

LIFE IN A NEW LAND

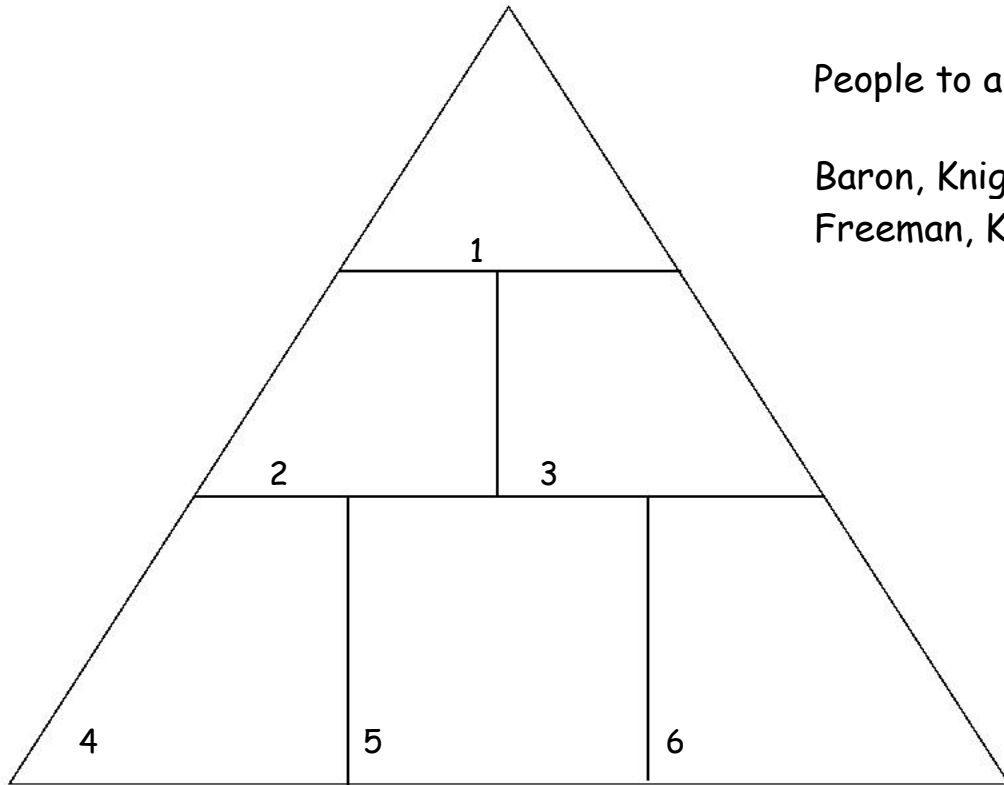
This independent learning project is about the different groups of people who invaded Britain in the past. This project looks at where they came from and what they did in Britain. Students are to conduct research on these invaders via books and the internet and to complete a number of tasks which will help broaden their knowledge and understanding of the invaders.



Map: internet source

Task 1: What is the feudal system?

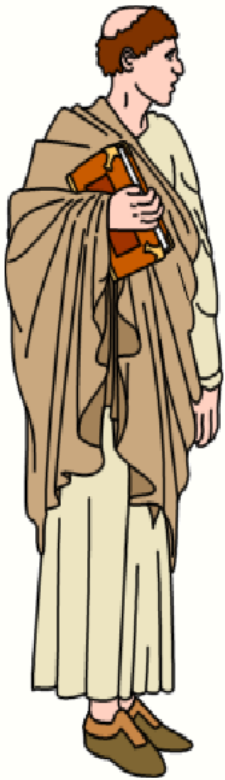
Task 2: Complete the feudal triangle below, use the information on the top right of the triangle.



People to add:

Baron, Knight, Peasant,
Freeman, King, Monk





Task 3: People wanted Britain to become a Christian nation in order to unite all the different groups in the country. Come up with 5 other reasons, one has been done for you.

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My top five on why you should convert:

1. So that everyone has the same ideas about religion
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Task 4: Why was Christianity the religion to be?

To answer the above question, use task 3 above and think about what the rest of Europe was like at this time.

Christianity, the dominant religion!

Task 6: Research what the Vikings and Saxons did when they came to Britain and what they were actually like before they came to Britain.

How will life change for you?



In my new land as a Saxon I...

Need to know facts: What the Saxons actually were.

How will life change for you?



In my new land as a Viking I...

Need to know facts: What the Vikings actually were.

Warfare

Task 8: Imagine that you are both a Saxon and a Viking, why would they say that they are better than the other? Research what each was like.

Saxon

I'm the better fighter because...

Viking

I'm the better fighter because...

Steps Assessment

Step 1> I can identify an example of change/continuity or similarity/differences.

Step 2> I can identify several examples of change/continuity or similarities/differences.

Step 3> I can describe examples of change/continuity or similarities/differences.

Step 4> I can describe in detail examples of changes/continuity or similarities/differences across/within different time periods.

Step 5> I can describe in detail examples of change/continuity or similarities/differences across/within different time periods and identify key factors why.

Step 6> I can describe and explain examples of changes/continuity or similarities/differences across/within different time periods and explain the impact/links of/between some of the key factors.

Step 7> I can explain and begin to analyse examples of changes/continuity or similarities/differences across/within different time periods. I can offer a basic analysis of the impact/links of/between most of the key factors.

Step 8> I can analyse examples of change/continuity or similarities/differences and begin to evaluate the impact/interrelationship of key factors as reasons for change.

Step 9> I can analyse and evaluate the impact/pattern and significance of change/continuity or similarities/differences in a wider historical context.

**The Saxons had a better lifestyle compared to the Vikings.
How far do you agree?**

A series of horizontal dashed lines for writing.

