

## Medium Term Planner - Anglo-Saxon Britain Y4

You'll probably be thinking that there is an awful lot of pre-1066 British history in the KS2 curriculum with the Anglo-Saxons being particularly prominent. The way round this, I think, is to skilfully link your teaching of the Saxons and the Vikings so the interrelationship between the two is properly explained without too much repetition. You will want to look in detail at the reasons for the Saxon invasion (KQ1) possibly comparing with the Romans' motives, and to explore the evidence we have for the Saxon way of life (KQ2) at different levels of society. The bells and whistles lesson for KQ1b has proved really popular. Key changes such as the coming of Christianity (KQ3) will need also to be carefully explored as a pivotal development in the nation's past. The reign of King Alfred not only provides a great way of linking the Saxons and the Vikings (KQ4) using the living graph approach, it also offers a really fruitful context for exploring historical interpretations (KQ5). All these political and military aspects, of course, need to be balanced with some social history as in KQ6 (Saxon justice) and with the home study. To ensure that pupils have a clear overview of the whole period, and its importance in British history, KQ7 provides another opportunity to look at interpretations: in this case How 'Dark' were the Dark Ages?

Treatment of the run up to the battle of Hastings is best left to KS3 where it often forms a major part of the first few weeks' work

Book – *The Anglo-Saxon Boy*

Key questions content coverage/key concepts	Learning objectives	Learning activities	Learning resources	Outcomes / assessment
<p><b>1</b> Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p>	<p>Pupils learn to ask high-quality historical questions. They grasp 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.</p> <p>Pupils understand that by end of 4<sup>th</sup> C, even before Roman troops</p>	<p>As a compelling starter describe the discovery of the Staffordshire hoard using the visuals from the website to help.</p> <p>Make sure pupils have a clear overview of the period locating at least Ancient Egypt, Romans, Anglo-Saxons and Vikings. Show how they overlapped.</p>	<p><b>LOCAL LINK</b> – The Saxon village and church that made up the original settlement of Peterborough on the banks of the River Nene was called <b>Medehamstede</b> meaning 'meadow homestead' and was taken from the meadows that were either side of the River Nene.</p> <p>Peterborough, like many other places up and down the east coast of England, was ransacked by Danish and Viking raiders during the 8th and 9th centuries. One particular raid on the town in 870 AD completely destroyed the church.</p> <p>When the new church was rebuilt a century later in 972 AD as an abbey, it was also deemed necessary to build some defences around the monastic site as the country was still not safe from raids from the continent.</p> <p><a href="http://www.staffordshirehoard.org.uk/the-story-of-the-hoard/what-is-the-staffordshire-hoard">http://www.staffordshirehoard.org.uk/the-story-of-the-hoard/what-is-the-staffordshire-hoard</a> shows the highlights of the hoard.</p>	

<p><i>Here we begin to answer the overarching questions, “Why do we speak English today?” and “Why are there different countries in the islands of Britain and Ireland?” Keep these questions running through the whole topic.</i></p>	<p>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 understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. More able can compare motivation of Saxons compared to that of Romans.</p> <p>Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own.</p>	<p><b>Smart task 1a</b> from website on reasons for invasion. <b>Why did the Saxons invade? Push or Pull?</b></p> <p><b>Outstanding lesson 1b</b> from website <b>Where did the early Anglo Saxons live and how do we know?</b></p> <p>This ambitious but engaging lesson asks children to test some simple hypotheses about where the early Saxons settled. They start with some very straightforward statements to make sure they know how to use a map key. To make this fun they have to make a different noise for true and false, using whatever instruments you want or silly vocal sounds. Then follow 8 new statements which are more challenging. The lesson finishes with pupils trying to make a statement about settlement of their own.</p>	<p><a href="#">KQ1a including PowerPoint.</a>  <a href="#">What are the real reasons the Saxons invaded.</a>  <a href="#">RS1 cards</a>  <a href="#">RS2 video evaluation sheet</a></p> <p>Very short but helpful overview of reasons  <a href="https://www.bbc.co.uk/bitesize/clips/zc3b4wx">https://www.bbc.co.uk/bitesize/clips/zc3b4wx</a></p> <p>For placename endings go to  <a href="http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm">http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm</a></p>	<p>Pupils prepare a 30 second piece for a local radio station interview in which they are asked the 2 parts of the key question</p> <p>Pupils use map evidence to write between at least 3 and 6 sentences explaining where the Saxons first settled. All statements must be drawn from the maps, not copied from books, and must show evidence of analysis.</p>
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<p><b>2</b> What does the mystery of the empty grave tell us about Saxon Britain?</p>	<p>Pupils know that by the end of the 7C Anglo-Saxons were ruling most of Britain. Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important. They understand that Britain was on the cusp of Christianity at the time.</p>	<p><b>Killer activity: History mystery detective work. Complete lesson description on the website.</b></p> <p>Pupils are put in the role of detectives to investigate the Sutton Hoo bodiless ship burial. Having looked at the clues they then use their deductive power to work out which of 4 suspects is most likely to have been the owner.</p>	<p><a href="#">KQ2 Outstanding lesson 'Mystery of the Empty Grave' has all resources for the lesson</a></p>	
<p><b>3</b> How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p><i>This is a one-session overview: ideas will be picked up in KQ7 too and covers the narrative story of conversion to Christianity as well as useful work on analysing and evaluating evidence.</i></p>	<p>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.</p> <p>They understand the importance of Bede 'Father' of English history.</p> <p>They learn that it took about 70 years for English kings to give up pagan ways and become Christian. They link this to previous session on mystery of empty grave.</p> <p>Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches.</p>	<p><b>Series of Smart Tasks How did people's lives change when Christianity came to Britain and how can we be sure?</b></p> <p>Hook image. <b>Slow reveal.</b> What do pupils think is happening? (St Cuthbert)</p> <p>Tell story of the stages of conversion to Christianity</p> <p><b>Sequencing activity</b></p> <p><b>Prove it!</b></p>	<p><a href="#">KQ3 including PowerPoint How did people's lives change when Christianity came to Britain? Contains introduction, timeline, slow reveal image and images for the Prove it activity</a></p> <p><b>RS1</b> Story to tell</p> <p><b>RS2</b> Sequencing cards, some illustrated.</p> <p><b>RS3</b> Story of Cuthbert</p> <p><b>RS4</b> Prove it cards</p>	<p><b>Pupils create a Zig-Zag</b> book showing the two sides of Saxon England: pagan and Christian, suitable illustrated.</p>

	<p>Pupils understand idea of Minsters and know that towns today still have that suffix e.g, Kidderminster, Ilminster. Make use of any local examples of Saxon churches.</p> <p>Pupils grasp significance of Lindisfarne which they refer to in next question and when looking at Viking raids.</p>			
<p><b>④ How were the Saxons able to see off the Viking threat?</b> <i>This tells the story from 790-1066</i></p>	<p>Pupils grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.</p> <p>They can explain what is meant by the Danelaw.</p> <p>Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.</p>	<p>Smart Task: <b>How did the Vikings try to take over the country and how close did they get?</b> Pupils are shown the time frame on a timeline. Killer activity: <b>Living graph</b></p>	<p><a href="#">KQ4 outstanding lesson including PowerPoint contains necessary maps etc as well as a worked model of what the pupils' final living graph might look</a></p> <p>RS1 Living graph cards 795-1066</p> <p>RS2 Living graph template</p>	<p>Pupils annotate their living graph to show at least 3 turning points</p>

## 5 Just how great was King Alfred, really?

Pupils can list and estimate Alfred's main achievements esp. military prowess. He weathered the storm against the Vikings. It was on his foundation that descendants built kingdom of England. Also his love of learning - no English king could read or write like him for 300 years.

They grasp that he alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser who wrote a really flattering *Life of Alfred* to persuade people to follow him and fight against the Vikings. Pupils know that he was a great general. Pupils use clues to research the different reasons why Alfred has been deemed to be 'great'.

They work out which of Alfred's achievements were the most significant. They learn to critique a website identifying where it is weak and how it might be improved. They understand that lack of sources can distort our view of the past.

They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.

### Outstanding lesson on Alfred Just how great was Alfred? Can we beat the BBC website?

In this outstanding lesson, pupils are asked to critique and then improve the BBC children's website entry for Alfred. But first they need to see how history has commemorated Alfred and then carry out some research for themselves. This lesson offers plenty of opportunities to develop two key concepts: interpretations and significance. Pupils learn that historians have to be careful when using sources: some deliberately exaggerate and have been written for a particular purpose.

[KQ5 outstanding lesson including PowerPoint](#)

<p><b>6 Just how effective was Saxon justice?</b></p>	<p>Pupils are able to describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes.</p> <p>Having studied examples of punishments meted out pupils can predict the punishments that actual Anglo-Saxon crimes attracted.</p> <p>They can speculate as to which were the most effective methods of keeping order.</p>	<p><b>Outstanding lesson: What should we do with Edgar?</b> Pupils work in groups to create a series of short dramatic enactments, illustrating ways of keeping law and order / punishments in Saxon times. They are then told the real-life case of Edgar for them to decide how he should be punished. By way of stretch and challenge, pupils are asked to think of the different principles that underlay the punishments: revenge, loyalty etc. They conclude by designing an illustrated double-page spread for a school textbook and deciding which methods of keeping law and order were most effective.</p>	<p><a href="#">KQ6 outstanding lesson</a></p>	
<p><b>7 So how dark were the dark Ages, really?</b></p>	<p>Pupils understand a range of arguments for and against, including monasteries being international centres of learning and art and architecture. Beautiful manuscripts Bede</p>	<p><b>Lesson Were Saxon Times really 'Dark'?</b> Activity 1: <b>Gallery</b>. Pupils look at range of images that have been used to summarise the Saxons. What impression do they give?  Activity 2: Spectrum</p>	<p><a href="#">Outstading lesson and Powerpoint for Gallery</a> <a href="#">RS1 Spectrum cards</a> <a href="#">RS2 Spectrum template</a></p>	<p>Pupils produce a 2 sided A4 sheet of their own design. On one side they draw and write the 'undark' aspects of Saxon life' on the reverse which is covered in black paper, they records the dark aspects by sticking appropriately sized captions onto the black paper. This can be used for assessment. See separate mark scheme. (available soon)</p>

Home study				
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<p><i>This should:</i></p> <p><i>offer pupils a motivating choice of aspect of home life</i></p> <p><i>enable pupils to pose their own questions</i></p> <p><i>stimulate a creative product</i></p>	<p>Pupils are able to :</p> <p>raise valid historical questions for themselves</p> <p>study a range of texts to investigate</p> <p>look for corroboration for the statements they make by reference to more than one text</p> <p>are selective in their choice of material and tightly-focused on the question</p> <p>pupils also show creativity in how they present their findings</p>	<p>Introduce this aspect of the topic fairly close to the start so the pupils have just enough contextual knowledge on which to base their choice of topic and yet still have time to pursue their own research in depth.</p>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-anglosaxon-britain-animation/zdh2t39">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-anglosaxon-britain-animation/zdh2t39</a></p>	<p>Extended research in which ps. a</p>
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## Resources

### For Home study

[http://anglosaxondiscovery.ashmolean.org/Life/life\\_index.html](http://anglosaxondiscovery.ashmolean.org/Life/life_index.html)