ACET Junior Academies'

Scheme of Work for history

Unit 5: Britain's settlement by Anglo-Saxons and Scots

About this unit:

This Scheme of Work continues to develop children's historical narrative of the British Isles. Continuing with the broadly chronological framework, children will learn about what happened to Britain after the Romans left. They will continue to develop their understanding that people have been coming to Britain for a long time and that Britain has always been a diverse place to live. They will learn that the Anglo-Saxons were not a single, homogenous group and that they arrived and settled in Britain at different times, establishing separate kingdoms and contributing to the formation of the United Kingdom. Children will also learn about how the Anglo-Saxon legacy and by drawing links with other subjects such as art, understand that this period of time was not necessarily the 'Dark Ages'. In this unit, children should increasingly draw links with previous learning, asking more probing questions and handling evidence with increasing confidence. Concepts will also be re-visited and new one introduced. Knowledge acquired from this unit will also form the foundations for children's work on the Vikings.

Unit structure

This unit is structured around five sequential history enquiries:

1. What happened to Britain after the Romans left?
2. Raiders, invaders or settlers? Why did the Anglo-Saxons come to Britain?
3. Sutton Hoo? What can an Anglo-Saxon burial place tell us about the Anglo-Saxons?
4. King, earl, thegn, ceorl or slave? Who would you rather have been?
5. Was it easy for the Saxons to become Christians?
6. Did the Anglo-Saxons ever come here?

National Curriculum unit:

- Britain's settlement by the Anglo-Saxons and Scots.

Links to previous and future National Curriculum units

- the Roman Empire and its impact on Britain. (Y4 HT1.1)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Y4 HT3.1)

Enquiry 1: What happened to Britain after the Romans left?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
In term 1, children have learnt about the Roman Empire and its impact on Britain. They know that the Romans left Britain in 410AD. Children will also know about Hadrian's Wall.	**Substantive knowledge:** *(What the children should know.)* From the 4th Century, Roman Britain was raided by the Picts, Scots and Saxons. After the Romans left there were a series of invasions by the Anglo-Saxons. The Anglo-Saxons were a group of tribes from northern Europe. The Anglo-Saxons settled in Britain in different kingdoms. **Second order concepts:** *(What students should understand)* Chronology Cause and consequence	- Chronology – place events on a timeline. - Knowledge – identify key events in the time period. - Enquiry – ask a variety of questions. **Key concepts:** Anglo-Saxon Scots Invasion Settler AD/CE Kingdom	**Can your children:** - identify the key areas where the Anglo-Saxons came from? - place events on a timeline? - pose questions linked to previous and future learning?	**Horizontal:** **Vertical:**

Suggested activities:	Resources:	Useful links:
Explain to children that after the Romans left, Britain was attacked by the Picts and the Scots in the North (link to Hadrian's Wall) and the Anglo-Saxons from the sea. Without the Roman Army, over time the Anglo-Saxons came to rule England. *NB. Mark the time period on the class timeline. Get the children to think about how long ago this was compared to other events they have studied.* Outline who the Anglo-Saxons were and where they came from – students use a map to locate and label the key areas in Europe where the Anglo-Saxons came from. On the same map, they should then show where the Anglo-Saxons settled in Britain – 7 kingdoms. Link in Celts and Picts – settlement in Wales and Scotland. Children produce their own timeline outlining some of the key events in this period – it is really important here to show that the Anglo-Saxons arrived in Britain over 200 years and not all at the same time. They could also annotate their maps to show this. Finally, ask the children to generate questions about the Anglo-Saxons for the Enquiry Wall – encourage the children to link to their previous work on the Romans – change/continuity?	Map of Britain/Europe showing where the A-S came from and where they settled. Timeline sheets and key dates. *Examples might include: 396-398AD (Picts, Scots & Saxons raid Roman Britain), 410AD (Romans left), 450AD (Saxons start to settle), 500AD (all 7 kingdoms had been created), 597AD (St Augustine arrives to spread Christianity) 625AD (Sutton Hoo), 731AD (Bede completes 'Ecclesiastical History of English Peoples') 789AD (Viking raids begin), 850AD (7 kingdoms consolidated into 3), 865AD* Whiteboards/question sheets for the Enquiry Wall	Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', *Primary History 68* (Autumn 2014) Alf Wilkinson, *Invaders* (2019), pp.22-33. For key information about the Anglo-Saxons: https://www.bbc.co.uk/bitesize/topics/zxsbcdm BBC – 'The Story of Britain': https://www.bbc.co.uk/programmes/p01zfvrw

Enquiry 2: Raiders, invaders or settlers? Why did the Anglo-Saxons come to Britain?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children should now know that after the Romans left Britain, there were a series of invasions by the Anglo-Saxons.	**Substantive knowledge:** *(What the children should know.)* Historians had different theories of why the Anglo-Saxons came to Britain. Anglo-Saxons first came as raiders but then settled. **Second order concepts:** *(What the children should understand)* Causation	**Historical skills:** - enquiry – use evidence to build up a picture of the past. - communication – communicate information in a variety of ways. – range – offer a reasonable explanation for some events. **Key concepts:** Anglo-Saxons Raider Invader Settler Interpretation	**Can your children:** - describe the difference between a raider, invader and settler? - Identify and begin to explain whether they think the Anglo-Saxons were raiders, invaders or settlers and why.	**Horizontal:** **Vertical:**

Suggested activities:	Resources:	Useful links:
Show children the Sorrell reconstruction of the Saxon raiding party – imagine that they are a person on one of the boats – what can they see, smell, hear? How do they feel? Do you think that the people in the picture are there to settle or to raid? Ask children to consider why people might move to a new country – push and pull factors. Explain to them that no one knows for sure why the Anglo-Saxons came to Britain but historians have different theories. Tell the story of Hengist and Horsa – children could create a storyboard of the events/freeze frames/a role play. Consider the different interpretations – they came to farm, fight, steal or make new homes or were they invited? Create a set of cards – one with the headings (raiders, invaders and settlers) and another with the reason/explanation – children match the heading with the explanation. From the evidence, children can then answer the enquiry question – encourage students to link back to the original artist's impression – does it give a fair impression of the Anglo-Saxons?	Picture of the Sorrell reconstruction of the raiding party – OCR textbook p.4. Copy of the story of Hengist and Horsa. Storyboard sheet Cards with the reasons and explanations for the Saxons coming to Britain.	Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', *Primary History 68* (Autumn 2014) Alf Wilkinson, *Invaders* (2019), pp.22-33. For key information about the Anglo-Saxons including the story of Hengist and Horsa: https://www.bbc.co.uk/bitesize/topics/zxsbcdm Colin Shepherd and Rosemary Rees, *OCR Medieval History: Raiders and Invaders: power and control.* p.4.

Enquiry 3: Sutton Hoo? What can an Anglo-Saxon burial place tell us about the Anglo-Saxons?

Links to previous learning	Knowledge and second order concepts			
Children should now know that after the Romans left Britain, there were a series of invasions by the Anglo-Saxons. Children should also know that over time the Anglo-Saxons settled in England and that kingdoms were established.	**Substantive knowledge:** *(What the children should know.)* Some Anglo-Saxons were very rich. Archaeology can help us to find out about the past. **Second order concepts:** *(What the children should understand)* Significance	**Historical skills:** - Range – use evidence to reconstruct life and identify key features in the time studied. - Enquiry – use evidence to build up a picture of a past event. **Key concepts:** Sutton Hoo Inference Kingdom	**Can your children:** - identify and record information relevant to the study? - make inferences from evidence about the Anglo-Saxons? - describe and start to explain who may have been buried at Sutton Hoo?	**Horizontal:** **Vertical:**

Suggested activities:	Resources:	Useful links:
Set the scene with the children - tell the story of Edith Pretty and her vision of a funeral procession at the site. Tell children that they are one of the archaeologists who have been brought into explore the site and discover who was buried there. Provide children with trays of sand (or oats work well) and brushes with the artefacts hidden. At the bottom of the tray should be a silhouette of the ship. Children the complete the 'dig' uncovering the objects and making inferences about them and who was possibly buried at Sutton Hoo. Children could then explain who/what type of person was buried at Sutton Hoo and why. They should also be encouraged to make inferences about what the evidence tells us about the Anglo-Saxons – they could select key adjectives and explain why they have chosen them. Encourage children to think about whether this person was an 'average' Anglo-Saxon. *Link – encourage children to link back to the kingdoms which were established.*	Background to the discovery Trays of sand/oats with a selection of finds concealed. Paint brushes for the 'dig'. Grid for children to complete with artefacts on.	Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', *Primary History 68* (Autumn 2014) Alf Wilkinson, *Invaders* (2019), pp.22-33. For tips on using visual images with a class: https://www.history.org.uk/resource/3868 For the background to the excavations use: https://www.nationaltrust.org.uk/sutton-hoo/features/find-out-what-led-to-the-discovery For pictures of the artefacts use: https://www.britishmuseum.org/collection/galleries/sutton-hoo-and-europe

Enquiry 4: King, earl, thegn, ceorl or slave? Who would you rather have been?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children know that over time the Anglo-Saxons settled in Britain. They should also understand that some Anglo-Saxons such as the kings were very rich.	**Substantive knowledge:** *(What the children should know.)* There were different groups in Anglo-Saxon society. Some people in Anglo-Saxon society were more powerful than others. Most people in Anglo-Saxon society were farmers. **Second order concepts:** *(What the children should understand)* Similarity and difference Diversity	**Historical skills:** - Enquiry – choose relevant material to present a picture of one aspect of life in the past. - Enquiry – conduct research. – Communicate – communicate findings verbally to the rest of the class. **Key concepts:** King Earl Thegn Ceorl Slave Hierarchy	**Can your children:** - describe what a hierarchy is? - identify some of the groups in Anglo-Saxon society? - identify and describe some of the similarities and differences between groups? - start to explain which group they would rather have been a member of and why?	**Horizontal:** **Vertical:**

Suggested activities:	Resources:	Useful links:
Explain hierarchy – that some people have more power than others. You could start with hierarchy in school. Next get the children to create a hierarchy of Anglo-Saxon society – give out character cards (NB. one king but lots of ceorls) Children read their card and stand in order of power. Using their card they could create a freeze-frame to show others the types of person they were. Children could then draw a diagram of the different groups. Divide the class into groups – earls, thegns, ceorls, slaves - give each group an information pack about their group – housing, jobs, rights, food, clothing etc. Children work through the evidence and select advantages and disadvantages of being a member of that social group. Children present their findings back to the class – what was similar between the groups and what was different? Who would you rather have been? Why?	Cards with the title of each group and a brief description – enough for one each. Information packs for each of the different group – include pictures, artefacts and key facts. Worksheet for children to record advantages and disadvantages.	Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', *Primary History 68* (Autumn 2014) Alf Wilkinson, *Invaders* (2019), pp.22-33. For an outline of the key groups use: https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zqrc9j6 *NB. Earls are missing!* Information on the different groups can be found at: http://www.earlybritishkingdoms.com/kids/index.html#people

Enquiry 5: Was it easy for the Saxons to become Christians?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children have already studied Stonehenge and considered its links to pagan worship. They should also know that the Romans were Christians.	**Substantive knowledge:** *(What the children should know.)* The Anglo-Saxons were pagans. Pagans worship lots of gods as Christians worship one. Anglo-Saxon conversion to Christianity was gradual. **Second order concepts:** *(What the children should understand)* Change and continuity Significance Diversity	**Historical skills:** - Enquiry – choose relevant material to present a picture of one aspect of life in the past. - Enquiry – conduct research and 'handle' artefacts. – Communicate – communicate findings verbally to the rest of the class. **Key concepts:** Pagans Christianity Artefact Gods	**Can your children:** - identify the difference between paganism and Christianity? - describe how conversion to Christianity was gradual? - start to explain whether Anglo-Saxons were actually Christian?	**Horizontal:** **Vertical:**

Suggested activities:	Resources:	Useful links:
Explain to the children that the Anglo-Saxons worshipped lots of gods – they were **pagans**. This could lead into some research on pagan gods – good links can be made to days of the week – and worship. Children could set up their own pagan shrine. *NB. Children have previously studied Stonehenge as part of their work on the Stone Age to Iron Age.* Explain that about the introduction of Christianity was gradual – because the Saxons were not a united group, different parts of Britain converted at different times. A good place to start is the short animation from the BBC. Children could then complete a card sort/timeline of the different stages. This could then lead onto a comparison of the three key saints – provide children with key information and they could complete a chart – name, date, where they came from, what they did, were they successful? This could lead onto a discussion about who was the most successful and why – link to significance. Finally, make links back to the burial at Sutton Hoo – look again at the evidence – swords, shields, helmets, bronze bowls with Christian symbols on them – does this prove that the Anglo-Saxons were Christians? *NB. Remind students that Christians are not normally buried with grave goods. What does this tell us? What inferences can we make?*	Information on pagan gods. Props to make a pagan shrine – no animal sacrifices please! Card sort or timeline showing the different stages – 563AD, 597AD, 634AD. Information on the three saints – St Columba (Iona), St Aidan (Canterbury), St Augustine (Lindisfarne). Grid/table for children to complete. Examples of artefacts from Sutton Hoo.	Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', *Primary History* 68 (Autumn 2014) Alf Wilkinson, *Invaders* (2019), pp.22-33. Facts on Anglo-Saxon paganism: http://primaryfacts.com/3497/anglo-saxon-religion-paganism/ BBC clip on the gradual conversion to Christianity: https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcdm For information on the saints try: http://www.earlybritishkingdoms.com/kids/augustine.html For artefacts from Sutton Hoo: www.britishmuseum.org

Enquiry 6: Did the Anglo-Saxons ever come here?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children know that over time the Anglo-Saxons settled in Britain. Children should also now understand that the Anglo-Saxons influenced things such as place names and the names of the days of the week.	**Substantive knowledge:** *(What the children should know.)* The Anglo-Saxons settled all over England. This will also depend on your local area. **Second order concepts:** *(What the children should understand)* Similarity Difference	**Historical skills:** - Enquiry – choose relevant material to present a picture of one aspect of life in the past. - Enquiry – conduct research. – Communicate – communicate findings verbally to the rest of the class. **Key concepts:** Anglo-Saxons Settler Evidence	**Can your children:** - identify key places in the local area which may have an Anglo-Saxon connection? - start to explain why they may have had a local connection? - use the internet and other resources to research their local area?	**Horizontal:** **Vertical:**

Suggested activities:	Resources:	Useful links:
This is a good opportunity for children to make a link between what was happening nationally and their local area. *NB. There maybe members from a local history group who are willing to come in and talk to the children. Local libraries often have a local history society.* A good place to start is with place names – introduce the children to Anglo-Saxon place names – provide a list. Then give children a map of the local area – can they find evidence of any place names with Anglo-Saxon origins? Children could then research their local area – churches, buildings, remains – what evidence is there that the Anglo-Saxons came to their area? Encourage children to think about similarities and differences between Anglo-Saxon and modern times. This could then lead onto a local history display/presentation/assembly. NB. This links in with the local study of the National Curriculum. The extent to which children are able to draw links of course depends on their local area	List of Anglo-Saxon place names their meanings. Map of the local area with place names. Links to a local history group. Range of websites and online resources.	Tim Lomas, 'Britain's settlement by the Anglo-Saxons and the Scots', *Primary History 68* (Autumn 2014) Alf Wilkinson, *Invaders* (2019), pp.22-33. Jon Nichol, 'Place names and the National Curriculum for history', *Primary History 68* (Autumn 2014) If you can get hold of a copy, it could be worth looking at: AD Mills, *A Dictionary of British place names*, (2011) There are a range of websites for Anglo-Saxon place names – the ones which are most useful to you will depend on your area.

END POINTS:

Knowledge and second order concepts:	Key concepts developed:

Substantive knowledge:

(What the children should know)

This is not an exhaustive list but an outline of what might be expected:

- When the Romans left, Anglo-Saxons came to live in Britain.
- The Anglo-Saxons were a group of tribes from northern Europe.
- The Anglo-Saxons were not a united group but lived in different kingdoms.
- Some Anglo-Saxons were very rich and powerful but most were farmers.
- Anglo-Saxons gradually converted to Christianity.
- Some places like Sutton Hoo are worth investigating in detail.
- The Anglo-Saxons may have come to our area.

Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.74.

Second order concepts:

Children should start to have an understanding of:

cause and consequence

change and continuity

similarity and difference

significance

chronology

Key concepts developed:

AD/CE	Gods	Raider
Anglo-Saxon	Hierarchy	Scots
	Invader	Settler
Artefact	Invasion	Slave
Ceorl	King	Sutton
Christianity	Kingdom	Hoo
Earl	Pagans	Thegn
Evidence		

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- place events on a timeline developing understanding of AD/CE.
- conduct their own research increasingly independently.
- make inferences from evidence.
- ask and pose questions about the enquiry.
- start to assess significance of individuals (comparison)
- present their findings in a variety of ways.

The children will also have started to investigate interpretations and start to have an understanding that the past has been interpreted in different ways.

The next step ...

This unit will have allowed children to build on their historical narrative of the British Isles while continuing to develop their historical skills and understanding of key concepts. In the next history unit, children will move onto studying Britain's settlement by the Vikings and their struggle with the Anglo-Saxons for control of England. This will allow the children to continue to develop a chronological narrative of the history of the British Isles while also considering the impact of invasions and the diversity of Britain the past. Once again, children will begin by constructing a timeline so that they build up an understanding of chronology before moving onto looking at why Britain was invaded. At the end of the enquiry, children will once again have the opportunity to link back to previous units and consider the changes to the British Isles over time. There will also be an opportunity for children to consider the impact of the invasions on their local area.