



History

Year 5

Term 1

Anglo-Saxons

Key Question: How and why did the Anglo-Saxons change Britain?

National Curriculum Objectives:

- Learn about Britain's settlement by Anglo-Saxons
- Learn about the Viking and Anglo-Saxon struggle for the kingdom of England
- Continue to develop a chronologically secure knowledge and understanding of British History, establishing clear narratives within the period studied
- Learn about connections, contrasts and trends over time and use appropriate historical terms
- Address historically valid questions about change, cause, similarity, difference, and change
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand that our knowledge of the past is constructed from a range of sources

Vocabulary

Roman Britain, push factors, pull factors, decline, empire, the Dark Ages, sea-raiders, attack, invasion, Barbarians, Barbarian tribes, Scots, Picts, Angles, Saxons, Jutes, Anglo-Saxons, borders, North Sea, North-West Europe, warrior-farmers, sources of historical evidence, artefacts, written evidence, archaeologist, monuments/buildings, primary source of evidence, secondary source of evidence, settlement, Reading, Readingum, Reada's People, Danes, Vikings, Kingdom of Wessex, Alfred the Great, Anglo-Saxon Chronicle, King of English, legacy, paganism, Christianity

Prior Learning:

In Year 1 Term 1 children learnt about homes through the ages in Britain
In Year 3 Term 1 children learnt about Iron Age Britain (Celts)
In Year 4 Term 1 children learnt about The Romans in Britain

End Point:

Scene in a box to depict an aspect of life in Anglo-Saxon Britain.

Knowledge:

- Know why the Romans left Britain
- Know who the Angles, Saxons and Jutes were and that they invaded Britain between 449-550
- Know where in Britain the Anglo-Saxons invaded and where they settled
- Know how to find out about the past from a range of historical evidence
- Know how Anglo-Saxons lived and what they believed
- Know that the first evidence of Reading as a settlement was during Anglo-Saxon times
- Know who Alfred the Great was and some of the reasons he was called this
- Know that there was conflict between the Vikings and the Anglo-Saxons
- Know the legacy of the Anglo-Saxons

Skills:

- Make comparisons between different times in the past (Roman Britain to Anglo-Saxon Britain)
- Examine causes and results of great events and the impact on people (of Britain)
- Communicate historical knowledge and understanding
- Begin to identify primary and secondary sources of evidence
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Select, recall and organise historical information
- Answer (and begin to ask) historical questions

Cross Curricular Links:

English - Beowulf

Oracy:

Presentational - present research
Debate - legacy of Anglo-Saxons

Wider Reading

Beowulf - Michael Morpurgo
Illustrated Tales of King Arthur - Sarah Courtauld
The Buried Crown - Ally Sherrick
How to be an Anglo-Saxon in 13 easy steps - Scoular Anderson

Enrichment

Anglo-Saxon workshop

Sequence of Learning

Les son	Key Question	Key learning/notes
1	Why did the Romans leave Britain?	<p>Recap what the children learnt about the Roman way of life in Britain (Year 4, Term 1) Children "turn the page" on a Street through time book from Roman Times 100AD (note the book uses BCE/CE but as a school we use BC/AD) to The Invaders 600CE. Discuss/list the differences.</p> <p>Children suggest possible reasons why Romans left - pushed out or pulled away? Based on their own knowledge and using the Street through time book. List the push factors (what might have been pushing the Romans out?) and the pull factors (what might have been pulling the Romans back to Italy?)</p> <p>Romans left because of the decline of Roman Italy and their empire - soldiers and people went back to defend Rome as it was being attacked. Also to defend places nearer to Italy. This left Britons with no professional soldiers of their own to protect them from sea-raiders, who were growing bolder in their attacks. We learnt in Year 4 that the Romans made it as far as Southern Scotland (Caledonia). Watch the BBC clip which further explains why the Romans left. https://www.bbc.co.uk/bitesize/clips/ztgc87h</p> <p>Roman soldiers previously protected our coastline so with no protection Barbarian tribes spread across Britain (and the rest of Europe). (To Romans, Barbarians was anyone that did not speak Latin or who was a citizen of Rome). This period is called the Dark Ages as there is little historical evidence from this time</p>
2	Where did the Anglo Saxons come from and why did they invade Britain? Where did they settle?	<p>In Europe there were five major barbarian tribes - the Huns, Franks, Vandals, Saxons, and Visigoths (Goths) - and all of them hated Rome! Children all given a map of Britain. Remind them that Scotland was never ruled by the Romans - label this as ruled by the Scots and Picts. Using their map of Britain (including some of near Europe) identify the main places that are most likely to be invaded (South East/East coast as closest to other countries, not forgetting Northern Scotland, as an invader, as this was never conquered by the Romans). The Romans had built forts along the coastline to protect it and Hadrian's Wall along the English/Scottish border to keep out the Scots and Picts but without the Roman soldiers these places were easy to attack.</p> <p>The tribes that attacked Britain were from North-West Europe (and Scotland). They were a mix of tribes from Germany, Denmark and the Netherlands. There were three main invading tribes - Angles, Saxons, Jutes who came across the North Sea. The Angles and Saxons were the largest of the three attacking tribes and so we have come to know them as the Anglo-Saxons (the Anglo-Saxon period is from around 410AD to 1066). These tribes shared the same ruler but were ruled by different strong warriors. If we use the modern names for the countries they came from, the Saxons were German-Dutch, the Angles were southern Danish, and the Jutes were northern Danish. They had tried invading the UK during Roman times but were beaten back. Watch the BBC clip where an Anglo-Saxon describes his journey to Britain in a wooden boat. https://www.bbc.co.uk/bitesize/clips/zc3b4wx Look at the map that shows the route of invasion https://www.twinkl.co.uk/resource/t2-h-4396-the-anglo-saxons-history-ebook The Jutes settled mainly in Kent. They did not call themselves 'the Jutes', they referred to themselves as 'the Kentings', that is the men living in Kent. The Angles settled in East Anglia. The Saxons settled in areas of Essex (East Saxons), Sussex (South Saxons), Middlesex (Middle Saxons), and Wessex (West Saxons). Children annotate their maps to show and date the Anglo-Saxon invasion.</p>
3	How do we know about the Anglo-Saxons?	<p>The Anglo-Saxons took control of most of Britain, although they never conquered Scotland, Wales and Cornwall. They settled in England in places near to rivers or the sea, which could be easily reached by boat. At the time when the Anglo-Saxons came to England much of the country was covered in forest. Only about a few thousand people in the whole land (today there are about 60 living in England). It was an easy place for newcomers to find a place to start a village and then chop down the surrounding forest to make farmland. Anglo-Saxons were warrior farmers so they had little interest in the Roman forts/towns unless they could use them to defend their lands so some were taken over but some were left to rot (Silchester was left - reminder from Year 4). We learnt that this period of History was called the Dark Ages because there is little written</p>

		<p>evidence so how do we know about how the Anglo-Saxons lived? How did we find out about the Celts in Year 3 and The Romans in Year 4?</p> <p>We learnt that we know about times gone by from written records (there is actually some written evidence from this period but not much!), artefacts being discovered by archaeologists, paintings/pictures and monuments. We learnt that these are all sources of historical evidence. We are going to be Historians today and use different sources to start to deduce evidence about what life in Anglo-Saxon Britain. (This could be done as a carousel)</p> <p>For each artefact/image, answer the questions</p> <ol style="list-style-type: none"> 1. What is it? 2. What was it used for/what would the modern equivalent be? 3. What does it tell me about Anglo-Saxon Britain? <p>Use the photos on Anglo-Saxon <u>artefacts</u> gallery at https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg</p> <p>Use part of one of the few <u>written accounts</u> taken from the 'Ecclesiastical History of the English', completed by the Venerable Bede, a Benedictine monk, in 731 AD. You will hear more about this man in a video next week.</p> <p><i>"They came from three very powerful Germanic peoples, the Saxons, Angles and Jutes. The people of Kent and the inhabitants of the Isle of Wight are of Jutish origin and also those opposite the Isle of Wight, that are part of the kingdom of Wessex which is still today called the nation of the Jutes. From the Saxon country, that is, the district now known as Old Saxony, came the East Saxons, the South Saxons and the West Saxons.</i></p> <p><i>Besides this, from the country of the Angles, that is, the land between the kingdoms of the Jutes and the Saxons, which is called Angulus, came the East Angles, the Middle Angles, the Mercians, and all of the Northumbrian people (that is those people who dwell north of the River Humber) as well as the other Anglian peoples. Angulus is said to have remained deserted from that day to this."</i></p> <p>See the original at https://www.bl.uk/anglo-saxons/articles/who-were-the-anglo-saxons</p> <p>Use images of <u>archaeological sites</u>. https://www.historic-uk.com/HistoryMagazine/DestinationsUK/AngloSaxonSites/</p> <ul style="list-style-type: none"> • Sutton Ho, Suffolk (burial mounds) • Nape Cemetery, Suffolk (buried ship) • Gosforth Cross (Stone cross) • Chapel of St Peter-on-the-Wall, Essex (church -this will feature in a video next week) <p>Teach what primary and secondary sources of historical evidence are. Classify the evidence used in the lesson into primary and secondary.</p>
4	How did the Anglo Saxons live?	<p>We looked last week at how the Saxons lived. Today you are going to explore their way of life in more depth. Watch the BBC clip about an Anglo-Saxon village as an introduction. https://www.bbc.co.uk/bitesize/clips/znjqxb</p> <p>Children then explore one area of the Anglo-Saxon way of life by choosing a key question (ensure children understand that not all people lived the same). Use the BBC pages, Primary homework help pages and reference books from the library. Select and organize the information to answer the question (and present to the rest of the class). Children have undertaken similar research in Year 4. Extend some Year 5s to ask their own historical questions to find out more about how the Anglo-Saxons lived. This research could be done in pairs or groups.</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm http://www.primaryhomeworkhelp.co.uk/saxons.htm</p> <ul style="list-style-type: none"> • What did the Anglo-Saxons wear and eat and drink? Did everyone eat and drink and wear the same? • What was Anglo-Saxon art and culture like? • What did the Anglo-Saxons believe in? How did they practice their religion? • What were Anglo-Saxon villages like? Did everyone live in the same way? • How was Anglo-Saxon Britain ruled? Was everyone equal in Anglo-Saxon Britain? • Why were the Anglo-Saxons described as warrior-farmers? Who were they fighting? (scope here to look at conflicts with the Vikings) <p>Children read/present their research to the class (children/teacher take notes). They will need this for the end product.</p>

5	Who was Alfred The Great and what has he got to do with Reading?	<p>Last week we learnt about the Anglo-Saxon way of life. There was an Anglo-Saxon settlement at Reading. The Anglo-Saxon period of History is the first time that there is any evidence of there being any kind of settlement at Reading. But why would people want to settle at Reading? Encourage children to reflect on Geography and their previous learning in History. People (probably) settled at Reading because</p> <ul style="list-style-type: none"> • It had a river • It is in a valley so has hills around (good for defence) • It is in Southern England (away from the Scots and invading Vikings - more on that later in lesson) so as Anglo-Saxons arrived in Kent etc. spread across the South. • It was close to London (Londinium) and Silchester (Calleva Atrebatum) which were important Roman settlements • Any other reasons that children can think of. Being an historian is about piecing together evidence..... <p>*Historians have discovered that Reading may date back to the Roman occupation of Britain, possibly as a trading port for Silchester (Calleva Atrebatum). However, the first clear evidence for Reading as a settlement dates from the 8th century, when the town came to be known as <i>Readingum</i>. The name probably comes from the <i>Readingas</i> an Anglo-Saxon tribe whose name means <i>Reada's People</i> in Old English or less probably the Celtic <i>Rhydd-Inge</i>, meaning <i>Ford over the River</i>.*</p> <p>But who was Alfred the Great and what has he got to do with Reading? Watch the BBC clip explaining who Alfred the Great was https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f</p> <p>We have learnt that the Anglo-Saxons were sea-invaders and throughout their reign they had to keep fighting even more sea-invaders! Lots were coming over from Scandinavia. They were called the Vikings - the Anglo-Saxons called them the Danes (but they came from Sweden and Norway as well as Denmark). The fights between the Vikings and the Anglo-Saxons went on for years but as we have learnt from the video, eventually peace was found between the two groups. There was a conflict at Reading between the Vikings/the Danes and the Anglo-Saxons.</p> <p>*In late 870, an army of Danes invaded the kingdom of Wessex and set up camp at Reading. On 4 January 871, in the first Battle of Reading, King Ethelred and his brother Alfred the Great attempted unsuccessfully to breach the Danes' defences. The battle is described in the <i>Anglo-Saxon Chronicle</i>, and that account provides the earliest known written record of the existence of Reading. The Danes remained in Reading until late in 871, when they retreated to their winter quarters in London.*</p> <p>Using all of the evidence from the lesson, answer the question - Was Alfred the Great, a great leader? Children use Reading as an example in their answers.</p>
6	What is the legacy of the Anglo-Saxons?	<p>Remind the children of the 'under the cloth' activity that they completed in Year 4. We are going to repeat the activity but with Anglo-Saxon images. A local museum has sent a display on the Anglo-Saxon legacy to the local village hall, but in transit the pictures became muddled. Can the children sort them into those aspects of life today that came from the Anglo-Saxons and those that did not? Pupils sit around the outside of a central group of tables. On the table is a very large cloth. Under the cloth are cards with pictures on. Each card relates to an aspect of Anglo-Saxon legacy, except they don't immediately know what it might be because there is no text. Pupils working in pairs have to put their hands under the cloth to withdraw an image, compare views and then say what the item is and if it is a legacy of the Anglo-Saxons. To add to the complication place some red herrings in there too!</p> <p>Suggested images (the images in red are the red herrings!)</p> <p>*a statue of a king (represents that AS had first ever ruler of the whole of England) * days of the week (see website link) * a map showing England divided into counties (see website link) * a church (preferably one from Anglo-Saxon times - see website link) * a crucifix (represents Britons conversion from paganism to Christianity (see website link) * signposts for Reading, Henley and Oxford (see website link)* rugby ball (UK 1823) * wine (China 7000 BC) * cart pulled by a horse (Greece 1800 BC) * tin foil (Switzerland 1910)*paint brush (China 300BC)</p> <p>See if the children were correct. Below websites have more information on AS legacy.</p> <p>http://www.primaryhomeworkhelp.co.uk/saxons/religion.htm</p> <p>http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm</p> <p>To show their understanding in a creative way, pupils could design a set of 5 different value stamps or coins each featuring a different aspect of the Anglo-Saxon legacy.</p> <p>Finish the lesson by saying that unlike the Romans, the Anglo-Saxons didn't return to their homelands so many Britons are descended from Anglo-Saxons.</p>

