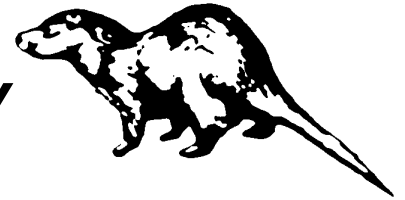


NUFFIELD PRIMARY HISTORY



ROMANS, ANGLO-SAXONS, AND VIKINGS IN BRITAIN

SAXON SETTLER TEACHERS' NOTES

The introductory two lessons of the Anglo-Saxon scheme of work went well [see *The end of Roman Britain*]

Saxon Settler continues the scheme of work through involving the children in an interpretation of Anglo-Saxon settlement. Saxon Settler uses the medium of a settlement game to introduce the children to both the multiple causal factors involved and the chronology of the settlement period.

By the end of the game the pupils develop an idea of the settlement pattern of Anglo-Saxon England. Interestingly, the fragmentary and inchoate pattern of settlement that the simulation produces matches the most recent academic interpretations of the period. In working through the game the pupils also become engaged with a considerable amount of detail concerning the form and nature of Saxon settlement.

The game also includes a mini-writing frame for the pupils to create their own Anglo-Saxon chronicles, to record what might have happened during the period of invasion and settlement. The reading/writing genres involved were instructions and chronicle writing.

Year group / class

Year 3, mixed ability and gender. The class had a number of very able pupils.

Teaching time

Two lessons of one and a quarter hours each.

Key question

- What form did the Anglo-Saxon settlement of Britain take?

Learning objectives

- To give the pupils an insight into the factors that affected Anglo-Saxon settlement, within a chronological framework.
- To raise awareness of the evidential base for Anglo-Saxon England through the medium of the pupils creating their own Anglo-Saxon chronicle.
- To look at causation in the context of a specific major issue, that is, the Anglo-Saxon invasion and settlement of Britain.
- To extend the pupils' literacy through creating a specific, contextualised writing task in the form of a chronicle.

Resources

Dice, one per group of five children

Rules of the settler game

Map A, of Western Europe, showing the invasion of Britain

Map B, for the settlement game

Settlement Events Sheet for each round

Chronicle Sheets – writing frames

Think Squares.

The teaching [Lesson 1]

Episode 1

Focus: Empathising with the thoughts and feelings of migrants who are leaving home for ever.

We asked the class to shut their eyes and pretend that the following things have happened: they get home, they listen to the radio, there has been an accident at a local military base, an atom bomb has exploded and radiation is spreading across the countryside. They have to pack a suitcase and leave home for ever.

Eyes open – what will they take in their suitcase with them?

Brainstorm what they would take, how they would feel. Five pupils volunteered what they would take. Louise started: walky-talky, statue of the Virgin Mary, virtual pet, game boy and pet dog.

What would they put in a diary?

Episode 2

Focus: Time travel: going back in time to 500 AD. Setting the scene for migration from mainland Europe to England.

The class sat down, and again shut their eyes. I told them that they were going back in time, to a point 500 years after Jesus had been born.

The Romans had been rulers of Britain for the previous 400 years.

The Roman rule over Britain has ended. Tribes are attacking England from Ireland, Scotland and mainland Europe.

The pupils have to imagine that they are members of a tribe living on the coast of Europe in the area of modern Denmark. They have to pack their goods and cross the sea to a new home in Britain.

Their tribe has to leave because of war, shortage of land to grow food because of increasing population and flooding of low-lying land (push factors).

They have also heard about how marvellous England is, in contrast to their current situation (a pull factor).

A question was asked: What kind of boat? Adam replied, 'A rowing boat'.

Episode 3

Focus: Working on the maps to give an idea of where the tribes came from, and where they settled.

Each pupil received Map A, of Europe, showing the tribes and where they settled. These they glued into their books.

We read out the names of the different tribes and where they were originally from, such as the Angles from Denmark, the Picts from Scotland. The pupils put their fingers on the map to locate physically where the tribes came from.

They then coloured in on the map the lands where each tribe might have lived.

Episode 4

Focus: Working on the maps to give an idea of where the tribes came from, and where they settled.

We gave out the settlement game map (**Map B**), and asked the children to guess where it was. We told them that it was part of England, and they had to find where it was on their small Western Europe map (**Map A**).

Although they found this hard, they all managed in the end, running their fingers around the coastline of the area on their European map.

Episode 5

Focus: Organising the settlement game.

Each pupil received a die, the Rules and the Settlement Events Sheet for playing the game, using Map B.

The children were divided into groups of five, one group per settlement game. Where there were groups of four, they had to cross the Jutes off their maps.

Each pupil in each group was then allocated a tribe in the order of their first names. In our lesson we had seven groups, four with five players and two with four.

Episode 6

Focus: Explaining the rules – how to play the game.

We then asked the pupils to read out the rules, explaining each rule in turn to the class.

We told them that you could only settle or gain land when you owned one of the frontier lines next door to where you were to settle. This we demonstrated on the board.

We also explained that if you were surrounded on three sides by another tribe you lost that piece of land.

Each group of tribes used one settlement map (Map B), with it being filled in after each throw of the dice and then passed on to the next player. We emphasised that they could not cross the rivers on the map, that is, the thick lines.

We worked through an example of what would happen to a tribe on its first go. We chose the Jutes, they threw a die and were able to settle 8 squares. They filled in 8 squares on their map, working out from their original square. They had to follow the rules for settling.

Each player had to read out what had happened to their tribe so that all the other players knew what was going on.

Episode 7

Focus: Playing the game.

We got each group to play a single round initially, stopping and explaining how the game worked. Matthew and David got very excited, especially when Daniel got 20 areas in one go.

We made sure that each pupil/tribe made a note of what happened to them at the end of the round on their Settlement Events Sheet.

Each group then continued playing their game until the end of the lesson, filling in the settlement map (Map B) and Settlement Events Sheet as they went along.

We asked a pupil from each group to tell us what had happened to their tribe during the three rounds of the game.

We told the class that we would play the game again next lesson. Great enthusiasm!

The teaching [Lesson 2]

The writing of the class Anglo-Saxon Chronicle.

Episode 1

Focus: The history of the Saxon settlement. Using the Settlement Events Sheet to explain what happened during the period of Saxon settlement.

We told the class that they would now play the game again, keeping the same tribes as before. To do this we handed out a new settlement map (Map B) and the blank Chronicle Sheet.

We asked them to look at their Settlement Events Sheets from the previous lesson.

A row of pupils came to the front, one from each group. In turn they read out in order the entries on their Settlement Events Sheet.

We told them that these were things that we have a record of happening during the period of Saxon settlement.

Episode 2

Focus: Completing the Chronicle Sheet for Round 1; using the Think Squares.

We gave each pupil a blank Chronicle Sheet. They had to fill in the details of their tribe. Each pupil then had to complete the sentence

‘When we landed I hoped that’

We wanted to collectively build up ideas and vocabulary through using a Think Square.

The idea of the think square is that you start at the centre with the question mark that focuses you upon the specific topic or issue, in this case what they hoped when they landed in Britain.

Adjacent to each ? mark are four squares. For each square we put in a different idea. These we got from each group in turn, the four ideas the children came up with being: a nice country; win war and get money; conquer tribes; and live in peace.

Each of these four squares now had three blank squares adjacent to it. So, we went around the class pooling ideas about what we might put in these three squares, linked to the original idea. Thus ‘live in peace’ had attached to it: share; make friends; and wealth and health.

The pupils then extended and completed their entries for ‘When we landed I hoped that’ on their Chronicle Sheets.

Episode 3

Focus: Developing knowledge about a new, emerging scenario: explaining what has happened to their tribe.

The pupils now competed the first round of the game, making sure that they:

- filled in on the settlement map the squares that all the tribes settled;
- marked on their Settlement Events Sheet what had happened to their tribe;
- learned what had happened to the other tribes.

They also had to write down on the Chronicle Sheet why their tribe had been able to settle its number of squares on the map.

Again we demonstrated what was involved through taking examples of the pupils’ work.

Blackboard work. We now used a Think Square on the board for the entry ‘Monks from other tribes told us’

We put in a different idea from each of four different groups, that is, won war; disease (plague) killing another tribe; fighting between other rivals; lost war.

Again we completed the three remaining squares for each of these four entries, drawing on ideas from the whole class.

Episode 4

Focus: Finishing the game, completing Chronicle Sheets en route.

The pupils continued to play the game, filling in the settlement map and their Chronicle Sheets for each round.

This was a period of considerable excitement and intense involvement. We made sure that each tribe/pupil completed all sections of their Chronicle Sheets, and made sure that they were correctly filled in, in terms of their tribe and the round involved.

Episode 5

Focus: Pulling together ideas and conclusions from the activity.

I asked Louise what was her tribe and what had happened to it. She said the East Saxons, and told us that they had lost the war. Other pupils then contributed ideas about what happened to such tribes, for instance, they had no land, they caught disease, they had land captured from them.

For each round we then asked individual children to read out what they had written on their Chronicle Sheets for that round, for instance, a pupil who had thrown a 1 in round one.

We told the class that each of these numbers represented about twenty years.

As we went through the Sheet, we were able to build up a picture of the nature of the impact of Saxon settlement on Britain.

In the follow-up lesson, the Anglo-Saxon Chronicle, we compared the pupils' chronicle entries with extracts from the Anglo-Saxon Chronicle so as to deepen insight into the nature of the sources we use for studying this period. We also worked on an Anglo-Saxon timeline.

Learning outcomes

- Group work was fostered in a positive way, that is, playing the game; creating a chronicle using a writing frame.
- Oracy: this was developed as a medium for literacy at each point in the teaching.
- The children deepened their understanding of the concepts of conquest, migration, immigration, multi-ethnicity and settlement.
- They developed an understanding of causation, and also of the basis of the written evidence upon which much of our knowledge of the period depends, that is, the Anglo-Saxon Chronicle.
- Writing: the Think Squares provided the basis for extended writing on the Chronicle Sheets.

Nuffield Primary History project

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