

Subject: History
Britain?

Year 4

What are Invaders and how did they change

NC/PoS:

Prior Learning (what pupils already know and can do)

End Points (What pupils should know by the end of the unit)

By the end of the topic pupils should be able to:

1. Explain what an invader and a settler are.
2. Identify who the Angles, Saxons and Jutes were and where they came from.
3. Understand why these groups came to Britain and how they travelled.
4. Describe how Anglo-Saxon people lived, including homes, jobs and daily life.
5. Explain how power and leadership worked, including kings and kingdoms.
6. Identify how Anglo-Saxons changed Britain, including language, place names and culture.
7. Use historical vocabulary such as invasion, settlement, kingdom, migration and ruler.

Key Vocabulary

Component 1 LO:

What is an Invader?

Learning Objective

To understand what an invader is and why groups of people invade new lands.

Prior Knowledge Evaluation

Ask pupils:

- What do you think the word *invade* means?
- Have people always lived in Britain?

Discuss prior learning about Romans (if applicable) and connect to the idea that different groups have come to Britain over time.

Starter

Show two contrasting images:

- A peaceful village
- A group arriving by ship

Ask pupils:

- What might be happening?
- Why might people arrive in a new place?

Main Activity

Teacher explains key terms:

- Invader
- Settler
- Migration

Introduce that after the Romans left Britain, groups such as the Angles, Saxons, and Jutes came to Britain.

Children complete a sorting activity:

- Reasons for invading (land, resources, safety)
- Push/pull factors

Pupils then write a short explanation:

“Why did people invade Britain?”

Alternative Activity Ideas

- Freeze-frame drama showing an invasion.
- Group mind map of reasons for migration.

Adaptations for SEND

- Provide vocabulary mats with visuals.
- Use sentence starters and word banks.
- Allow verbal explanations instead of written.

Key Vocabulary

- Invade
- Settle
- Migration
- Tribe

Helpful Websites

- <https://www.bbc.co.uk/bitesize/topics/zxsbcdm>
- <https://www.natgeokids.com>
- <https://www.twinkl.co.uk>

Component 2 LO: Who Were the Anglo-Saxons?

Learning Objective

To understand who the Angles, Saxons and Jutes were and where they came from.

Prior Knowledge Evaluation

Recap:

- What is an invader?
- Why might people move to a new land?

Starter

Show a map of Europe and ask:

- Where might these groups have come from?

Main Activity

Teacher explains that the Angles, Saxons and Jutes came from areas of modern-day:

- **Germany**
- **Denmark**

Children complete a **map labelling activity**:

- Trace migration routes to **Britain**
- Label where each group settled

Explain how the name "**England**" comes from the Angles.

Alternative Activity Ideas

- Create a migration journey storyboard.
- Use atlases to explore routes.

Adaptations for SEND

- Provide pre-labelled maps.
- Use colour-coded routes.
- Support with adult guidance.

Key Vocabulary

- Anglo-Saxon
- Route
- Kingdom
- Settlement

Helpful Websites

- <https://www.bbc.co.uk/bitesize/topics/zxsbcdm>
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- <https://www.twinkl.co.uk>

Component 3: LO:

Transport and Travel

Learning Objective

To understand how the Anglo-Saxons travelled to Britain and moved around the country.

Prior Knowledge Evaluation

Ask:

- How do we travel today?
- How would you travel without cars or planes?

Starter

Show images of Anglo-Saxon longboats.

Ask:

- What are these boats made of?
- Would they be easy to travel in?

Main Activity

Explain that Anglo-Saxons travelled in **wooden boats across the North Sea**.

Introduce key location:

- **North Sea**

Children complete a **labelled diagram of a longboat**, identifying:

- Oars
- Sail
- Hull

Discuss challenges:

- Weather
- Distance
- Navigation

Children then write a diary entry:

“My journey to Britain as an Anglo-Saxon”

Alternative Activity Ideas

- Build a model longboat.
- Outdoor activity: simulate rowing teamwork.

Adaptations for SEND

- Provide diagram templates.
- Use speaking and drawing instead of extended writing.

Key Vocabulary

- Longboat

- Voyage
- Sea
- Journey

Helpful Websites

- <https://www.bbc.co.uk/bitesize>
- <https://www.natgeokids.com>
- <https://www.twinkl.co.uk>

Component 4 LO:

People in Power

Learning Objective

To understand how Anglo-Saxon kings ruled and how power was organised.

Prior Knowledge Evaluation

Ask:

- Who is in charge of a country today?
- What makes a good leader?

Starter

Introduce the idea of kingdoms and show a map of Anglo-Saxon England divided into regions.

Main Activity

Explain that England was divided into kingdoms such as:

- **Wessex**

- **Mercia**
- **Northumbria**

Introduce a significant ruler:

- **Alfred the Great**

Discuss:

- Role of kings
- Laws and protection
- Importance of loyalty

Children create a **fact file on an Anglo-Saxon king** including:

- Responsibilities
- Achievements
- Why they were important

Alternative Activity Ideas

- Debate: What makes a good king?
- Role-play royal decision making.

Adaptations for SEND

- Provide fact file templates.
- Use bullet points instead of paragraphs.

Key Vocabulary

- King
- Kingdom
- Rule
- Power

Helpful Websites

- <https://www.bbc.co.uk/bitesize/topics/zxsbcdm>

- <https://www.natgeokids.com>
- <https://www.twinkl.co.uk>

Component 5 LO:

Anglo-Saxon Life and Changes to Britain

Learning Objective

To understand how Anglo-Saxon life changed Britain.

Prior Knowledge Evaluation

Ask:

- What do you think daily life was like for Anglo-Saxons?

Starter

Show images of:

- Anglo-Saxon houses
- Villages
- Farming

Main Activity

Explain key aspects of life:

- Farming and food
- Homes made from wood and thatch
- Village communities

Discuss changes to Britain:

- Language (Old English)
- Place names (e.g. -ham, -ton)

Children complete a **comparison chart**:

Anglo-Saxon life vs life today

Alternative Activity Ideas

- Build a model Anglo-Saxon village.
- Investigate local place names.

Adaptations for SEND

- Provide comparison tables.

- Use visuals and simplified text.

Key Vocabulary

- Village
- Farmer
- Culture
- Change

Helpful Websites

- <https://www.bbc.co.uk/bitesize>
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- <https://www.twinkl.co.uk>

Componet 6 LO:

How Did Invaders Change Britain?

Learning Objective

To understand the overall impact of Anglo-Saxon invaders on Britain.

Prior Knowledge Evaluation

Recap:

- Who were the Anglo-Saxons?
- Why did they come?
- How did they live?

Starter

Display images representing:

- Language
- Kingdoms
- Villages
- Kings

Ask pupils what changes they recognise.

Main Activity

Children create a **final project (poster or presentation)** answering:

“How did the Anglo-Saxons change Britain?”

Include:

- Settlement
- Language
- Government
- Culture

Pupils present their work to the class, explaining key impacts.

Alternative Activity Ideas

- Create a class museum display.
- End-of-unit quiz.

Adaptations for SEND

- Provide structured templates.
- Allow verbal or recorded presentations.

Key Vocabulary

- Impact
- Legacy
- Change
- Influence

Helpful Websites

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