

The Anglo-Saxon Migration

Year 4 Charlies
Theme 3 - 2021/2022

Big Picture: The Roman army had occupied most of Britain for nearly four hundred years. Then in 410AD, due to attacks upon land close to Rome and economic problems, the Romans withdrew their army to support the Empire in Europe. The Romans didn't take their buildings with them. After all, how could they? The Britons who were left over (along with some of the Romans who deserted the army) made use of what was left over. As the Romans left, they were able to make their own decisions for the first time; what would their new-found freedom bring them? However, they were not left alone for long. The invasion of multiple cultural groups, collectively known as the Anglo-Saxons, had begun. How did the invaders interact with the native Britons? How were the groups culturally similar and different? What was life like for the average inhabitant of the British Isles? During this period, kingdoms would rise and fall. This was not always due to war; what other events could affect an entire kingdom?



As readers we will explore the epic tale of Beowulf.

As writers we will explore the life of ancient Britons through drama and then present a debate through a play script.

As mathematicians we will compare number of migrants to the British Isles in the Anglo-Saxon period.

As historians we will examine the reliability of primary and secondary sources to learn about figures like Vortigern and King Arthur. We will also take part in an archaeological dig and look at solving mysteries with clues from the past. Children will learn about how the different cultures merged and influenced each other, and how conflict was handled in different ways.

As geographers we will describe and compare the human features of Post-Roman Britain and offer explanations for the location of some of those features, such as roads, towns and villages. We will look at how rivers and mountain ranges would form the boundaries of early kingdoms.

As musicians we will listen to instruments that would have been available during the Saxon-era.

As artists we will sketch the artefacts that we discover in our archaeological dig.

As design technologists we will look at how to build a bridge that is strong enough to allow a horse and cart to cross a river.

As theologians, we will explore how Anglo-Saxons were converted from their nature-worshipping paganism, and how Christianity became a central part of their culture. We will also identify the early leaders of these changes.

Mantle

A group of Angle migrants would like to settle in a peaceful part of Britain. They have no desire to upset the native population, but would like to be able to grow crops and farm animals.

Can children help them to choose a suitable place to settle?

Can they design a bridge that will lead to the new village?

Other experiences

Drama: Two children from a village of Romano-British people find a wounded man in the nearby woods. After deciding to help the mysterious man, the village elder puts a guard on him as he recovers and sends scouts to investigate. How will the village react to the stranger?

Investigation: Acting as archaeologists, children will use unearthed clues to discover who was buried at Sutton Hoo.

Key aspects of learning across the curriculum

We will continue to develop our key skills of:

- **Enquiry**
- **Problem solving**
- **Creative thinking**
- **Information processing and computing**
- **Reasoning**
- **Evaluation**
- **Self Awareness**
- **Managing Feelings**
- **Motivation**
- **Empathy**
- **Social skills**
- **Communication**