

Who settled in Britain before 1066?

Activity Who settled in Britain before 1066 overview

- Resources**
1. Event cards (one per pupil) *These are largely based on events drawn from the Anglo-Saxon chronicle, with additions from Bede's Ecclesiastical History of the English People*
 2. Tapestry templates (one per pupil)
 3. Some exemplar scenes from the Bayeux tapestry
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Context Students are about to begin an investigation of migration, invasion and settlement during the Anglo-Saxon period. This activity is designed to give students a broad chronological overview of the bigger picture

- Aims**
1. Give students a broad overview of the period AD 400 – AD 1066
 2. Create a class tapestry which can be referred to later
 3. Build awareness of the content and nature of evidential sources from the period such as the Anglo-Saxon chronicle, Bede's ecclesiastical history of the English people and the Bayeux tapestry
 4. Introduce students to key vocabulary associated with the unit of work
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- Instructions**
1. Look at some scenes from the Bayeux tapestry. Draw out the key features of the tapestry, including:
The main scene
The use of images in the margins to add detail
The use of key words & dates
 2. Tell students they are going to create a tapestry which tells the story of the period AD 400 – AD 1066 in the style of the Bayeux tapestry.
 3. Distribute one event card to each pupil. Tell pupils that these are based largely on the Anglo-Saxon chronicle. Ask pupils to read their cards carefully. They will need some support with the more challenging vocabulary e.g. The Anglo-Saxon names
 4. Lead a class discussion on how they might represent some of the key themes in their cards – e.g. *Kings, kingdoms, battles, religious conversion, Christianity...* Students may need some inspiration on how to represent these things in their artwork.
 5. Ask students to turn the event on their card into an image in the style of the Bayeux tapestry. Model doing this with an event card of your own, if necessary.
 6. Cut out and assemble the class tapestry, sticking it together using the flaps. Hang it in your classroom and refer to it throughout the unit of work.
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Follow up Students will go on to consider the nature, origin and purpose of the Anglo-Saxon chronicle and some of the issues surrounding its use as a piece of evidence.

Students will go on to look at the process of Anglo-Saxon settlement and the Viking invasions depicted in the later parts of their tapestry.

