

Welcome to the Teachers' Pack for

INCREDIBLE INVADERS

INCREDIBLE INVADERS takes you through the chronological story of Britain starting from the Roman invasion of AD43, exploring the impact the Romans had on Britain, the conquest of the country, including Hadrian's Wall and the resistance led by Caratacus and Boudicca. We find out about Roman roads and towns, place names, discovering what the Romans gave Britain and why they left.

We learn the reason for the Anglo-Saxon invasions, their settlements and kingdoms, including place names, laws and justice, village life and Sutton Hoo. Viking longboat raids ensue followed by their settlement and struggle for domination against the Anglo-Saxons, particularly Alfred the Great and the Battle of Edington. We explore further Viking invasions, the places in Danelaw and the reasons for Danegeld, leading to Viking Kings and the Norman attack in the Battle of Hastings.

It's a two hour show with a fantastic overview of the making of Britain in a spectacularly dramatic and memorable presentation to help you cover the new history curriculum.

The following sections will help you cover the Roman, Saxon, Viking and Norman periods with your students.

We would be delighted to receive your feedback on this pack and we look forward to seeing you at the show!

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Roman Invasion



Roman armies invaded Britain three times. The first attempt was in 55 BC under the command of Julius Caesar. They landed near Dover but after a few days of fighting a storm blew up and damaged their ships so Caesar decided to play safe and they sailed home.

Caesar returned the following summer with many more troops. They fought their way through Kent and into Essex and made agreements with several Celtic tribes forcing them to pay money to Rome each year. But after about ten weeks they left.

It wasn't until around one hundred years later, in AD 43 that they returned again. This time proved much more successful. They fought their way up from Kent, into Essex defeating many Celtic tribes on the way. Some tribal leaders declared their support for the Romans straight away and were handsomely rewarded for their loyalty. Other tribes, like the Iceni, lead by Boudicca, or the Catuvellauni, lead by King Caractacus, fought back.



'Incredible Invaders' follows the story of King Caractacus and his incredible ability to evade capture by the Roman forces.

Caractacus



After two unsuccessful invasions, in 43 AD an army of 40,000 Roman Soldiers landed in Kent. Put together by the Emperor Claudius, the plan was to use it to bring the whole of Britain under Roman rule once and for all.

British resistance was fierce. The invasion force was met by a vast army of Celtic tribal warriors, lead by King Caractacus, the king of the Catuvellauni tribe and his brother Togodumnus. There were two battles one on the banks of the river Thames, and another, larger one, on the Medway. The Britons were defeated in both and Togodumnus was killed, but Caractacus escaped. He fled west to Wales to the lands of the Silures in the south. As the Romans pushed further west, he still resisted capture ending up in north Wales where he established himself with the Ordovician tribe. For nine years he resisted the Romans in a successful guerrilla war.

Activity

The Britons were severely outnumbered by the Romans. A full scale attack would inevitably mean defeat. Instead Caractacus used 'Guerrilla' tactics to undermine the confidence of the Roman soldiers. Bands of Celtic warriors would make lightning raids on Roman camps at night, taking the soldiers by surprise and causing maximum damage.

Sometimes warriors would hide in forests and woodlands waiting for a Roman patrol to march past, and then leap out and attack them.

- Imagine that the whole class is a group of Celtic warriors
- In groups of four or five, imagine you are planning a night time raid on a small Roman encampment.
- Put together a raid plan, giving instructions on what tactics to use and why.

- Include the following information:
What time the raid will take place, What weapons will you take? How will you get past the Guards?, How can you frighten the Romans whilst keeping yourselves safe?, What will be your exit plan if things start going wrong?
- Present your group's raid plan to the rest of the class
- Decide on the best ideas to plan your overall strategy.

Battle of Caer Caradoc

Caractacus led his final battle against the Romans around 50 AD. This time he led a huge army of warriors, chiefly made up of Ordovices from north Wales. Caratacus chose a battlefield in hilly country, placing the Britons on the higher ground. This position made both approach and retreat difficult for the Romans, and comparatively easy for his own forces. Where the slope was shallow, he built rough stone ramparts, and placed armed men in front of them. In front of them was a river, probably the Severn or the Teme.

According to the Roman historian Tacitus, the chieftains of the various tribes moved amongst their men encouraging them. Caractacus darted everywhere, telling his men that the battle would be the beginning of the recovery of their freedom. If they didn't win they would be facing everlasting slavery. He recalled how their ancestors had driven back Julius Caesar, and through their bravery the British were freed from the threat of being ruled by the Romans.

'Every warrior swore not to flee from weapons or wounds'...

Activity

Imagine it is the night before the battle. You are Caractacus moving amongst his men, trying to encourage them.

- Write a short speech to enthuse your warriors and make them feel brave.
- How many different adjectives can you include for 'brave'?

The Battle

It was a dreadful battle. The Roman historian Tacitus wrote about the battle in his 'Annals'. The Britons had chosen a hillside battlefield, with a river below. They had built a rampart wall to defend themselves from which they rained

down missiles on the approaching Roman forces. However the well trained Romans formed a 'Testudo' – using their shields to make a protective shell and continued the advance.



The Britons were broken, having no helmets or armour to protect themselves.

'They were killed with the swords and javelins of our legionaries and if they turned around, they faced the sabres and spears of our auxiliaries.'

The Britons were defeated, but still Caractacus managed to avoid capture. Despite his wife and children being captured by the Romans, Caractacus managed to escape. He fled north to the lands of the Brigantes tribe (modern Yorkshire) where he sought refuge from their Queen, Cartimandua.

But like many tribal leaders, Queen Cartimandua had made treaties with the occupiers, so rather than shelter, Caractacus found himself being handed over to the Romans in chains.

Caractacus in Rome

Caractacus and his family were taken to Rome as prisoners. It was the custom that soldiers returning from conquered lands would march in a triumphal procession through the city streets. The 'Triumph' would also include prisoners taken in the campaign as well as carts piled high with treasures captured from the enemy.

Caractacus was sentenced to death as a military prisoner. However, a speech he made to the Roman Senate persuaded the Emperor Claudius spare his life and he lived out the rest of his days in Rome in peace.

Activity

Below are some paintings depicting Caractacus speaking to Emperor Claudius.



According to Tacitus, Caractacus argued that as a tribal king, he was a great prize. Also that by continually avoiding capture, he made his eventual arrest an even more glorious victory for the Romans. He tried to persuade Claudius that by showing him mercy and sparing his life he would be considered an even mightier Emperor.

- *In pairs, decide on one sentence for Caractacus and one for Claudius for each of the three pictures.*
- *Copy the positions of the two characters in each picture and try out the sentences*
- *Which picture makes each character feel more powerful?*
- *Which word in each sentence carries the most power?*
- *Does Claudius feel persuaded to let Caractacus go?*

Life in Roman Britain

As the conquering forces moved through the country, they set up military camps, which gradually grew into villages and towns.

The Romans changed the entire structure of life in Britain. It became a province of the Roman Empire ruled by a governor. The province was divided into territories, military settlements and towns, each with their own councils to enforce the law, and its capital was Londinium (now London).

Many of our big towns and cities date from Roman times. The Roman word for a military camp or fort was 'castrum' which gradually became 'caster' or 'chester'

Activity

Look at a map of Britain. How many place names can you find that end with 'caster' or 'Chester'? They were probably once occupied by Roman forces.

The Romans brought many changes to the country. They built the first proper towns in Britain, with streets of houses, shops, workshops, temples and public baths. In the countryside they built huge villas and organised farms. They brought crops which were hitherto unknown to the Britons, like carrots, parsnips plums and walnuts

Drama Activity

'What's my job?'

In pairs, imagine you are Roman workers living either in the town or the countryside. Decide what job you do from the list below and practise miming it as clearly as you can.

You must then present yourselves to the newly arrived Roman governor (Your teacher) and try and make a good impression so that he/she will favour you.

Each pair takes it in turn to show what they do without speaking. When they have finished they turn to the Governor and those watching and ask 'What's our job?' The watchers have three guesses. If they get it right, the actors have the privilege of sitting with the Governor. If their job cannot be guessed, they must enact a forfeit.

Jobs:

Weaver, Mosaic maker, Fresco painter, Farmer, Bee keeper, Miller, Soldier, Fire stoker, Thatcher, Metalworker, Gladiator, Teacher, Builder, Baker, shoemaker, Sculptor.

Roman Roads

One of the reasons the Romans were so successful in conquering Britain and maintaining their hold on it, was their infrastructure – chiefly their roads.

By building long, straight roads, they were able to move legions of soldiers quickly across the country, to establish new strongholds and quell any rebellions.

The routes were built by army troops and slaves and were made of local stone. The network was centred on Londinium (London) and spread out to the chief army towns. Many of these routes are the basis of our road system today.

Activity

Look at this map of Roman roads. Compare it to a modern road map. Can you still see them?



Anglo Saxon Invaders



The last Roman soldier left Britain in AD410. The Empire was crumbling and the legions were called back to defend it.

The occupation had lasted around 400 years during which time the island had changed forever.

The later years of the Roman Empire, had seen increasing threats to 'Brittania'. Despite the walls, the Picts and Scots were restless, the Gaels in Ireland were invading the west of the country and the Anglo Saxons from north Germany, were raiding the east. Now, without the Roman defenders, the island was more vulnerable than ever.

Following a deadly plague that had devastated the country further, King Vortigern, the leader of the Britons took the decision to appeal for help abroad. He contacted two well known Anglo Saxon warriors, named Hengest and Horsa, who arrived in 449 AD with several boat loads of men. After a terrible battle, the invaders were driven back and Hengest and Horsa were rewarded well with money and lands.

Activity

Imagine you are King Vortigern. You have fought hard against other British barons, to become King but now your position is threatened by the Picts and Scots. Write a letter to Hengest and Horsa explaining the situation and asking for their help. How can you persuade them to come to your aid? And what will you give them in return?

But the Hengest and Horsa had no intention of returning home and they resolved to conquer the land for themselves.

They told Vortigern that another Roman Briton, named Ambrosius, was threatening him and advised him to send to Germany for more soldiers. More and more boatloads arrived.

The 'Anglo- Saxons' were a mixture of several tribes from Northern Europe. Saxons from North Germany, and Angles and Jutes from Denmark and North Holland.

Amongst the new arrivals was Hengest's daughter, Rowena, a very beautiful girl. Hengest arranged a great feast for Vortigern and his soldiers, at which, according to the medieval historian Gildas, they all got very drunk and 'The devil entered into his heart'. Vortigern fell hopelessly in love with Rowena, as her father hoped he would. The King begged Hengest for her hand in marriage offering him the county of Kent, in return.

When the people heard that the King had married a Saxon, they were furious. But the angriest of all was the Prince of Kent, when he found his lands had been given away.



Activity

The picture above shows an artist's idea of the feast, where Rowena is bringing a cup of wine to the King.

In groups of five or six, decide who each character is.

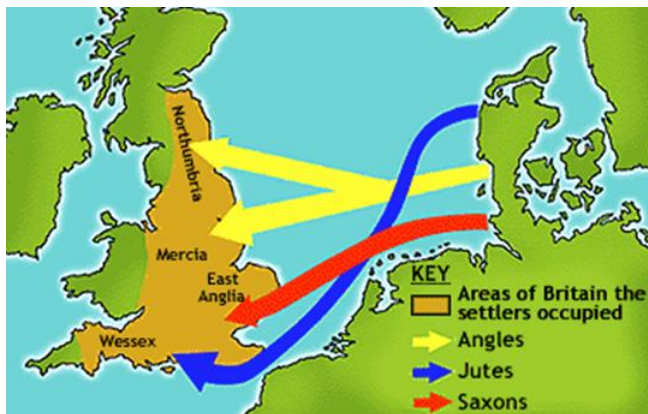
For each character, write a speech bubble with what they are saying publicly.

Then write a thought bubble to describe what they are really thinking.

Each member of the group then assumes the role of one of the characters in the picture and speaks both sentences.

How do each character's public and private faces differ?

The Britons fought back, Horsa was killed, but Hengest held onto his lands. Soon more and more Angles, Saxons and Jutes began to arrive, driving the Britons further south and west.



Although some were soldiers, the majority of the new arrivals were farmers, drawn to Britain in search of farmland. They settled in areas on the coast or near rivers, that could be easily reached by boat.

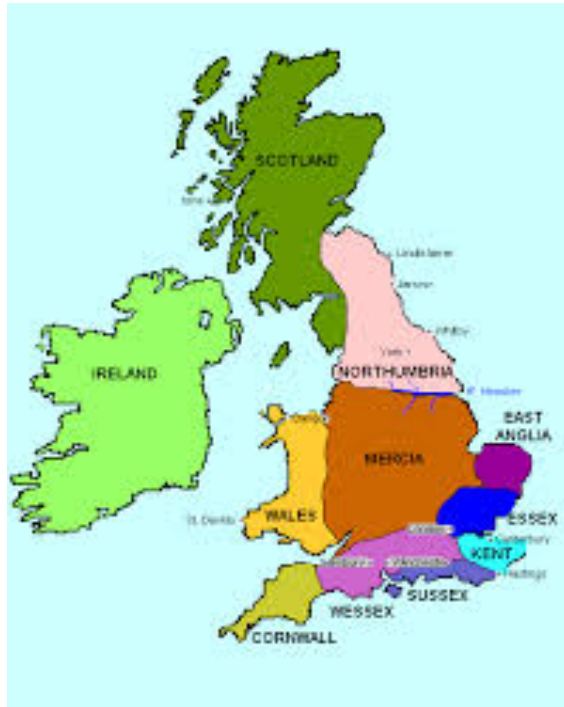
The Saxons settled mainly in the south east – in Essex (East Saxons), Sussex (South Saxons), and Wessex (West Saxons)

The Angles occupied East Anglia (Norfolk, Suffolk)

The Jutes settled mainly in Kent.

Unlike the Romans, the Anglo Saxons were not town dwellers. They cleared woodland and made small villages. The great Roman towns became deserted and fell to ruin.

Eventually the country was divided into different Kingdoms.



Activity

Many places in England have Anglo Saxon origins.

Often a village was named after its chieftan. These places are likely to have 'ing' or 'folk' in them.

The first part of the name is probably the name of the chieftan, eg:

'Reading' = Redda's people, 'Hastings' = Haesta's people.

Look on a map for any places in your local area ending in 'ing' or 'folk'

Decide what the chieftans name might have been.

Some places were named after features of the landscape:

Ford = river crossing,

Ton = farm,

Bury = fortified place,

Ley = forest clearing

Can you spot any of these in place names near where you live?

Saxon Life



The early Anglo saxon settlers lived in small, largely self sufficient villages. Built near natural resources such as rivers or woodland a village would be surrounded by a high fence to keep out wild animals and deter hostile neighbours. The people lived in wooden houses with thatched roofs. These houses had only one room, where everyone slept, cooked and entertained.



Saxon Villages were self sufficient communities. Villagers grew crops, and ground the grain for bread. They kept sheep for wool as well as cows and goats for milk and pigs for meat. They brewed beer and also drank mead, (which was made from honey), from cow horn cups. Rich saxons drank wine but this had to be bought. Villagers also hunted and fished.



They made all household goods and farming equipment themselves from clay, wood and metal. Wool would be spun and woven for clothing and blankets.

Later, villages began trading goods for what they couldn't make, usually with other villages but sometimes with foreign visitors.

Anglo saxon society was divided into three distinct classes:

THANES – Village warrior chiefs.

CHURLS - Free people who worked on the land and paid rent to the Thaners.

THRALLS – Slaves.

The biggest house in the village was the Hall where the Thane lived, with his warriors. This would be one long room, with a large fire in the middle and thin window slits along the walls to let in light. The hall would often be decorated with shields or antlers and the floor covered in rushes from the river bank. The hall would be the centre of village life. It would be the venue for meetings and great feasts

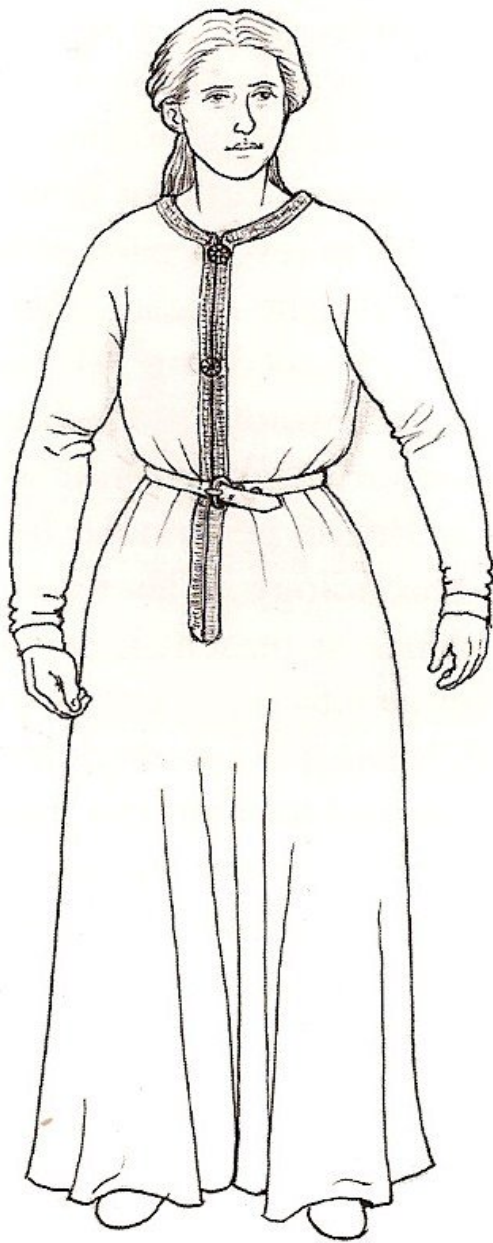


Activity

Imagine you are planning a feast for the Thane's birthday. Design the menu. Remember you can only use foods that you have grown / reared in the village.

Activity

It is the day of the Thaner's feast. You are wearing your best set of clothes. Design their patterns on the templates below.



a



Viking Invaders



The Romans weren't the only invaders to successfully conquer Britain. When they withdrew, there came the Saxons, and then around AD 793 came the Vikings.

The word Viking actually means 'pirate raid'. The people we know as Vikings were actually 'Norsemen' and came from all over Scandinavia. They were farmers, fishermen, seafarers and traders. They came to Britain in search of land and riches. Life at home was getting harder. The population was increasing but the land was not fertile enough to produce all the food they needed to survive. Norway was very hilly, Sweden densely forested and Denmark had very sandy soil. The law stated that in a family only the eldest son could inherit so younger siblings were forced to look elsewhere for land. Villages were also sometimes under threat from rival tribal leaders who wanted to take over their territory.

Seafarers

Like the Anglo Saxons 400 years earlier, The Vikings invaded by sea. They first arrived in the north east of England at an island monastery called Lindisfarne. At the time the monasteries were very wealthy and they knew there would be much gold to be found. They were vicious and fast in their attack, drowning or killing many of the monks and taking many others as slaves. In the following years there were more and more attacks all over the country and many monasteries, towns and cities were raided.

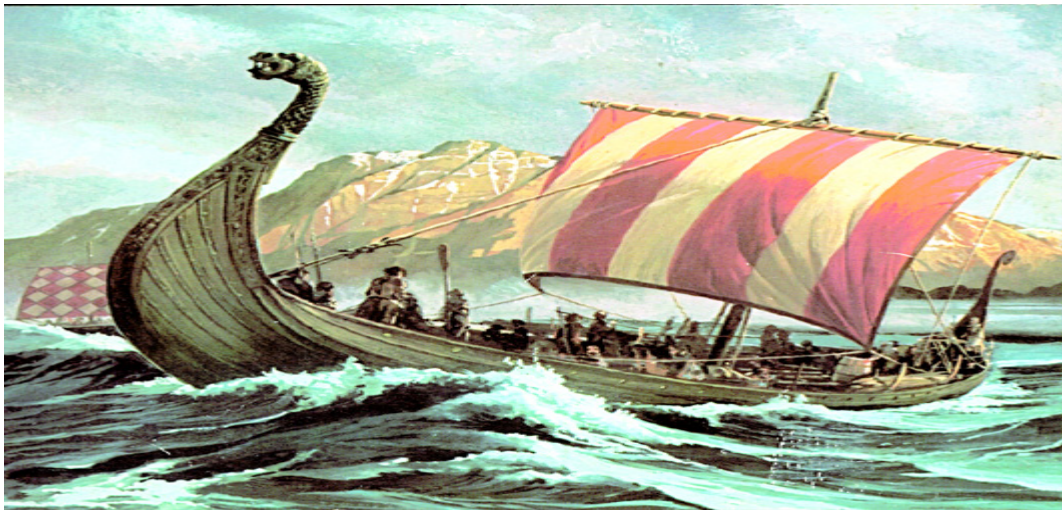
They were successful partly because of their vicious fighting but also because they were great sailors. They travelled in Longboats which were able to sail in

shallow waters as well as at sea. This meant they could sail up rivers and take towns by surprise.

Viking longboats are famous for their figureheads. They believed that a dragon's head would ward off evil spirits. They also hoped that their appearance would scare enemies away allowing them to raid with little opposition.

Activity

Look at this picture of a Viking longboat. Can you design a figurehead that would strike fear into the heart of anyone who saw it?



Invasion of York

In Anglo-Saxon times, the city of York was a very prosperous place. Known as 'Eoforwic,' the city didn't have a large population but had a monastery and Cathedral and was home to many rich merchants. The capital of the Kingdom of Northumbria, it was the seat of the King Aelle.

King Aelle was not a popular monarch, having deposed the previous King, his brother, Osbert, and it is said that was a viscous, tyrannical man.

'Incredible Invaders' tells of a Viking warrior, Ragnar hairy trousers (Ragnar Lothbrok), who had tried to take the city in a raid and been put to death by King Aelle by being thrown into a pit of poisonous snakes.

In AD 866, York was raided again. This time by Ivor the Boneless and his brothers Halfden and Hubba , the sons of Ragnar, bent on revenge.

Despite resistance, the Vikings easily took the city but Aelle escaped. The next year he tried to re take York, but was captured by the Vikings and killed in a horrific way as Ivar tells us in 'Incredible Invaders.'

Tie him to the tree

Rip open his rib cage

Pull out his lungs

And spread them like wings behind him

Behold, the blood eagle

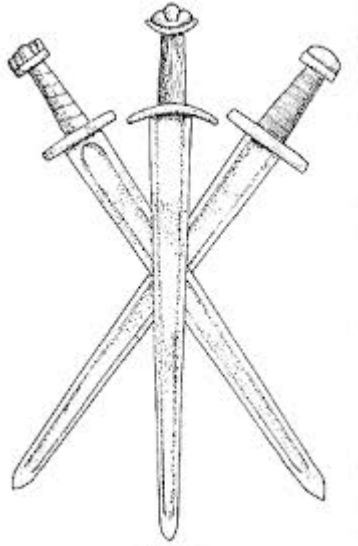
The Vikings then installed an Anglo Saxon king, Egbert, on the throne, who was sympathetic to them and was easily controllable. The city was renamed 'Jorvik'.

Activity

Imagine you are King Aelle. You are in hiding following the Viking attack. You need help to build up a force to counter attack and regain the throne.

- 1. Design a poster to encourage people to join you in your mission.*
- 2. Write a letter to your brother Osbert, asking for his help and apologising for your previous actions against him.*

Swords



A Viking warriors' sword was his most treasured weapon. They were difficult to make and therefore rare and expensive and would be handed down the generations from father to son.

A sword would be double edged - both sides of the blade were sharp. They would be typically 60 – 80 cm long and were used with one hand (The other hand holding a warriors shield)

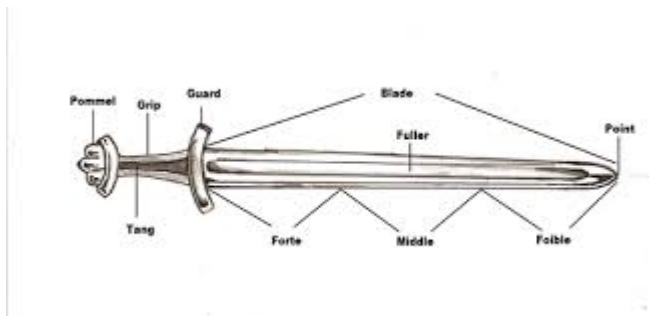
They were often very ornate and sometimes inscribed with runes (Viking writing) which was said to increase their magic powers.

Swords were given names by their owners, such as 'War flame', or 'Leg Biter,' in the hope of increasing their strength. A Viking legend tells of a magic sword, named Dainsleif that was made by Dain the Dwarf. It was cursed so that once it had been drawn; it had to kill a man before being returned to its sheath. One strike from Dainsleif would always cause a serious wound that would never heal.



Activity

Look at the diagram of the Viking sword below. Design one for yourself that could be a treasured family heirloom.



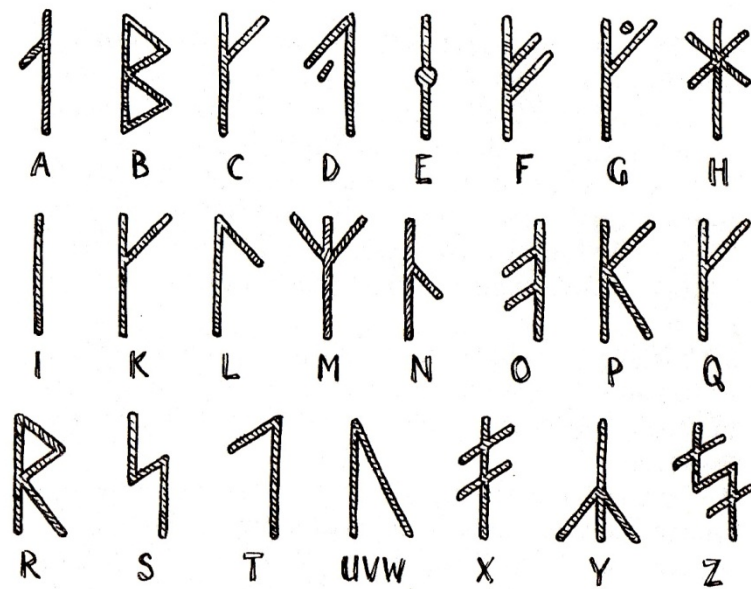
In 'Incredible Invaders' Eric has a sword named 'Fierce,' and Vic's is called 'Cutter'.

Decide on a warrior name for your sword.

Is your sword cursed like Dainsleif?

Runes

The Vikings had their own system of ancient Norse symbols that they used for writing. These symbols were also believed to have magical powers so were also used for casting spells.



Activity

Using the table above, write the following inscriptions: **'Bring me strength'**.

'Mighty Power'.

Use the Runes to write an inscription for your sword.

Danelaw

The Vikings conquered a good deal of the country. They faced much opposition and many battles were fought. They were finally defeated in battle by Alfred, King of Wessex. However by this time the Vikings had such a hold on areas of the country it was almost impossible to be rid of them. In 886 AD a peace treaty was signed dividing Britain in two. 'Danelaw' in the north – under Viking rule, and England in the south.



Viking Settlements

Many towns and villages in Britain can be traced back to their Viking roots. Sometimes they were named after their founders.

Activity

In 'Incredible Invaders, Mavis marvels over the amount of place names in the country that end in 'by'. She learns that this comes from the Viking word for village.

Look at a map of Britain. Can you find any places with names ending:

- 'By' (Viking word for farm or homestead) e.g. Rugby
- 'Thorpe' – 'Thorp'- 'Throp' – 'Trop' (Viking word for farm) E.g.:
Scunthorpe
- 'Toft' (Viking word for the site of a house or a plot of land) E.g. Lowestoft

Are there any Viking places near where you live?

Unity

Britain was now divided and would remain so for nearly two hundred years. Frequent battles between the Vikings and the English continued, as did occasional raids from overseas. Unity was not finally achieved until 1016 when the English King Aethelred, fled to France after a mighty battle, leaving the Danish King, Cnut to conquer the whole country.

Cnut now ruled the whole of England, Denmark, Norway and a part of Sweden. Unity kept Britain safe from attack and there followed a badly needed period of peace.

The Normans



The last of our 'Incredible Invaders', are the Normans. Lead by Duke William of Normandy, later to be known as 'William the Conqueror,' they came across the English Channel from France in 1066.

The Normans were in fact of Viking origin, the land having been given to the Viking invader, Rollo, by the King of France in 911. The term Norman is derived from 'Norse-Men' which is how their neighbours referred to them.

In the next one hundred years or so, the Normans became a very successful invading force having conquered large parts of Europe and by the middle of the eleventh century, their leader, William of Normandy, had turned his sights upon England.

The English King, at the time, was Edward the Second (Also known as Edward the Confessor). He was a popular King but had no heirs and by 1064 he was sickly and dying. The man most likely to succeed him was Harold Goodwinson, one of the most important nobles in the land.

The popular story is that Harold was crossing the English Channel when his ship got caught in a mighty storm. Seeking refuge in a French Port, he was recognized and taken to William of Normandy. In order to secure his freedom, Harold promised the English crown to William on the death of Edward. In 1066 when King Edward finally died, Harold reneged on this promise, thus giving William a reason to invade.

Whether or not this story is true, in 1066, the Normans landed near Hastings in Sussex and thus began one of the most famous battles in British history.

The Bayeux Tapestry

Much of the information we have about the Battle of Hastings is drawn from a tapestry William commissioned to be made some years after the battle to celebrate his victory. Of course it shows the story from the Norman point of view, but it gives a good outline of the order of events.

When the Normans initially invaded, Harold and his army were further north in the country, fighting off more Viking invaders. When word came to him of Williams's invasion, he was forced to quickly march south to defend his kingdom.

Activity

Below are some of the scenes from the battle shown in the tapestry.

Decide who each character might be.

In groups of four or five, recreate elements of each picture as a freeze frame.

Look at the picture again; decide on one sentence that your character is saying. It may be what he is feeling, what he thinks is happening at the time, what he thinks might happen next.

As a class, show each freeze frame one at a time, with the sentences, to make a storyboard of the battle of Hastings.

1.



Edward the second of England dies

2.



The Norman forces set off for England

3.



The Normans land at Pevensey near Hastings and make camp

4.



The battle begins

5.



The English fight back and the Normans turn and flee

6.



English forces follow the Normans who suddenly turn and catch them by surprise. Harolds brothers are killed

7.



King Harold is killed by an arrow in his eye

8.



The English flee. The Normans are victorious

Why did the Normans win?

As a fighting force the Normans were much better prepared than the English. They had time to rest before the battle as the English force was engaged in fighting the Vikings in the north of the country and needed time to march south.

Williams army was better trained and more archers and a stronger cavalry.

The Normans appeared to be in retreat, then turned suddenly, catching the English by surprise.

However the English army put up a good fight and their tactic of making a 'shield wall' gave them good protection.



Activity

Imagine you are a Norman or English soldier who survived the battle.

Write a letter home telling your story of the events and how you feel now. Are you excited about starting a new life in England or worried about Norman rule?

Legacy

William of Normandy was crowned King of England on Christmas Day 1066, but it was many years before he had conquered the whole country.

His reign changed the face of the country forever, as he ruled with considerable force. He confiscated lands from the Saxons and distributed it amongst the barons who had supported him in the invasion. He kept control by establishing what we now know as the Feudal System – a hierarchy for the distribution of wealth and power.

At the top was the **King**. He gave lands to the **Barons**, if they gave him money and men for his army. The Barons gave land to **Knights** if they promised to fight for them when needed. At the bottom were the Saxon **Villeins** (Peasants) who were given strips of land to farm by the Knights provided they shared their produce with them. The Villeins were never allowed to leave their land – there were no free men.

Activity

Draw a diagram showing the distribution of power under the Norman feudal system

Activity

Status circle

- 1. The group stands in a circle. Explain that in medieval England everyone had their place and no matter what they thought about the people above them, they always had to show deference to them. However the chances were that they were in a slightly higher position than others and therefore could wield their power over those 'below' them.*
- 2. Select one person in the circle to be the King. He/she must stand in a way that makes them seem as powerful as possible.*
- 3. The King then makes a demand to the person on his/her right. Eg 'Bring me a barrel of wine'*

4. *The receiver of the command bows and answers 'at once your majesty' whilst showing as much deference to the king as possible.*
5. *He then turns to the person on his right – over whom he wields power and passes on the command : e.g. 'A barrel of wine for His majesty – now' – using whatever means to show his/ her superior status.*
6. *The third player must accept the demand e.g. 'at once Sir', whilst bowing and scraping and doing whatever he/she can to show respect – no matter what he may be feeling.*
7. *Of course that player then turns to the person on his right – over whom he wields power – and passes the command on doing whatever he can to show his superior status.*
8. *The command continues round the circle until it reaches the final player – the lowest rung of the ladder – who mimes getting what is asked for before handing it to the player on his left – showing due deference.*
9. *The mimed object is then passed back around the circle, with players remembering to show who is 'above' and 'below' them, until it reaches the King.*
10. *The King may be displeased with the time it has taken – or be in need of something else – and so the game continues.*
11. *Ask the players how it felt – did they resent having to show respect to those above them? Did they feel it was the right thing to do?*
12. *Do we still have such strong 'status' delineations today? Do people always deserve the 'respect' shown to them?*