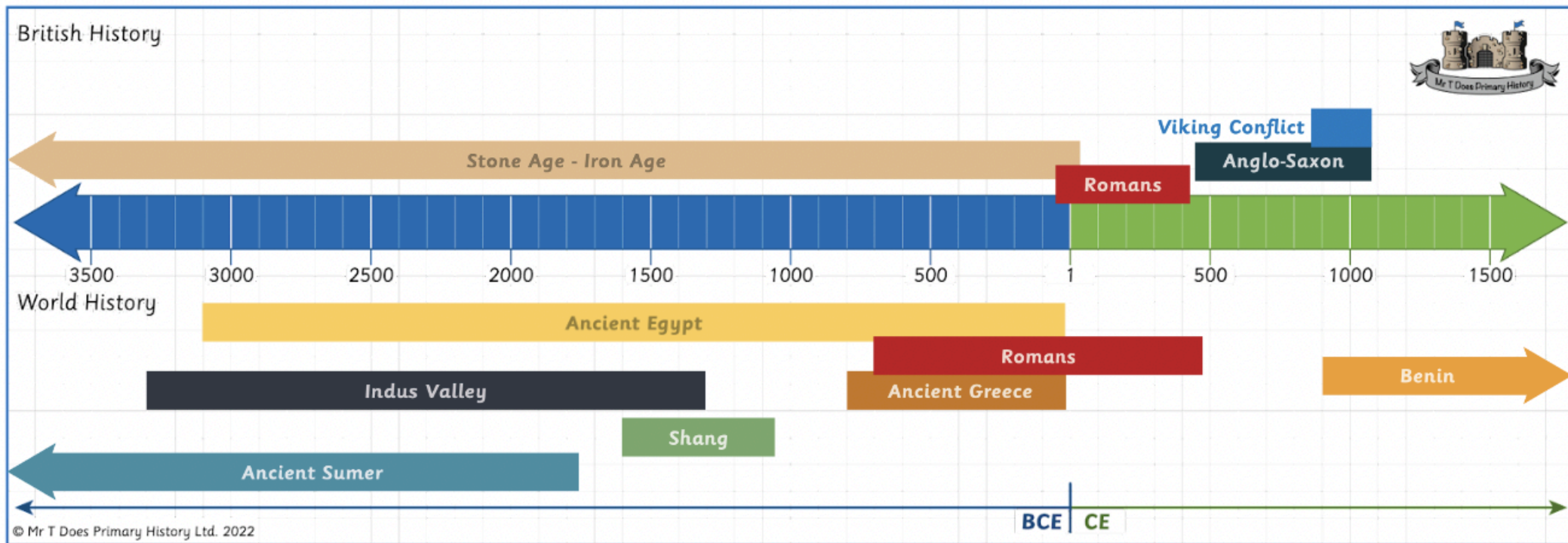




Context				
Unit	Anglo-Saxons			
Assessment	How did the Anglo-Saxons change life in Britain?			
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about “Britain’s settlement by the Anglo-Saxons and Scots. During this unit, pupils will focus on the why and how Britain was settled, and eventually ruled by the Angles and the Saxons, as well as how we know about this period. The substantive concepts (big ideas) covered in the unit are power, conflict and society. The period known as Roman Britain did not end on the day that the last of the legions left. The legacy of Rome was still visible far beyond this and we can still see their influence today. The arrival of the Angles, Saxons, Jutes and Scots from AD450 signalled a change from the ‘unified’ Roman Empire to disparate kingdoms who warred and vied for power and control of Britain for the next 600 or so years. Children will spend several lessons learning about sources and why this period is often referred to as ‘The Dark Ages’. Children will be encouraged to compare and contrast Roman and Anglo-Saxon Britain, recognising how one event can have an impact on events to follow.</p>			
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period. Source Analysis: Use sources to make reasoned inferences and explain findings about the past. Similarity & Difference: Find similarities and differences between social, cultural and religious aspects of a period of time. Significance: A person or event can be significant for good or bad reasons. It is someone that did something important that changed people’s lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future. Questioning: Research to explore significant events/people of the past. Making Connections: Describe characteristics of past periods and societies drawing on prior learning to reach conclusions.</p>			
Vocabulary <i>To be displayed on the working wall</i>	Anglo-Saxons	Heptarchy	Picts	Barbarian
	Celts / Britons	Kingdoms	Rebellions	Invasion
	Christianity	Pagans	Scots	Tribes

Unit Overview

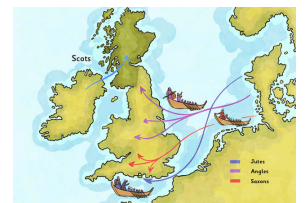
Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	How did control of Britain change after the Romans left?	To discuss the chronology of British history and how one event impacts another <i>To explore the chronology of British history and how one event impacts another</i>	Chronology Cause & Consequence Making Connections			
2	What was life like in Anglo-Saxon Britain?	To analyse sources of evidence <i>To explore everyday life in Anglo-Saxon Britain.</i>	Source Analysis Significance			
3	What was life like in Anglo-Saxon Britain?	To pursue a line of enquiry <i>To explore everyday life in Anglo-Saxon Britain.</i>	Source Analysis	Role of women in Anglo-Saxon settlements		
4	Who ruled Anglo-Saxon Britain?	To compare and contrast how Britain was ruled in Roman times and Anglo-Saxon times <i>To explore how Britain was ruled in Roman times and Anglo-Saxon times</i>	Continuity & Change Similarity & Difference Making Connections			
5	Can you design an Anglo-Saxon burh?	To explore Anglo-Saxon burghs.	Significance			
6	Assessment: How did the Anglo-Saxons change life in Britain?					



P Timelines for books BCE CE for ancient civs Master.pptx(Slide 3) Print on A3 for Books, timelines can fold out to be read easily. British History on the top, World history on the bottom. Ask the children: Why are the Romans there twice?

Lesson 1

Enquiry Question	How did control of Britain change after the Romans left?
Learning Intention	To explore the chronology of British history and how one event impacts another
SOLO SC: Uni- Structural	I can place the Romans and the Anglo-Saxons on a timeline
SOLO SC: Multi- Structural	I can make links between my learning about the Romans and the Anglo-Saxons
SOLO SC: Relational	I can discuss the chronology of British history and how one event impacts another
SOLO SC: Extended Abstract	I can predict how life might change for Britons now the Romans have left Britain
<p>The lesson (How will children meet the LI?)</p>	<p>CONCEPTS: The key learning here is to show how a change in power (with the Romans leaving Britain) caused huge changes, creating conflict and changing life for the Britons who lived there.</p> <ul style="list-style-type: none"> - Begin by sharing the knowledge organiser with the children and discussing their initial thoughts / observations. - Recap on the periods of British history that have been studied in the past and show their relative durations on a timeline. This might be a good opportunity to briefly discuss the 4 ancient civilizations they learned about in y3. - Which periods of British history have we studied? (Accept reference to world history but explain the difference) Stretch children by discussing concurrent periods of history. - Show periods of history studied and their relative durations on a timeline. Why are the Romans there twice? - Remind children of the last history topic studied: Roman Britain. Give the children a few minutes to revisit their learning from Autumn 1. In particular, they should remind themselves of how Britain changed under Roman Rule and what led to the fall of the Roman Empire in the west. Feedback as a class: How did Britain change under Roman Rule? Be explicit about answers which link to society, power and conflict and discuss how this unit will build on those ideas. - Ask: Why was it difficult for groups to invade Britain while it was under Roman rule? (Strong army) - Towards the end of the Roman rule, Britain had already begun to be attacked by the Picts and the Scots from the north and the Angles, Saxons and Jutes from the sea. Then, with the fall of the Roman Empire and the powerful Roman army gone from Britain, the Britons were left extremely vulnerable against other groups who wanted to invade. The Britons couldn't defend themselves very well. However, there were three tribes of effective fighters in Europe: the Jutes from Jutland, the Angles from Angeln and the Saxons from Saxony. A British chief called Vortigern invited these tribes to England to help him fight. In return, they got gold and land in south and east England, where farmland was better than in their homelands - Display this map, showing the location of the different groups. - Visit the BBC Bitesize website (Scroll down to activity 1) and click on each character to listen to an audio of what was happening from the perspective of each of the groups involved. *Explain that the Angles, Saxons and Jutes are hereon referred to as the 'Anglo-Saxons'. Read down the page about some of the reasons for invasion. - 30 second challenge: Children to work in pairs. Set a timer for 30 seconds. During that time, Partner A must



	<p>tell partner B everything they know about the Anglo-Saxon invasion. Stop the timer and Partner B takes a turn.</p> <ul style="list-style-type: none"> - In books, children to write 4 subheadings 1) Roman 2) Briton 3) Anglo-Saxon 4) Pict. Under each subheading, they should summarise everything they have learnt. Some children might just write a list of bullet points. In order to achieve gold, children will need to make explicit links between the different groups, commenting on how one action led to another. 		
Key Vocabulary for the lesson	Invasion Settlement	Anglo-Saxon Chronology Roman	Picts Britons Britain
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Timeline (see page above) Knowledge Organiser	Similarities & Differences (Teacher Subject Knowledge)

Lesson 2

Enquiry Question	What was life like in Anglo-Saxon Britain?
Learning Intention	To explore everyday life in Anglo-Saxon Britain.
SOLO SC: Uni- Structural	I can identify what a source is and how it they are useful to historians
SOLO SC: Multi- Structural	I can distinguish between primary and secondary sources
SOLO SC: Relational	I can analyse sources of evidence
SOLO SC: Extended Abstract	I can comment on the reliability of different sources providing justification
<p>The lesson (What will the children do to demonstrate their understanding of the LI?)</p>	<p>CONCEPTS: The key learning in this lesson is to use a range of primary sources to make inferences about what life was like in Anglo-Saxon Britain, particularly within the context of power, conflict, society & culture.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz (p.9 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - This period of history is often referred to as ‘The Dark Ages’. Why is it known as The Dark Ages? (The lack of primary written sources means we are ‘in the dark’ about many details of this time period. - Follow learning on this powerpoint (play as slideshow to enable all animations) - Work through the slides with the children, including class discussion and paired talk. What artefacts can you see? Have you seen anything similar before? What kind of person would be buried in such a way? - Teacher to model completing an inference grid for one of the artefacts. - Children to complete an inference grid in pairs/independently for another artefact. - Reflect on the resources explored so far. What do these archaeological finds tell you about the Saxon period? What can you infer about the people? What questions would you like answering to help you find out more about the Saxons? - Move on to reading Gildas’s quotes, have a discussion about writing. In year 3, children learnt that in the Shang Dynasty, only priests were able to write and record what happened. Make links to Gildas - What does this tell you about education during these times?. What could archaeology tell us that a written source wouldn’t? Would it be a good idea to use just one source to answer questions? - Print slide 12 on large paper and as a class reflect on how the primary sources help us to understand what life was like in Anglo-Saxon Britain through the lenses of our 3 concepts: power, society & culture, conflict. Add this to the working wall. - Talk with the class: Whilst the sources have provided us some information about life in Anglo-Saxon Britain, there is still lots of information we don’t know. What do I still not know? (All of the sources point to leaders / wealthy people. We do not know what life was like for poor / ordinary people - where did they live? What did they eat?) We need to look further to find out more information. What could I do to find out more? What sort of sources are these? (books/websites which are secondary sources). We will look at these next lesson to broaden our understanding of life in Anglo-Saxon Britain.

Key Vocabulary for the lesson	Primary source Secondary source Bias	Archaeologist Artefact Society	Infer Monk Christian
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Powerpoint Inference and Retrieval Grid	

Lesson 3

Enquiry Question	What was life like in Anglo-Saxon Britain?		
Learning Intention	To explore everyday life in Anglo-Saxon Britain.		
SOLO SC: Uni- Structural	I can distinguish between primary and secondary sources		
SOLO SC: Multi- Structural	I can retrieve information from non-fiction texts which is relevant to my enquiry		
SOLO SC: Relational	I can pursue a line of enquiry		
SOLO SC: Extended Abstract	I can comment on the reliability of different sources providing justification		
The lesson (How will children meet the LI?)	<p>CONCEPTS: The key learning in this lesson is to use a range of secondary sources to make inferences about what life was like in Anglo-Saxon Britain, particularly within the context of power, conflict, society & culture.</p> <ul style="list-style-type: none"> - Children complete a retrieval quiz (teacher to write questions linked to learning so far) - Review the summary sheet on the working wall from the last lesson. Discuss what we found out and what information is still left to explore. Ensure the following points are covered: Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events - Explain that children will be using available secondary sources to add depth to their understanding of daily life. They may wish to look at different groups in society such as farmers, women, ordinary people. Encourage children to make links between social class systems they have learnt about in history so far. E.g. Shang Society Y3. (Teachers may wish to provide a list of pre-checked websites the children could use and upload to the Google Classroom for easy access) - Children complete research. - Compare the sources and which one was the most useful. Children should attempt to justify their reasoning. Which source told you the most about the lives of the Saxons? Why? Can anyone explain why they have a different opinion? - Introduce the importance of combining sources to make sure we have as clear a picture as possible of the past. Do the sources support each other in anyway way? - Write a conclusion which uses evidence to answer the lesson's enquiry question. Children should try and combine what they learned from sources. What aspects of life have we learned about? What do they tell us about the period of history? - Conclude with the fact that often, historians and archaeologists don't have a complete picture of the past so interpret the available findings to come up with their best estimate. 		
Key Vocabulary for the lesson	Settlement Society burial	Culture Monk Christian	Primary source Secondary source Bias
Resources	pupil booklet Pupil Booklet (ANSWERS) Summary sheet on the working wall from last lesson		

Lesson 4

Enquiry Question	Who ruled Anglo-Saxon Britain?						
Learning Intention	To explore how Britain was ruled in Roman times and Anglo-Saxon times						
SOLO SC: Uni- Structural	I can identify why Britain was difficult to rule in Anglo-Saxon Britain.						
SOLO SC: Multi- Structural	I can describe the heptarchy in Anglo-Saxon Britain						
SOLO SC: Relational	I can compare and contrast how Britain was ruled in Roman times and Anglo-Saxon times						
SOLO SC: Extended Abstract	I can reflect on how frequent change in leadership could impact ordinary people						
The lesson <small>(How will children meet the LI?)</small>	<p>CONCEPTS: The key learning in this lesson is to establish who held power in Anglo-Saxon Britain and how this power frequently changed hands. It is important for children to see the contrast between the bureaucracy and institutions of Roman Britain, and the informal groupings and ever-changing leadership of Anglo-Saxon villages. Order vs Chaos.</p> <ul style="list-style-type: none"> - Children complete a retrieval quiz (teacher to write questions linked to learning so far) - Work through lesson 3 of the pupil booklet. Ensure children know the term: Bretwalda - add this to the working wall. - Share with the video (linked in resources) if teachers feel it is appropriate. - Children complete question 5 on page 17. - Teacher to model a T-Chart with Roman Britain on one side and Anglo-Saxon Britain on the other. Class to discuss what we know about power and leadership in the two time periods. (Teachers may have to provide some subject knowledge for the Romans if children did not complete Autumn 1 History at WDA) e.g. in Roman Britain, could kings just 'decide' to become the brewalda? - Children to write an explanation about how Britain was ruled in Roman times compared to Anglo-Saxon times 						
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Kingdoms</td> <td style="width: 33%;">Brewalda</td> <td style="width: 33%;">King</td> </tr> <tr> <td>Heptarchy</td> <td>Chieftain</td> <td>Power</td> </tr> </table>	Kingdoms	Brewalda	King	Heptarchy	Chieftain	Power
Kingdoms	Brewalda	King					
Heptarchy	Chieftain	Power					
Resources	Pupil Booklet Pupil Booklet (ANSWERS) Teacher subject knowledge video						

Lesson 5

Enquiry Question	Can you design an Anglo-Saxon burh?									
Learning Intention	To explore Anglo-Saxon burghs.									
SOLO SC: Uni- Structural	I can identify a feature of an Anglo-Saxon burh I can identify features of an Anglo Saxon burh									
SOLO SC: Multi- Structural	I can describe the features of an Anglo-Saxon burh									
SOLO SC: Relational	I can design an effective Anglo-Saxon burh I can explore a range of Anglo-Saxon burgh designs.									
SOLO SC: Extended Abstract	I can make connections between hillforts, burhs and castles in the context of conflict									
The lesson (How will children meet the LI?)	<p>CONCEPTS: The key learning in this lesson about the Viking invasion and conflict. Children need to know how the Anglo-Saxons defended themselves against Viking invasion. They should make links to the hillforts from the Iron Age (Y3)</p> <ul style="list-style-type: none"> - Children complete a retrieval quiz (teacher to write questions linked to learning so far) - Work through Lesson 5 of the pupil booklet. Ensure links are made to the Y3 learning about hillforts. 									
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Invasion</td> <td style="width: 33%;">Hillfort</td> <td style="width: 33%;">Danelaw</td> </tr> <tr> <td>Danes</td> <td>Burh</td> <td>Attack</td> </tr> <tr> <td>Vikings</td> <td>Alfred the Great</td> <td>Defend</td> </tr> </table>	Invasion	Hillfort	Danelaw	Danes	Burh	Attack	Vikings	Alfred the Great	Defend
Invasion	Hillfort	Danelaw								
Danes	Burh	Attack								
Vikings	Alfred the Great	Defend								
Resources	Pupil Booklet Pupil Booklet (ANSWERS)									

Lesson 6

Assessment Think! Question	How did the Anglo-Saxons change life in Britain?
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative)

	Think! Question (Independent) Knowledge Quiz (Independent)				
Key Vocabulary for the lesson	Anglo-Saxons Celts / Britons Christianity	Heptarchy Kingdoms Pagans	Picts Rebellions Scots	Barbarian Invasion Tribes	Burh Defend
Resources	Knowledge Quiz Knowledge Quiz (ANSWERS)		Think! Question		