognises that there will be different levels of attainment among the children and that their developing reading skills will require different levels of support during individual and group work. To help you to provide activities that meet the needs of your class, each chapter contains three photocopiable sheets based on the same material but for children of different levels of attainment. This enables the whole class to take part in a similar activity.

- Activity sheet 1 in each chapter is intended for lower attaining children.
- Activity sheet 2 should be suitable for most children.
- Activity sheet 3 challenges the higher attaining children.

A key source of information about the Anglo-Saxons and the Viking invasion and settlement is the *Anglo-Saxon Chronicle*, which was compiled over several centuries ending in 1154.

Contemporary and near-contemporary written sources about Roman Britain include the writings of Julius Caesar (c.102/100–44BC) and the historians Cassius Dio (c.150–c.235) and Tacitus (c.55–120).

At the end of the book there is a glossary for each chapter, followed by a list of useful resources.

## Reasons for people to be on the move

People move from the place where they were born or grew up for various reasons. Generic sheets 1 and 2 (pages 10 and 11) summarise the reasons and can be used as starting points for discussion. Bring the examples into the discussions and supplement them with others from recent news items and from the children's experiences.

Individuals and groups of people move within Britain, into Britain and out of Britain. Their migration can be thought of in relation to feelings of:

- fear (of persecution or war)
- despair (caused by poverty, famine and other disasters)
- hope (of finding work, improving their standard of living or quality of life)
- ambition (finding a better job, making a fortune or exploiting opportunities for trade or business).

Some moves are a natural stage in people's lives – for example, when young people leave home to get married or go to university. There are also people who are forced to move by others when their homes or land are taken over for industrial, commercial or other reasons – for example, when reservoirs, roads or airports are built or landowners change the use of the land, as in the Highland Clearances in Scotland.

## Invasion for settlement

Invasion is more than a mass movement of a large group of people. It is an attempt to take over part or the whole of another country because that country offers something which the homeland does not – for example, land, mineral, agricultural, fishing, labour or other resources. Alternatively, the invading nation may want to enlarge its domain or build an empire (for example, the Roman Empire, the Ottoman Empire and the British Empire). Sometimes religion or politics have motivated invasion – the invading nation wants to establish its religious or political power over a larger area and a greater number of people.

The chapters that follow this one focus on invasion rather than migration. The children need to understand the difference, although there are similarities in the motives of ordinary people who settle in the conquered area after the invasion – to start a new life.

# People on the move



## History objectives (Units 6A, 6B and 6C)

- To relate their own experience to the concept of settlement.
- To recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today.

## Resources

- Brochures and advertisements from removal companies and leaflets from estate agents
- Employment advertisements from newspapers (including some with relocation packages)
- Newspaper articles about refugees and asylum seekers
- Street maps of the local area and maps of Britain and the world
- Generic sheets 1–3 (pages 10–12)
- Activity sheets 1–3 (pages 13–15)

## Starting points: *whole class*

Show the children a picture of a removal van and ask them what it brings to mind. Invite them to share their experiences of moving house and ask them where they moved from and to. Help them to identify the places on the appropriate maps. Ask them about the differences and similarities between where they live now and where they lived before.

Ask the children if they know why their families moved. This needs sensitive handling if any children have moved house because of their parents' divorce or another misfortune. Talk about the reasons why people move house – for example, they want a bigger or more attractive house, a garden, a quieter neighbourhood or a different type of area. They might also move to make travelling to and from work or school easier, or they might want to move away from an area where there is a high crime rate, noise or other nuisances. The children might also have experience of moving because one of their parents finds a job in another area or is relocated at work.

Show the children newspaper articles about refugees and asylum seekers and encourage them to think about the experiences of these people. Read some of the articles and ask the children what has made these people leave their countries to come to

Britain. Help them to find the countries on a map of the world.

Introduce the words 'immigrant', 'immigrate' and 'immigration' in relation to people moving to Britain from other countries. The children could talk about their own experiences of immigration or about members of their families who are or were immigrants.

Introduce the words 'emigrant', 'emigrate' and 'emigration'. On a map of the world, point out the countries to which many British people moved, especially in the early- and mid-twentieth century – for example, Australia, Canada, New Zealand and Zimbabwe. Discuss what made people emigrate from Britain at that time (for further research, search a source such as the *Daily Mail Century* CD-Rom for newspaper articles from the period). Generic sheets 1 and 2 provide useful summaries.

Give the children copies of Generic sheet 3 and read the text with them. Ask them if they or other people in their families have family names that come from other countries. Discuss why most of Ella's grandfather's family stayed in Hungary, despite the revolution, and why many other people remain in a country despite wars, natural disasters or upheavals. Draw out the idea that for many people their home is where they want to be, whatever happens in or around it. You could link this with British news features in which people were reluctant to leave their homes even if they were flooded or were to be demolished to make way for new roads or airport runways.

Ask the children what made Ella's grandfather leave Hungary, and talk about the opportunities in Britain for people to find work. Did anyone in their families come to Britain to find work, or do they know anyone who did so?

Ask the children to find out as much as they can about why people move to live in different places. Give them resources such as leaflets from estate agents, job advertisements and newspaper articles, past and present, about emigrants, immigrants, refugees and asylum seekers. Ask them to make notes about the reasons why people migrate under three main headings:

- Looking for a better life
- Finding work
- Escaping from fear or persecution

Tell the children they are now going to look in more detail at the reasons why people move.

## Group activities

### Activity sheet 1

This sheet is for children who can write captions and are learning to use secondary sources, such as illustrations, to find out about a situation. They can relate what they find out to their previous learning. They have to look at pictures of places from which people moved, and decide what was happening there. They are asked to write why people might move from that situation.

### Activity sheet 2

This sheet is for children who can interpret written sources to find the information they are looking for and are learning to identify and summarise the main points. They have to read what people have said about their moves, and classify the reasons under the headings given.

### Activity sheet 3

This sheet is for children who are learning how to carry out research to find specific information and, with help, can ask the appropriate questions. They can classify and record their findings on a chart. They have to carry out a survey among people known to them to find out why they moved, and then classify the reasons, using the given headings.

## Plenary session

Invite some of the children who completed Activity sheet 1 to share the captions they wrote for the pictures. Discuss any differences and why there could be more than one reason for people moving from their homes in some situations (for example, a new job can also bring a better way of life, as can escaping from fear or persecution).

Make a large copy of the chart at the bottom of Activity sheet 2. Ask some of those who completed this sheet to read out what the people said about moving home, and give those who completed other activities the opportunity to contribute to the chart.

Invite some of the children who completed Activity sheet 3 to talk about what they did and their main findings. Ask them to display their work after the lesson for others to read later.

## Ideas for support

A teaching assistant or other adult could work with the children who need help in reading the text in Activity sheet 1, first giving them the opportunity to say what they think is happening, to predict what the text might say and to identify any words they recognise.

The children who work on Activity sheet 2 could support one another by taking turns to read aloud the words of the people depicted and to help one another with difficult words.

## Ideas for extension

Ask the children if any of their names come from other countries and what that shows about people in their families in the past. Tell them that some surnames show from what part of Britain a family originated. Some surnames come from particular parts of Britain and, although they have spread over the country as people have moved, they are still more common in their places of origin than in other places. Examples include Abercromby ('mouth of the crooked stream') in Fife, Scotland; Cavill ('jackdaw field') from East Yorkshire; Holman ('dweller in a hollow') from Sussex; Surtees ('on the River Tees') from County Durham.

## Linked ICT activities

Collect images of houses and buildings (from magazines, estate agents' details or locally using a digital camera; for fun, you could include a local stately home or castle). Using a desktop publishing program such as *Textease* or Microsoft *Publisher*, create a sales flyer to contain an image (see Useful resources on page 127).

Ask the children to choose a picture of a building. Ask them to think about who might live in the property and why they are moving out.

Ask the children to complete a flyer by writing under three headings: a description of the property; a description of who lives there; why they are moving out. These sections could be completed at different times, to give the children practice in saving and reloading their work. Encourage them to reread the previous section before they continue writing.

You could create word banks of descriptive words, using *Textease*, to support the children's writing.

After completing their text, the children should insert the picture: scanning from a paper source, pasting in from a website (found under adult supervision) or using a digital camera.

# People on the move

### Work

Many Eastern European skilled workers found jobs in industry in Liverpool.

Chinese people have had a community in Liverpool for more than a century, beginning with restaurants and laundries.

People came to the industrial towns of Lancashire from other parts of Britain, Europe and the world.

Many people move away from remote and rural areas because they cannot find work there.

People move to London from all over Britain for work.

Many skilled workers moved to Luton to work in the motor industry. They came from other parts of Britain as well as from Asia, Africa, and other European countries.

### Starting a new life

People from Commonwealth countries came to Britain.

In the 1900s many British people emigrated to Commonwealth countries such as Canada, Australia and New Zealand.

People move to remote or rural areas for peace and quiet, some when they retire and others to start a new way of life, such as teleworking, farming or craft work.

People move to bigger houses or to neighbourhoods they like. They move to places where there are good schools.

Young people move to university towns like Belfast, Bristol, Cambridge, Cardiff, Edinburgh, Liverpool, Newcastle and Oxford.

People come to Britain from other countries, some because their families are here and others for education and other opportunities.