



## **Migration (c. 800 – present)**

### **Resource Crib Sheet**

#### **About the author:**

*This Teacher CPD resource was created by Professor Jo Story, Professor of Early Medieval History in the School of History, Politics and International Relations at the University of Leicester.*

Jo specialises in analysis of original manuscripts and inscriptions from the period, as well as the historical and literary texts they contain. She also studies the art of the early middle ages – especially stone sculpture and illuminations in manuscripts – and the physical archaeological remains. Jo is especially interested in the Age of Charlemagne, and in travel, migration and mobility – of people, books and ideas – stretching across the early medieval world from Iceland to Baghdad before 1100CE.

*Her research falls principally within the period 600–900CE, covering the early English kingdoms, Francia, and Italy and connections between them. Jo’s current research focuses on Insular Manuscripts AD 600–850, She is also co-authoring Vol. XV of the Corpus of Anglo-Saxon Stone Sculpture on the sculpture of the East Midlands.*

#### **Key resources:**

##### **Our Migration Story:** <https://www.ourmigrationstory.org.uk/>

Hosted by the Runnymede Trust, this is a set of resources designed to complement the OCR GCSE Migration History module. It covers the Roman period to 20<sup>th</sup> C. The title is a response to the influential 1905 children’s history book, ‘Our Island Story’ ([https://en.wikipedia.org/wiki/Our\\_Island\\_Story](https://en.wikipedia.org/wiki/Our_Island_Story))

##### **Anglo-Saxons:** <https://www.bl.uk/anglo-saxons>

British Library resources for Key Stage 2. Developed alongside an exhibition in 2018/2019.

##### **End of Roman Britain, Anglo-Saxons and Vikings:**

British Museum resources for KS2 – designed for a visit to the BM, but lots of useful background info: <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-anglo-saxons>

#### **The School of History, Politics and International Relations**

University of Leicester

University Road, Leicester, LE1 7RH

**T** +44(0)116 252 2587

**E** hypir@le.ac.uk

**Key to English Place names:** <http://kepn.nottingham.ac.uk/>

This tool facilitates searches for the meaning of place names within England. Almost all existing English place names were created before 1086 (Domesday Book), and can be analysed by language (Celtic, Old English, Old Norse, Old French, Middle English). You can search individual names, or by county and language. This is an excellent way of making the distant past locally meaningful to KS2 children, and a tool for understanding the contribution of different language speakers to settlement and cultural patterns that are recognisable today.

**England's Immigrants:** <https://www.englishimmigrants.com/>

A searchable database for the period 1330–1550 using tax records of people who lived in England but were considered as 'aliens' or foreigners. The database enables searches on places and occupations. Created by the University of York

- Resources for teachers are here:  
<https://www.englishimmigrants.com/resources-for-teachers/>
- TNA resources (KS 2–5) related to this database are here:  
<https://www.nationalarchives.gov.uk/education/resources/english-immigrants-1330-1550/>

**Windrush Stories:** <https://www.bl.uk/windrush>

British Library resources for Key Stage 2 and above.

**The School of History, Politics and International Relations**

University of Leicester  
University Road, Leicester, LE1 7RH

**T** +44(0)116 252 2587

**E** hypir@le.ac.uk

## How did Roman Britain become Anglo-Saxon England?

### An interactive game – KS2

NB: involves quite a lot of shrieking!

This is an interactive session to help explain culture change in Britain the 5/6<sup>th</sup> centuries. It is particularly useful for classes of students with diverse heritage backgrounds, as they often respond to follow up discussions about multiple languages and migration narratives. It helps them to talk about cultural assimilation and to understand that the 'Anglo-Saxons' (the 'English') were immigrants.

- Print out the tickets (overleaf). You want a ratio of about 3:1 Romano-Britons to Anglo-Saxons.
- Divide the class into 4 so that  $\frac{3}{4}$  are 'RB' and  $\frac{1}{4}$  are AS.
- Give each child a ticket, randomly allocated'.
- As the RBs to stand on one side of the room, and the ASs on the other.
- Ask the children to read their ticket to act out the following scenes **IN SEQUENCE!**

1. RB: Leave with the Roman Army (march loudly to the back of the classroom)

**Battle scene** (you can do this in sequence, or all at once – if you feel brave).

2. AS: invaders invade
3. RB: run away (to Wales or Brittany)
4. RB: die in battle (fighting the AS)
5. RB: enslaved (kneel at the feet of the AS victors)

By this stage you should have only a few left on the RB side of the room, and more on the AS (including the enslaved RBs)

6. AS: traders go back to get the settlers and increase the numbers on the AS side
7. RB: get married to an AS (this is maximum shriek moment)
8. RB: Learn English

The net result is that – apart from the soldiers, corpses, and refugees – everyone else is now 'AS'.

You can use this to initiate discussion about processes of social change.

#### The School of History, Politics and International Relations

University of Leicester  
University Road, Leicester, LE1 7RH

T +44(0)116 252 2587

E hypir@le.ac.uk

Roman-Briton	Leave with the Roman Army
Roman-Briton	Run away!
Roman-Briton	Die in battle
Roman-Briton	Enslaved
Roman-Briton	Get married
Roman-Briton	Learn English
Anglo-Saxon	Invader
Anglo-Saxon	Trader / Settler

**The School of History, Politics and International Relations**

University of Leicester  
University Road, Leicester, LE1 7RH

**T** +44(0)116 252 2587

**E** hypir@le.ac.uk