



Pent 1  
History Yr4: Anglo-Saxons



Scripture Link:

Then Jesus said to him, “Put your sword back into its place. For all who take the sword will perish by the sword.” Matthew 26:52

National Curriculum Objective

Britain’s settlement by Anglo-Saxons and Scots

Timeline

	Enrichment Trip	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	To know who the Anglo-Saxons were and why they came to Britain	To Know where to place the Anglo Saxons and the Scots (Celts) on a timeline;  To know who the Anglo-Saxons were and why they came to Briton.	To know that there were many Anglo Saxon kingdoms	To know that Anglo-Saxon society had a hierarchy.
<b>Recall and Retrieval</b>		Romans – why they invaded Britain - The Romans wanted Britain’s precious metals. They also wanted their rich fertile land and cattle. They wanted the glory of conquering Britain and adding it to their empire.  In 54/55BC Julius Caesar tried on two occasions to invade Britain. In 43AD Emperor Claudius ordered the invasion of Britain.  The Roman army was so successful because they were made up of well trained, disciplined soldiers who fought as a unit, in formations. They were well equipped with a range of weapons tools and uniforms.	The Mayan society was very complex with hundreds of cities. Even though they lived in different cities, ruled by different kings and queens, the maya shared a lot of common beliefs and traditions.  The time of the Anglo-Saxons followed the period of Roman Britain.  The Anglo-Saxons were asked by Britons to help them because Picts and Scots were invading them.  The Anglo-Saxon’s were made up of three tribes: Saxons, Angles and Jutes who came from <b>Germany, Denmark and the Netherlands.</b>	Mayans – The hierarchy of mayan society: King or queen at the top with God like powers, nobles, priests, crafts people, merchants, farmers, servants, slave.  The elite class included the kings, queens, children and relatives.  By about AD 550 Britain had been broken up into many small kingdoms each ruled by a different leader.  The 5 main Anglo-Saxon kingdoms were: Northumbria, Mercia, East Anglia, Wessex and Kent  The name England is derived from ‘Angle Land’ meaning land of the Angles.  By AD 660 the Anglo-Saxons controlled most of Britain.

<p><b>Sequence of substantive knowledge throughout the lesson</b></p>	<p>Launch Trip to Pearlethorpe, Nottingham          Visit an Anglo-Saxon House on the fringes of the Danelaw, pupils will be transported back to the time when the whisperings of a united England were being spoken by King Alfred. Discover the events of the Saxon invaders and how they settled across the country, through to the fall of the Anglo-Saxons in 1066. Learn about their gods, important leaders, Viking invaders, Danelaw and Wessex village life.</p>	<p><b>By the end of the lesson, children will know-</b></p> <p>The time of the Anglo-Saxons followed the period of Roman Britain.</p> <p>The Roman army was leaving and without them to protect Briton, the Briton's were vulnerable to attack.</p> <p>The Anglo-Saxons were asked by Britons to help them because Picts and Scots were invading them.</p> <p>The Anglo-Saxon's were made up of three tribes: Saxons, Angles and Jutes who came from <b>Germany, Denmark and the Netherlands.</b></p> <p>Many came peacefully to find land to farm as their homelands were often flooded so it was hard to grow enough food.</p> <p>The Romans ruled over Britannia from AD 43–410 and protected Britannia against attack from invaders.</p> <p>After the Romans left, life changed in Britain. • Citizens steadily abandoned the Roman towns and buildings fell into disrepair.</p> <ul style="list-style-type: none"> <li>• Reading and writing declined and no one wrote about significant events.</li> <li>• During this time, many Britons returned to the old Celtic life of their Iron Age ancestors.</li> <li>• The Picts and Scots saw an opportunity to expand their territory and began raiding near Hadrian's Wall. The Scots attacked from Ireland, the Picts attacked from the</li> </ul>	<p><b>By the end of the lesson, children will know-</b></p> <p>By about AD 550 Britain had been broken up into many small kingdoms each ruled by a different leader.</p> <p>The 5 main Anglo-Saxon kingdoms were:          Northumbria, Mercia, East Anglia, Wessex and Kent</p> <table border="1" data-bbox="1077 451 1565 647"> <thead> <tr> <th>Anglo-Saxon kingdom</th> <th>Area in Britain</th> <th>Settlers were called</th> </tr> </thead> <tbody> <tr> <td>Kent</td> <td>Kent</td> <td>Jutes</td> </tr> <tr> <td>Wessex</td> <td>South West England</td> <td>West Saxons</td> </tr> <tr> <td>East Anglia</td> <td>Norfolk and Suffolk</td> <td>East Angles</td> </tr> <tr> <td>Mercia</td> <td>Midlands</td> <td>Mercians</td> </tr> <tr> <td>Northumbria</td> <td>North of the River Humber</td> <td>Northumbrians</td> </tr> </tbody> </table> <p>The name England is derived from 'Angle Land' meaning land of the Angles.</p> <p>By AD 660 the Anglo-Saxons controlled most of Britain.</p>	Anglo-Saxon kingdom	Area in Britain	Settlers were called	Kent	Kent	Jutes	Wessex	South West England	West Saxons	East Anglia	Norfolk and Suffolk	East Angles	Mercia	Midlands	Mercians	Northumbria	North of the River Humber	Northumbrians	<p><b>By the end of the lesson, children will know-</b></p> <p>Each kingdom had its own hierarchy, with the king at the top, then thegns, Ceorls and peasant farmers and slaves at the bottom.</p> <p>Thegns owned substantial land in one or more countries. They ranked third in society.</p> <p>Ceorls were free men of one of the lowest classes, falling below the thegns. Many of which were peasant farmers.</p> <p>Everyday life for these groups was tiring and stressful, because they had to work hard to produce enough food for the thegn before they could feed their own families or trade.</p> <p>Ceorls could leave to work for a different thegn if they disagreed with their current one. Peasant farmers lived in constant anxiety because they could be made homeless if they did not produce enough food.</p> <p>Slaves lived an awful life. They had no choice in what they did, where they slept or what they ate.</p>
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		<p>North and the Saxons attacked from Europe.</p> <ul style="list-style-type: none"> <li>• The Britons struggled to defend themselves, so in AD 449, a leader of the Britons looked for help.</li> </ul>		
<b>Key Skills/disciplinary knowledge</b>		<p><b>Chronology</b> place events from the period studies on a timeline.</p>		
<b>Key Vocabulary</b>		invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts.	root meaning, village, town county, kingdom.	ceorl, hierarchy, king, kingdom, settlement, slave, society, thegn
<p><b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i></p>				
<b>Scaffolding</b>				
<b>Challenge</b>				
<b>Diversity Links</b>	<p>Know that the Anglo-Saxons were not “British” but settled here, while their descendants still live in modern Britain today.</p> <p>The Anglo-Saxons were migrants from continental Europe and are one part of the migration of many communities to Britain, which now makes up our rich, diverse culture and demographics. For a large majority of people today, our own origins are from other countries and cultures beyond Britain. Use this as a learning point when teaching where the Anglo-Saxons originated from before settling in England.</p>			
<b>Catholic Social Teaching Principles</b>				
<b>British Values</b>		<p>Individual Liberty I know what freedom is • I am aware of my own needs, views and feelings I can explore ways I am free to be me I can celebrate the uniqueness of each individual and the power of being different</p>		<p>Rule of Law I can follow and value rules I can explore and make rules, learning their value and purpose</p>

		I understand ways to help others to be free to be themselves		
<b>Wider links</b>				

**Pent 1**  
**History Yr4: Anglo-Saxons**

**Timeline**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	To know that historical artefacts can reveal much about the object's use or owner.	To know the design of a particular Anglo-Saxon village	To know the changes in faith during Anglo-Saxon Britain.
<b>Recall and Retrieval</b>	<p>Each kingdom had its own hierarchy, with the king at the top, then thegns, Ceorls and peasant farmers and slaves at the bottom.</p> <p>Ancient Egyptians Archaeologists learn about ancient civilisations through: excavations, analysing artefacts and studying historical records.</p> <p>In Nov a922, Howard Carter discovered the Tomb of the pharaoh Tutankhamun. There were many treasures and artefacts found provided unprecedented insights into the lives, beliefs and culture of the Ancient Egyptians.</p> <p>New Stone Age The remains of 8 New Stone Age houses were found in Skara Brae.</p>	<p>Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site.</p> <p>There was a wide range of skilfully made objects, which suggested to archaeologists and historians that the man buried in the Great Ship Burial was not merely a king, but a bretwalda, a king of kings.</p> <p>Ancient Greece – Greek homes were built around a courtyard, had small windows and most homes did not have a bathroom.</p> <p>Stone Age – people lived in caves huts and teepees.</p> <p>During the period GfOL – houses were made from wood and straw.</p> <p>100yrs ago in England, houses would have an open and older children would have to look after the fireplace as their only source of heat. Now a days, we have central heating.</p>	<p>Anglo-Saxons built their own settlements with each village having a chief who protected the villagers.</p> <p>Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning.</p> <p>Ancient Greece - The temples were dedicated to different Gods and Goddesses. They were shrines to the them. The ancient Greeks believed that the Gods and Goddesses lived within them.</p> <p>The ancient Egyptians believed that the Gods influences their everyday lives and represented natural forces. e.g. storms, thunder, death and fire.</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>By the end of the lesson, children will know:</b></p> <p>Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site.</p> <p>There was a wide range of skilfully made objects, <b>crafted from expensive materials and adorned with precious stones</b>, which suggested to archaeologists and historians that the man buried in the Great Ship Burial was not merely a king, but a bretwalda, a king of kings.</p>	<p><b>By the end of the lesson, children will know-</b></p> <p>Anglo-Saxons built their own settlements with each village having a chief who protected the villagers.</p> <p><b>A settlement is a place where people have come to live and have built homes.</b></p> <p>Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning.</p>	<p><b>By the end of the lesson, children will know-</b></p> <p>To begin with Anglo Saxons followed Pagan religions. Pagan religions often worship many gods and goddesses and nature plays a big part.</p> <p>The Roman Christian church sent missionaries to convert the Anglo-Saxons to Christianity.</p> <p>Kings who became Christians expected their followers to convert.</p>

[BBC Two - Primary History, Saxons and Vikings, Signs of the Saxons, What can be found at Sutton Hoo?](#)

Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects.

Archaeologists believe that, at one time, there were probably more.

The Great Ship Burial is the richest burial ever found in northern Europe. It included weapons, armour, drinking vessels and clothes.

Houses were simple - built of wood and had thatched roofs made of straw. The walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Most houses only had one room and sometimes the animals would share this room during Winter.

Kings had large impressive halls to entertain guests in.

Houses were heated with an open fire. Toilets were a pit dug in the ground.

Anglo-Saxons name for towns was burh. The word 'burh' still appears in place names in Britain - Peterborough and Scarborough are two examples.

The first Anglo Saxon Villages were often named after the Chieftain (Leader of the village). This made it clear which tribe the village belonged to.

The people who lived in the 'village' of Hastings were 'Haesta's people'.  
Haesta was the chieftain.

The people who lived in the 'village' of Reading were 'Redda's people'. Redda was the chieftain.

Later Anglo Saxon villages were named after a feature in their surroundings rather than the name of the chieftain.

Oxford got its name because it was a place where oxen were driven across a ford in a river.

East Anglia on the east coast of Britain is named after the Angles who settled there. Some towns and villages have old Anglo-Saxon

By the end of the lesson, children will know- words in their names for example -ton and -ham both mean 'village' e.g. Luton, Taunton Birmingham etc....

Christianity helped to develop Anglo-Saxon society and culture.

The missionaries were lead by a monk called Augustine.

Augustine began his mission by visiting King Aethelbert, and his Christian wife named princess Bertha. Together Bertha and Augustine converted Aethelbert to Christianity.

By about AD 700 Christianity was a big part of life and everyone was expected to go to church.

Lindisfarne Priory is a monastery (a monastery is a building or collection of buildings in which monks live), which was built on Holy Island in around AD 630.

<b>Key Skills/disciplinary knowledge</b>			
<b>Key Vocabulary</b>	Artefact, evidence, archaeology, archaeologist, primary source, secondary source, burial ground	settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof.	pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre. Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Pagan, Picts, Romans, Saxons, Scots
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			Rule of Law I can explore and make rules, learning their value and purpose I can say why a rule is fair
<b>Wider curriculum links</b>			

