



History

Invaders and Settlers – Romans, Saxons and Vikings.

Year 3 Unit 1

Why was Britain invaded so often between 43CE – 793CE?

Intent:

To explore the concept of invasion and how the arrival of the Romans, Anglo-Saxons and Vikings heralded significant changes in Britain.

Pupils should be taught about :

The Roman Empire and its impact on Britain, Britain's settlements by the Anglo-Saxons and the Viking struggle for the kingdom of England.

Investigate and interpret the past.

Communicate historically.

Use evidence to find out about the past.

Investigate and interpret the past and understand chronology.

Prior learning:

ELG	Year 1	Year 2			
Builds on Past and Present.	Builds on Local History and significant individuals.	Builds on Stone Age, Bronze Age and Iron Age.			

Key Vocabulary:

Tier 2 - Multiple meanings or high frequency

Invade	Manufacture	Battlefield	Archaeologist
Ruled	Countries	Evidence	Fort

Tier 3 - Subject specific

Rome	Invade	Anglo-Saxon	Viking
Empire	Villa	Sutton Hoo	Settle

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Villa	'house' in Latin.	'Village' and villager.
Hammer	'stone tool' – derives from Old English (hamor/hamer), Dutch (hamer), German (hammer) and Old Norse (hamarr). All of which refer to 'rock'.	
Hoard	Midde English (hord). Likened to Goth (hudz) meaning treasure and Old English (hydan) meaning to hide.	

Idioms and colloquialisms

	Meaning
When in Rome, do as the Romans do.	To follow local customs and routines.

Misconceptions

Not true	Teach this
The Vikings did not have horns on their helmets.	Research what Vikings wore in battle and where the myth about horns originated. Discuss when and why this might have come about.

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: What did the Romans want?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>*Discuss what it was about Britain at this time that the Romans wanted (e.g. natural resources and further living space).</p> <p>*Why did Emperor Claudius invade Britain? (<i>See David Weatherly Enquiry 10 page 5, using resources 1 – 10</i>)</p> <p>*Explanatory writing – a summary of the main reasons for the Roman invasion of Britain.</p>	1-3
2	<p>Q: Why did the Romans organise gladiatorial games?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>* (<i>See David Weatherly Enquiry 10 page 12, using resources 29 – 32</i>).</p> <p>*Watch the short video <i>Life in Rome: Gladiators</i> www.youtube.com/watch?v=wiEWMTQrxX8</p> <p>*Create a poster to advertise the gladiatorial games.</p>	1-6
3	<p>Q: Who were the Anglo-Saxons and where did they come from?</p> <p>L.O. TBAT communicate historically.</p>	<p>*Discuss why the Romans left Britain (<i>See David Weatherly Enquiry 11 page 4 for background information</i>).</p> <p>*Show a map of where the Anglo-Saxons came from.</p> <p>*Watch www.youtube.com/watch?v=16-UXrvITg (<i>See David Weatherly Enquiry 11 page 5 for background information</i>). Use resource 4 and explain the children will draw and annotate a sketch showing life in a typical Saxon village (Title can be 'Village Life in Anglo-Saxon Britain).</p>	4-9
4	<p>Q: What does Sutton Hoo tell us about the Anglo-Saxon World?</p> <p>L.O. TBAT use evidence to find out about the past.</p>	<p>*Choose an artefact and answer questions about it (<i>What is it?</i> Activity sheet).</p> <p>*Show Resource 13 (<i>See David Weatherly Enquiry 11 page 8</i>) and watch <i>The Sutton Hoo Ship Burial: Excavation</i> www.youtube.com/watch?v=HMKkMiWggg</p> <p>*Describe and identify artefacts (Resources 14)</p>	7-12

5	<p>Q: Who were the Vikings and why were their long-ships so important to them?</p> <p>L.O. TBAT communicate historically.</p>	<p>*Discuss the arrival of the Vikings (<i>See David Weatherly Enquiry 12 page 4 for background information</i>). Use Resources 5, 6 & 7 and follow instructions for labelling a long-ship.</p> <p>*Write an explanatory paragraph about why the long-ship was a perfect vessel for Vikings. (Resource 8 has several reasons outlining this).</p>	10-15
6	<p>Q: Historical fact or myth?</p> <p>L.O. TBAT investigate and interpret the past and understand chronology.</p>	<p>*Discuss Viking helmets – Did they have horns or not? How do we know? Show Resources 15, 16A, 16B, 17 and 18. Who is responsible for creating this myth and why?</p> <p>* Research what Viking battle dress was really like.</p> <p>*Complete a timeline (annotated with key dates and events) illustrating the Invaders and Settlers impact upon Britain.</p> <p>*What evidence still remains today that proves they were even here? (E.g. place names, burial mounds, types of artefacts, chronicles).</p>	13-18

** Trip suggestions – Caesar's landing site (Deal), Viking ship (Ramsgate)