



Subject	Topic	Year Group	Term	Time Allocation
History	Anglo Saxons	4	Autumn 1	12+ Hours
<p>End of Key Stage Objectives – National Curriculum.</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>● Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>● Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference, and significance.</li> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>● Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>● Scots, invasions from Ireland to North Britain (now Scotland).</li> <li>● Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>● Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne.</li> </ul>			

## End of Unit Objectives

- I can compare aspects of significant individuals lives in different time periods.
- I can recognise events beyond living memory that are significant nationally or globally.
- I can an understanding of chronological order in history beyond 1066.
- I can describe why, where and when the Scots and Anglo-Saxons invaded Britain.
- I can describe a key historical character from the time.
- I can name and explain the meaning of the 7 kingdoms.
- I can recognise the different jobs and homes in Anglo-Saxon Britain.
- I can identify the religious beliefs of the Anglo-Saxon Gods.
- I can understand and explain the reasonings of the Viking Invasion.

## Trips

Humph's Histories link (full day across the year group)

Tatton park workshop - ([https://www.tattonpark.org.uk/learn/school\\_visits/education\\_programme/anglo\\_saxon\\_and\\_viking.aspx](https://www.tattonpark.org.uk/learn/school_visits/education_programme/anglo_saxon_and_viking.aspx))

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 Hour	<p>Why, when and where did the Anglo Saxons invade Britain?</p> <p>Key Vocabulary: Chronological Order, AD, BC, Timeline, Years, Kingdoms</p>	<p>Timeline starter activity: Go over previously taught times in history the children have looked at such as the stone age, bronze age, iron age. Can they put these on a timeline and then understand where Anglo Saxons and Vikings fit onto that timeline.</p> <p>Explain the leaving of Romans from Britain to defend their hometowns. Start to explain about the Scots coming in from Ireland and they split the land into 4 parts. Then introduce <b>Vortigern and Hengest and Horsa and the roles they had to play.</b></p> <p>Then introduce the Anglo Saxons and how they came to invade.</p>	Anglo Saxon

			<p>Here you could get the children to do some writing or a comic strip to explain all the information they have just learned.</p> <p>Then talk about the 7 kingdoms that the Anglo Saxons divided the country up into and the leaders/kings of these kingdoms.</p> <p>Children could produce a map and name these 7 kingdoms.</p> <p>This could lead onto 'Alfred the Great'</p>	
Lesson 2	1 hour	<p>How have the Anglo-Saxons influenced Britain?</p> <p>Key Vocabulary: Settlement, River, Land, Ideology, Beliefs, Thegn</p>	<p>Start with a quiz. Can they just events from last lesson in order? Can they name some of the 7 kingdoms?</p> <p>Recap these 7 kingdoms.</p> <p>It then shows children why some place names have certain words in them for example</p> <p>Ford – river crossing. Can the children then in the atlases using a map of England find any places which have ford in them that are near rivers.</p> <p>The children can investigate this and make a list.</p> <p>This is also a map looking lesson to see the legacy of Anglo Saxons on us today so for example children knowing that the Wolverhampton has ton in there as when the Anglo Saxons settled this was farmland.</p> <p>Children to write up examples of this and be able to explain how the Anglo Saxons affect what places are called today.</p> <p>If you also look on Hamilton – Anglo Saxons – Settlements – Local history they have useful information and sheets the children could fill in, but it is important for them to write about their understand that Anglo Saxon names are still with us today.</p>	<p>Anglo Saxon kingdom resources</p> <p>Anglo Saxons – Settlements – Local</p> <p>Atlas</p>

Lesson 3	1 hour	<p>Why and how did the Anglo Saxons live differently to the Romans?</p> <p>Key Vocabulary: Settlements, Land, Harvest, Thegn, Trade, Blacksmiths, Servants, Cattle, Crops</p>	<p>Show the children pictures of the home of Anglo Saxons. Children to talk about these. They could maybe label them with the features they see before they do anything else.</p> <p>Explain they were very different to Roman villages.</p> <p>Go over the jobs of Anglo Saxons. There is lots of information for this in Hamilton Anglo Saxons – Settlements – Jobs and leisure.</p> <p>There were always jobs for the men to do on the land – looking after the animals, sowing or harvesting crops, ploughing the land, mending fences, etc. The men might also have to work for some days on the land belonging to their lord or thane (thegn). They had to practice their skills with the longbows &amp; arrows &amp; with swords or axes, in case they had to defend their home or go to battle with their lord. The men might need to repair some leather shoes, or replace some wood in the house. Many men also were craftsmen – they made things for their own family but also for other people to buy, e.g. woodworkers/carpenters, leather workers, potters, fine metal workers or blacksmiths; some were musicians or story tellers &amp; a few others were traders, who travelled to nearby villages or towns &amp; to other parts of Europe &amp; even to the Middle East to trade British wool &amp; metalwork for jewels, furs &amp; wine. Others might have made charcoal for the blacksmiths to use, or made soap or collected salt. Dyeing, weaving &amp; making clothes was usually done by women – this was time-consuming, &amp; they often looked after the village pigs &amp; chickens which were kept near to the houses. Women made sure the family was fed (usually two meals a day – mid morning &amp; in the evening). They made cheese or butter &amp; brewed ale. Even rich women served food at the table. Women looked after the young chn too. Richer women had servants to help them &amp; they had to manage these people. Women could own land. Chn had jobs to do as well, e.g. looking after the sheep or cattle with the family dog (keeping them safe from wolves &amp; foxes), collecting wood for the fire, fetching water from a stream or well. Girls learnt all the stages involved in making clothes, while boys started to learn how to use weapons. They went fishing, collected birds' eggs to eat &amp; aught small birds.</p> <p>Share this information with the children and children create a piece of work about the jobs that people did in Anglo Saxon villages. This could be written with pictures.</p>	
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Lesson 4	1 hour	<p>What is the Staffordshire Hoard?</p> <p>Key Vocabulary:</p> <p>Artefacts, Archaeologist, Primary Sources, Reliability, Infer</p>	<p>Go over the term archeologist and artefacts with the children. Can they remember what the mean from previous year groups?</p> <p>There can be a direct link here to the 'Staffordshire Hoard' That was found in the Burntwood area. <a href="https://www.staffordshirehoard.org.uk/">https://www.staffordshirehoard.org.uk/</a></p> <p>This was the largest Anglo Saxon hoard of Gold ever discovered. The above website has lots of information which can be include as part of this lesson and a link to our local history of the Anglo Saxons.</p> <p>Children have a selection of both photographs of primary sources and artefacts from the artefacts boxes we have in school. Can they answer these archeologist questions?</p> <p>What do you think the object is?</p> <ol style="list-style-type: none"> <li>1) Who do you think would of used it?</li> <li>2) Where do you think the object was found or originally came from?</li> <li>3) What is it made from?</li> <li>4) What can it teach us about Anglo Saxon life?</li> <li>5) Any other observations.</li> </ol>	<p>Photographs of artefacts from the Staffordshire hoards.</p> <p>Anglo Saxons – Art and culture, Jewelry</p>
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Lesson 5	1 hour	<p>What are the religious beliefs and practices of the early Anglo Saxons?</p> <p>Key Vocabulary:</p> <p>Gods, Goddesses, Religion, Beliefs, Summarise, Civilisation, Compare</p>	<p>Introduce children to the Fact Anglo Saxons didn't have just one god but they worshipped many and why this was. This can be done in a variety of ways, you don't need to do all of them.</p> <p>The children could create a fact file about each of these gods, Maybe make a top trumps card set for each god.</p> <table border="1" data-bbox="751 347 1094 683"> <thead> <tr> <th>Name</th> <th>Role</th> </tr> </thead> <tbody> <tr> <td>Woden/Odin</td> <td>leader, god of Sun/wisdom</td> </tr> <tr> <td>Thunor/Thor</td> <td>god of thunder/storms (Woden's son)</td> </tr> <tr> <td>Eostre/Nerthus</td> <td>goddess of Spring/birth</td> </tr> <tr> <td>Friga/Frigg</td> <td>goddess of home (Woden's wife)</td> </tr> <tr> <td>Freo/Freya</td> <td>goddess of love</td> </tr> <tr> <td>Tiw/Tyr</td> <td>god of war/justice</td> </tr> <tr> <td>Wayland/Volundr</td> <td>god of metalworking</td> </tr> <tr> <td>Wade/Vadi</td> <td>god of sea (father of Wayland)</td> </tr> <tr> <td>Hell/Hel</td> <td>goddess of death (daughter of Loki)</td> </tr> <tr> <td>Seaxneat/Saxnot</td> <td>god of the family/tribe (Saxon's)</td> </tr> <tr> <td>Bealdor/Balder</td> <td>god of immortality (Woden's son)</td> </tr> <tr> <td>Loki</td> <td>god of mischief/deceit/cunning</td> </tr> <tr> <td>Ingul/Yngvi-Freyr</td> <td>god of fertility (brother of Freo)</td> </tr> <tr> <td>Hretha</td> <td>goddess of fame</td> </tr> </tbody> </table> <p>Can the children summarise their learning by stating what the find similar and different to other beliefs of other civilizations.</p>	Name	Role	Woden/Odin	leader, god of Sun/wisdom	Thunor/Thor	god of thunder/storms (Woden's son)	Eostre/Nerthus	goddess of Spring/birth	Friga/Frigg	goddess of home (Woden's wife)	Freo/Freya	goddess of love	Tiw/Tyr	god of war/justice	Wayland/Volundr	god of metalworking	Wade/Vadi	god of sea (father of Wayland)	Hell/Hel	goddess of death (daughter of Loki)	Seaxneat/Saxnot	god of the family/tribe (Saxon's)	Bealdor/Balder	god of immortality (Woden's son)	Loki	god of mischief/deceit/cunning	Ingul/Yngvi-Freyr	god of fertility (brother of Freo)	Hretha	goddess of fame	Anglo Saxons – Beliefs – Gods
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Lesson 6	1 hour	<p>What are the religious beliefs and practices of the early Anglo Saxons?</p> <p>Key Vocabulary:</p> <p>Celtic Christianity, Roman Christianity, CE, Catholicism, Missionaries, Monks, Pope, Archbishop, Pagan beliefs</p>	<p>Remind the children that the Romans had brought Christianity to Britannia in the 3<sup>rd</sup> century, but when the Anglo-Saxons invaded in the early 5<sup>th</sup> century, they introduced their pagan gods and goddesses. The parts of Britannia that the Anglo-Saxons didn't invade remained Christian. This Christianity had gradually become slightly different from that practised in Rome because they had no contact with monks from Rome over many years. Ireland had also become Christian during the time of the Roman Empire, although it had never actually been part of the Empire. They remained Christian &amp; by the middle of the 6<sup>th</sup> century, they were sending missionaries to northern Britain, from their base on the Island of Iona, off the west coast of Scotland (map in session resources). St Columba, an Irish exile, had founded a monastery on the island in 565 CE &amp; from there, groups of monks went out as missionaries to the Western Isles, mainland Scotland and the northern England.</p> <p>Columba died in 597 CE, the same year in which the Pope (head of the Christian, now Catholic, Church) sent a monk called Augustine with about 40 men, to the south of England (Kent) to 'convert the pagan Angles'. There is a story (myth?) that Pope Gregory saw some blond-haired young boy slaves in Rome &amp; asked who they were. When told they were Angles, he retorted 'no they look like angels, not angles' &amp; decided he wanted to save their people by converting them to Christianity. Augustine preached to King Ethelbert of Kent &amp; converted him to Christianity (probably helped by the fact that his wife Bertha – from the Frank tribe in France – was</p>	Anglo Saxons – Beliefs – Christianity.																														

			<p>already a Christian). Ethelbert gave Augustine the site of an old Roman church in Canterbury, which became the centre of Christianity in England. Augustine became the first Archbishop of Canterbury (a position which still exists today).</p> <p>In 635 CE Saint Aiden went from Iona as a missionary &amp; founded a monastery on <a href="#">Lindisfarne</a> (an island off the east coast of northern England – map in session resources), which became a very important centre of Christianity &amp; of learning, particularly when St Cuthbert was its bishop (session resources). There now existed 2 branches of Christianity in Britain, the so-called Celtic Christianity in the north &amp; Roman Christianity in the south. They argued over the way in which the date of Easter was calculated. In CE 664 a meeting was held in Whitby (North Yorkshire) between the 2 sides &amp; they agreed after much discussion to all follow the Roman way, as this brought everyone into line with the rest of Europe.</p> <p>Christianity gradually spread through the rest of the Anglo-Saxon kingdoms. However people still kept some of their pagan beliefs &amp; carried amulets &amp; visited 'holy' places like springs. The missionaries often took over pagan practices, e.g. building churches on 'holy' sites &amp; incorporating pagan customs in Christian festivals like Easter and Christmas. Remind chn that Easter is named after an Anglo-Saxon goddess for example. An Anglo-Saxon legend tells how the Saxon goddess Eostre found a wounded bird and transformed it into a hare (or rabbit in other versions), so that it could survive the winter. The hare/ rabbit found it could still lay eggs, so it decorated these each spring and left them as an offering to the goddess. The Anglo-Saxons celebrated Yuletide (from Old English word <i>ġéol</i>) with feasts on December 25<sup>th</sup> (the winter solstice occurred on that day in the old Julian calendar – now 20<sup>th</sup> December) – they called it Modranicht or mother's night. We still have Yule logs today (sometimes in the form of chocolate-covered cakes!)</p> <p>Children to have a writing outcome from this explain the religion through Anglo Saxon times. Again children realizing we still call Easter today from the Anglo Saxons.</p>	
Lesson 7	1 hour	<p><a href="#">What did the Anglo Saxons do for entertainment?</a></p> <p><a href="#">Key Vocabulary:</a> Sops, Stories, Beowulf, Crafting</p>	<p>Discuss the importance of storytelling in Anglo Saxon times. Anglo-Saxons liked to relax by listening to stories about brave warriors. These stories were often in the form of poems that were sung, were told by professional travelling storytellers (called <b>scops</b>).</p> <p>What other forms of entertainment did they have?</p> <p>Where did they often meet?</p>	

		<p>These stories were not written down for many centuries but were shared by word of mouth.</p> <p>As a consequence, these stories changed over time, and many may have been lost.</p> <p>The most famous poem to survive is 'Beowulf.'</p> <p>English has changed a lot over the years to become the language we have today. Even words that we think we recognise in writing may have been pronounced differently for centuries (such as 'knife' or 'knee' where the 'k' was pronounced until the 17th century).</p> <p>The Anglo-Saxons were great craft workers. They made intricate jewellery, musical instruments and homemade toys and games. They were also keen storytellers. They would gather together in feasting halls and tell thrilling stories. Often their stories would be accompanied by music played on an instrument called a lyre. The Saxons liked to play with words too. They amused themselves by telling clever riddles. Anglo-Saxon jewellers made brooches, beads and gold ornaments.</p>	
Lesson 8			—
Lesson 9			