



Key Knowledge:

Link to Previous Learning:

Link to Romans in Y4 and how the Roman Empire was previously very powerful.

How did the Roman Empire become so weak (part 1) and where did the Anglo Saxons come from (part 2)?

- Know that the Romans left Britain in AD410 as part of the fall of the Western Roman Empire.
- Know that Vortigern was left in charge to defend Britain from the Scots.
- Know that Hengst and Horsa were contacted by Vortigern to protect Britain but decided to take over themselves.
- Know that Britain was weak so tribes from Germany, Holland and Denmark invaded Britain.
- Know that the Anglo-Saxons were made up of Angle, Saxon and Jutes in addition to the Franks, and Frisians.

How was Anglo-Saxon Britain organised?

- Know that Anglo-Saxon Britain was made up of 7 main kingdoms - Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex.
- Know that those who escaped retreated mainly to Wales and Cornwall which never came under Anglo-Saxon rule.
- Know that each Kingdom had a ruler/ king known as a Cyning.

What was life like during Anglo-Saxon Britain?

- Know that a famous discovery of Anglo-Saxon artefacts happened at Sutton Hoo in Suffolk and that artefacts were found by archaeologists in 1939.
- Know that the outline of an Anglo-Saxon ship was found imprinted in the soil due to the type of soil found at Sutton Hoo.
- Know that number of Anglo-Saxon treasures were found which had been buried in a Sarcophagus.
- Know that these artefacts provide details as to what life was like during Anglo-Saxon Britain.

Who did the Anglo-Saxons worship (part 1) and how did they convert to Christianity (part 2)?

- Know that Anglo-Saxons were mainly Pagan and worshipped many different Gods.
- Know that similar to the Romans, Anglo-Saxons had different Gods for different things - Love, thunder etc and that some of the Anglo-Saxon Gods names are still around today e.g. Wodnesday for Wednesday.
- Know that the Anglo-Saxons originally didn't follow Christianity but eventually began to follow it.
- Know that Augustine was sent to Britain by the Pope and Christianity slowly spread.
- To know that the work of Oswald and Columba also turned Britain into a Christian nation.

Who had control of Anglo-Saxon Britain and who was Alfred the Great??

- Know that a king is the most important person in the kingdom.
- Know that most of the population were peasant farmers and 10% of the population were slaves.
- Know that Alfred the Great became king in AD 871 and he is credited with being the first Anglo-Saxon king to defeat the Vikings in battle and buy the people of Britain some peace.
- Know that the Anglo-Saxon age ended with the Battle of Hastings in 1066 when the Normans defeated the Anglo-Saxons.

Lesson Sequence:

How did the Roman Empire become so weak (part 1) and where did the Anglo Saxons come from (part 2)?

- **Retrieval Activity** (Retrieve previously learnt knowledge about the Romans in Britain from Y4 - what can children remember?)
- **Teaching** (Explore timeline of events and where this unit chronologically fits into the wider Historical framework. Explore the roles of Vortigern, Hengst and Horsa through extensive reading opportunities and watch video of the invasion taking place).
- **Vocabulary** (Invaders, Conquest)
- **Activity** (Explore circumstances surrounding Romans leaving Britain. Part 1: Write up the role each individual played in the Roman demise. Part 2: Label the map of where the Anglo Saxons came from).
- **Key Learning** (Chronology: Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time). (Events, people and change: begin to recognise and describe the nature and extent of diversity, change and continuity).

How was Anglo-Saxon Britain organised?

- **Retrieval Activity** (Opened ended question; why did the Angles, Saxons and Jutes find it so easy to invade Britain?)
- **Teaching** (Show children a map of Anglo Saxon Britain and explain how it was organised. Explore etymology of names as reading link. 'Debate It' opportunity to explore organisation).
- **Vocabulary** (Kingdoms, Tribes)
- **Activity** (Label maps to show the kingdoms of Anglo-Saxon Britain. *Geography Link*)
- **Key Learning** (Enquiry, interpretation and using sources: Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this).

What was life like during Anglo-Saxon Britain?

- **Retrieval Activity** (Knowledge quiz of what has been learnt so far - retention of key knowledge).
- **Teaching** (Explore what life was like in Anglo-Saxon Britain with a focus upon how we know this and what the artefacts tell us. Explain that discoveries of artefacts help us to learn about the past and Sutton Hoo told us lots about the Anglo Saxons.)
- **SUBJECT WOW** - 'Drama It' - Excavation of Sutton Hoo to internalise the shock of the discovery.
- **Vocabulary** (Artefact, Archaeologist, Sarcophagus)
- **Activity** (Historical enquiry of artefacts discovered at Sutton Hoo. Explore finds, asking relevant questions and making observations).
- **Key Learning** (Sources - use sources as a basis for research from which they will begin to use information as evidence to test hypotheses). (Communication - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms). (Events, people and changes - gaining historical perspective by placing their growing knowledge into different contexts).

Who did the Anglo-Saxons worship (part 1) and how did they convert to Christianity (part 2)?

- **Retrieval Activity** ('Speak It' opportunity with exploration of events from Anglo Saxon timeline across the unit).
- **Teaching** (Look into the Gods and traditions of Paganism. Explore the conversion to Christianity through watching BBC video <https://www.bbc.co.uk/hi/size/topics/x/sbcdm/articles/zs3gqdm> and wider reading).
- **Vocabulary** (Pagan)
- **Activity** (Part 1: 'Present It' with quick-fire research about 1 Anglo-Saxon God per group. Part 2: decipher and record the powerful roles of Augustine, Oswald and Columba in converting Britain to believing in Christian).
- **Key Learning** (Enquiry, interpretation and using sources - begin to recognise why some events, people and changes might be judged as more historically significant than others).

Who had control of Anglo-Saxon Britain and who was Alfred the Great?

- **Retrieval Activity** (Analyse the whole-school KS2 History timeline and explain the events of the Anglo-Saxon era - 'Talk It' opportunity to deepen chronological understanding).
- **Teaching** (Explore the hierarchy of control in Anglo-Saxon Britain, including peasants, slaves through to Kings. Focus on the role of Alfred the Great and make concrete links to the Vikings ready for further study within Y6).
- **Vocabulary** (conquest).
- **Activity** (Create double page spread about Alfred the Great - use a variety of sources to discover information).
- **Key Learning** (Events, people and changes - Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind). (Enquiry, interpretation and using sources - Begin to recognise why some events, people and changes might be judged as more historically significant than others).

Exit Essay: Explore the three following statements and write an exit essay to explore each point.

- The Anglo-Saxons were a key period in British History.
- I heard the Anglo-Saxons were around way before the Romans!
- The Anglo-Saxons were in the past - they don't affect my life today. Why do I need to learn about them

Our Rainbow Promises

Encourage **R**esilience and perseverance

Develop **A**rticulate learners
Influence aspirations
Nurture curiosity

Instil **B**ritish and Christian Values

Provide **O**pportunities to build upon knowledge and skills
Promote **W**ellbeing and Health

Local Links

Eccleston - 'Eccles' means church and 'ton' farm.

Think like a historian by:

Chronology
Communication
Events, people & changes
Enquiry, Interpretation & Learning Sources

National Curriculum Coverage

Britain's settlement by Anglo-Saxons and Scots (Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture).

Transferrable Concepts:

Change, civilisation, settlement, invasion, migration, religion, monarch.

R	Historical figures taught throughout the curriculum to illustrate resilience and perseverance.
A	Vital vocabulary, oracy opportunities including P4C and speak its, exit task and use of academic keystone words.
I	Links to careers within History made explicit. Historical figures taught throughout the curriculum include National and International Achievers.
N	WOW - Anglo-Saxon artefact exploration. Use of historical sources throughout lessons. Core Curriculum Reading Spine.
B	Worship. Tolerance of other faiths and beliefs.
O	Knowledge and skills progressively sequenced; see planning overleaf.
W	Place existence into context.

Vital Vocabulary

Pagan
Invaders
Conquest
Civilisation
Missionary
Tribes
Danelaw
Ruler (Bretwalda)
Kingdoms
Artefact
Archaeologist
Sarcophagus
Peasants