



LKS2: Anglo Saxons

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>They can locate key periods on a timeline, showing how they overlap.</p> <p>They know that it was not until 8thC that word English was used to describe people of South Britain.</p> <p>Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition.</p> <p>By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over.</p>	<p>1. Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <ul style="list-style-type: none"> Pupils learn to ask high-quality historical questions. They understand that we are still finding out about the Saxons 1300 hundred years later; they know that the Staffordshire hoard is the largest collection of gold and silver yet found. Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons <p>2. What does the mystery of the empty grave tell us about Saxon Britain?</p> <ul style="list-style-type: none"> Pupils know that by the end of the 7C Anglo-Saxons were ruling most of Britain and that Britain was made of many smaller kingdoms who were often at war with each other. They understand that Britain was on the cusp of Christianity at the time. <p>3. How did people's lives change when Christianity came to Britain and how can we be sure?</p> <ul style="list-style-type: none"> Pupils know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona. Learn that it took 70 years for English kings to give up pagan ways and become Christians. Pupils explain how the Christian message was delivered to the people. <p>4. Homework: Just how great was King Alfred, really?</p> <ul style="list-style-type: none"> Pupils can explain Alfred's main achievements, esp military powers. Children can reason as to what Alfred's main achievement was 	<p>1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? <i>Rationale: This lesson underpins the children's understanding of how the Anglo Saxons have shaped our lives today.</i></p> <p>2. What does the mystery of the empty grave tell us about Saxon Britain? <i>Rationale</i></p> <p>3. How did people's lives change when Christianity came to Britain and how can we be sure? <i>Rationale: Children gain an understanding of the conversion to Christianity and links to learning within the Come and See curriculum.</i></p> <p>4. Homework: Just how great was King Alfred, really? <i>Rationale: This lesson can be given as a homework due to limited curriculum time. The children at home can still apply their historical skills with a discussion back in class.</i></p>	<p>Angles, Saxons, Jutes, Picts Northumbria, Mercia, Kent, Wessex, East Anglia, Offa's Dyke, Sutton Hoo, St Bede, lyre, bronze helmet, thatched wooden house, runes, jewellery, cremation pot</p>
<p>Learning outcomes Key knowledge children will know at the end of this topic are:</p> <ul style="list-style-type: none"> Locate key periods on a timeline, showing how they overlap. Understand that by end of 4th C, even before Roman troops left, there were invaders and can give a few simple reasons Know early Saxons worshipped Gods we name our days after. Explain how the Christian message was delivered to the people. Explain the significance of Lindisfarne. Explain Alfred's main achievements especially military prowess Describe the 6 main methods of keeping law and order in Anglo-Saxon times. <p>1. Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <ul style="list-style-type: none"> Chn can explain that by the end of 4th C, even before Roman troops left, there were invaders. Chn can give reasons for invaders before the Romans leaving. Chn understand where Angles, Saxons and Jutes came from. Chn can give reasons and begin to classify factors for the above objective. 		<p>More able can be challenged:</p> <ul style="list-style-type: none"> Classify the reasons for invaders coming to Britain into push and pull factors referring to pressure on homelands and also the wealth of Britain. Compare motivation of Saxons compared to that of Romans. Analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and produce an hypothesis of their own. <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers Collaborative activities to support peer-learning and inclusion Use of visuals, film, drama to support contextual understanding 	

<p>2. What does the mystery of the empty grave tell us about Saxon Britain?</p> <ul style="list-style-type: none"> • Chn show understanding that by the end of 7C, Anglo-Saxons were ruling most of Britain. • Chn show understanding that Britain was on the cusp of Christianity at this point. • <p>3. How did people's lives change when Christianity came to Britain and how can we be sure?</p> <ul style="list-style-type: none"> • Chn can explain how the Christian message was delivered to the people. • Chn can reason and explain the significance of Lindisfarne <p>4. Homework: Just how great was King Alfred, really?</p> <ul style="list-style-type: none"> • Chn can explain Alfred's main achievements and summarise how great he was. • Chn give reasons as to which achievement was Alfred's most significant 	<ul style="list-style-type: none"> • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children's conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion
<p><u>Substantive Order Concepts (these underpin the study of history)</u></p> <ul style="list-style-type: none"> • Change - how the Anglo Saxons have shaped 21st Century Britain – compare Anglo-Saxon Britain to 2022. • Causation – understand how the Anglo-Saxons invaded whilst Roman soldiers were still here. What caused them to invade. • Significance – chn understand how the Anglo-Saxons impacted people's lives, geography/culturally/spiritually • Similarity & difference – exploring life during Anglo-Saxon period and now. • Perspective – analysing and critiquing historical sources. • Chronology – timeline work • Empathy – can we understand why the Anglo-Saxons invade and their reasons? Links to migration/refugees and conflict in 21st Century 	