

## Anglo Saxons

	Year	Year 5/6	Main focus	History topic
			<b>Key places</b> Mercia East Anglia Northumbria Wessex Sussex Kent Essex Strathclyde Sutton Hoo Offa's Dyke	<b>Key information</b> Pupils will learn about the invasions of the Anglo-Saxons in the 5th Century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result.

<b>Chronological Knowledge</b>	<table border="1"> <thead> <tr> <th colspan="2" style="background-color: #f2f2f2;">Key Dates</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>350 AD</b></td> <td>Anglo-Saxons raid English shores and are beaten back by the Romans</td> </tr> <tr> <td style="text-align: center;"><b>410 AD</b></td> <td>Last Romans leave Britain, leaving the Celts defenceless.</td> </tr> <tr> <td style="text-align: center;"><b>449-550 AD</b></td> <td>Arrival of Jutes, Angles and Saxons from Denmark, Germany &amp; The Netherlands</td> </tr> <tr> <td style="text-align: center;"><b>556 AD</b></td> <td>Britain is divided into 7 Anglo-Saxon kingdoms: Northumbria, Essex, Wessex, Sussex, East Anglia, Mercia, Kent</td> </tr> <tr> <td style="text-align: center;"><b>597 AD</b></td> <td>St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury</td> </tr> <tr> <td style="text-align: center;"><b>731 AD</b></td> <td>Bede, widely thought of as the greatest Anglo-Saxon scholar, finishes his 'History of Britain'</td> </tr> <tr> <td style="text-align: center;"><b>789 AD</b></td> <td>First recorded Viking attack (Dorset)</td> </tr> </tbody> </table>	Key Dates		<b>350 AD</b>	Anglo-Saxons raid English shores and are beaten back by the Romans	<b>410 AD</b>	Last Romans leave Britain, leaving the Celts defenceless.	<b>449-550 AD</b>	Arrival of Jutes, Angles and Saxons from Denmark, Germany & The Netherlands	<b>556 AD</b>	Britain is divided into 7 Anglo-Saxon kingdoms: Northumbria, Essex, Wessex, Sussex, East Anglia, Mercia, Kent	<b>597 AD</b>	St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury	<b>731 AD</b>	Bede, widely thought of as the greatest Anglo-Saxon scholar, finishes his 'History of Britain'	<b>789 AD</b>	First recorded Viking attack (Dorset)	<table border="1"> <thead> <tr> <th colspan="2" style="background-color: #f2f2f2;">Key Knowledge</th> </tr> </thead> <tbody> <tr> <td><b>Sutton Hoo</b></td> <td>In 1939, archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk.</td> </tr> <tr> <td><b>Place names</b></td> <td>Many of today's place names come from Anglo-Saxon words <i>Eg: Birmingham, Oxford, Butterwick</i></td> </tr> <tr> <td><b>Language</b></td> <td>Many of today's English words are based on Saxon words <i>Eg: days of the week, England</i></td> </tr> </tbody> </table>	Key Knowledge		<b>Sutton Hoo</b>	In 1939, archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk.	<b>Place names</b>	Many of today's place names come from Anglo-Saxon words <i>Eg: Birmingham, Oxford, Butterwick</i>	<b>Language</b>	Many of today's English words are based on Saxon words <i>Eg: days of the week, England</i>
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<b>Key vocabulary</b>	Century: A hundred years Invade: Attack to try and take land																									

	<p>Village: a small settlement</p> <p>Settlement: a place where people make their homes</p> <p>Kingdom: an area ruled by a King or Queen</p> <p>Religion: belief in some sort of God or Gods</p> <p>Evidence: proof of something</p> <p>Artefact: a historical object</p> <p>Tribe: group of people of the same culture</p> <p>Monk: a man who has devoted his life to his religion and lives in a religious community</p> <p>Invaders: people who attack and try to take land from other people</p> <p>Raiders: people who attack then take what they find away with them</p> <p>Paganism: the religion of the Anglo-Saxons who believed in many Gods</p> <p>Christianity: the religion of the Romans based on the teachings of Jesus and belief in one God</p> <p>Conversion: change</p> <p>Monastery: buildings where monks live</p> <p>Society: the people who live in a place and their way of life</p>
<b>Useful resources/links</b>	<p><a href="http://www.ducksters.com/history/middle_ages/anglo_saxons.php">www.ducksters.com/history/middle_ages/anglo_saxons.php</a></p> <p><a href="http://www.bbc.com/bitesize/topic">www.bbc.com/bitesize/topic</a></p> <p><a href="http://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons">www.natgeokids.com/uk/discover/history/general-history/anglo-saxons</a></p> <p><a href="http://www.weststow.org">www.weststow.org</a></p>
<b>Computing links</b>	<b>Theme pack – ICT123</b>

### History skills based knowledge

Skills	Possible evidence
<p>Place Anglo-Saxons on timeline in relation to other studies</p> <p>Make comparisons between different times in History.</p> <p>Identify changes within and across Historical periods.</p> <p>Use evidence to build up a picture of life</p> <p>Identify and give reasons for, results of, historical events, situations, changes</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	See Below

What pupils need to know or do to be secure		
Key learning	Suggested activities	Possible evidence/assessment
<ul style="list-style-type: none"> <li>Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation; Gain historical perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms invaders and settlers.</li> <li>Place significant dates concerning the Anglo-Saxons on a timeline of British history.</li> </ul>	<ul style="list-style-type: none"> <li>Working with the timeline of Britain, the children learn about how the Anglo-Saxons fit into the British</li> </ul>

<ul style="list-style-type: none"> <li>• To understand that Britain has been invaded and settled numerous times and place these into context.</li> <li>• To discuss and understand the meaning of the terms 'invaders' and 'settlers.'</li> <li>• Understand how people's lives have shaped Britain.</li> <li>• Understand historical concepts such as continuity and change.</li> <li>• Gain historical perspective by understanding the connections between local and national history, and between cultural, military and social history.</li> <li>• Understand how Britain has been influenced by the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why invasions are not always unpopular and why settlers are not always welcome.</li> <li>• To empathise with the different classes in Anglo-Saxon society; To compare Anglo-Saxon society with today's way of life.</li> <li>• To work in role as a member of Anglo-Saxon society and write about daily life.</li> <li>• To appreciate the importance of Sutton Hoo and discuss what the items buried in the grave tell us about the person.</li> <li>• To find out about King Offa of Mercia and appreciate that the major earthwork that he built can still be seen today.</li> <li>• To create a comic strip about the death of King Ethelbert of East Angles and the founding of Hereford Cathedral.</li> <li>• To design an Anglo-Saxon coin &amp; to illustrate the founding of Hereford Cathedral, (using no anachronisms).</li> <li>• To understand the Anglo-Saxon system of recompense (wergeld/ wergild) and describe the types of punishment given to criminals.</li> <li>• To use role play to understand the Anglo-Saxon system of law and order.</li> <li>• To find out about the life of Alfred the Great and the conflict between the Vikings and Anglo-Saxons.</li> <li>• To make cakes or bread (without burning them!) and to discuss ingredients that would have been used in Anglo-Saxon times.</li> <li>•</li> </ul>	<p>chronology, discuss the terms 'invaders' and 'settlers' and the implications of invasions.</p> <ul style="list-style-type: none"> <li>• Children will describe the different social groups in Anglo-Saxon society, use role-play to empathise with these groups, and compare the Anglo-Saxon way of life with today.</li> <li>• Children will explain the importance of the Sutton Hoo excavations and learn what the finds tell us about the people of the time.</li> <li>• Children will learn about King Offa of Mercia, his dyke and his coinage. They will retell the story of the founding of Hereford Cathedral.</li> <li>• Children will describe the Anglo-Saxon justice system and use role-play to develop and show empathy for the system of justice.</li> <li>• Children will learn why Alfred was 'Great', describe what the Danegeld was, and make cakes or bread (without burning them!)</li> </ul>
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<p>Links to English</p>	<ul style="list-style-type: none"> <li>• To use the story of Beowulf to write their own beast is defeated story.</li> <li>• To create a captioned diagram and description of a Sutton Hoo burial artefact, OR to write a newspaper article about the Sutton Hoo site and visitor centre.</li> <li>• Discuss and record ideas.</li> <li>• Compose and rehearse sentences orally.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• In non-narrative material, use simple organisational devices, e.g. headings &amp; sub-headings.</li> <li>• Use spoken language to develop understanding.</li> <li>• Take part in role play.</li> <li>• Maintain attention and participate actively in collaborative conversations.</li> </ul>
Links to maths	
Links to other humanities	Geography – locating where the Anglo Saxons came from and where they invaded and settled
Links to the arts	<ul style="list-style-type: none"> <li>• Select from and use a range of equipment to perform practical tasks.</li> <li>• Select from and use a wide range of materials, including ingredients.</li> <li>• Prepare and cook a variety of dishes using a range of cooking techniques.</li> <li>• Know where and how a variety of ingredients are grown.</li> <li>• Using natural dyes to dye fabric and make their own items of clothing</li> </ul>
Other curriculum links	