



# Y 4 Anglo-Saxons



## Overview Of Learning

This unit looks at the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. The first lessons explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land. It finishes with a look at who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.

## Knowledge And Understanding Objectives

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England.

## Key Vocabulary To Explain

aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priority, raid, rebel, rebellion, Scandinavia, settlement, status, tribe

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

## Previous Learning

**Year 1/2** – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

**Year 3** – Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures.

**Year 4** – Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Roman's had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.

## Future Learning

**Year 6** – Children will explore how the Anglo-Saxons punished criminals and what laws they lived by within the topic "Crime and Punishment."

**KS3** – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.

## Theme and concepts

Exploration and Invasion: Humankind going out into the world to find new places, either through discovery or through force and conflict (invasion).

Substantive concepts explicitly taught:

migration, trade, monarchy, settlement, rebellion

## Misconceptions

Children may think that the Anglo-Saxons came from one place when they were from three different tribes. Children may think that the Anglo-Saxons and Vikings were separate from each other when they coexisted for a time together and they struggled for control of the land. Some children may think the Anglo-Saxons left and the Vikings arrived. Children need to understand that the Vikings are portrayed in a vicious, violent way, however that was not always the case and sources held bias.



# Unit Overview

## How did England change during the settlement of the Anglo-Saxons and Vikings?

How did England change during the settlement of the Anglo-Saxons and Vikings?							
What key events led to England being unprotected in the 5th century?		How was Anglo-Saxon England ruled after the settlement of the Angles, Jutes and Saxons?			How did Anglo-Saxon life change after the arrival of the Vikings?		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Key question:</b> What was life like in England at the end of the 4th Century?	<b>Key question:</b> How did life change in England after the fall of the Roman Empire?	<b>Key question:</b> Why did the Angles, Saxons and Jutes settle in Britain?	<b>Key question:</b> How was Anglo-Saxon Britain ruled?	<b>Key question:</b> How did the Anglo-Saxons keep control of their kingdoms?	<b>Key question:</b> What shifts in religion and power were there and how do we know this?	<b>Key question:</b> Who were the Vikings and why did they carry out raids?	<b>Key question:</b> Where did the Vikings settle and who was in charge at the time?
<b>Historical Skill:</b> Cause and Consequence	<b>Historical Skill:</b> Historical Significance	<b>Historical Skill:</b> Cause and Consequence	<b>Historical Skill:</b> Evidence and Interpretation	<b>Historical Skill:</b> Similarity and Difference	<b>Historical Skill:</b> Change and Continuity	<b>Historical Skill:</b> Historical Significance	<b>Historical Skill:</b> Evidence and Interpretation
<b>Substantive concepts build on:</b> trade, rebellion		<b>Substantive concepts build on:</b> migration, trade, monarchy, settlement			<b>Substantive concepts build on:</b> migration, monarchy, settlement		
<b>Cumulative Quiz:</b> Q1 – Q3	<b>Cumulative Quiz:</b> Q4 – Q7	<b>Cumulative Quiz:</b> Q8 – Q10	<b>Cumulative Quiz:</b> Q11 – Q13	<b>Cumulative Quiz:</b> Q14 – Q16	<b>Cumulative Quiz:</b> Q17 – Q19	<b>Cumulative Quiz:</b> Q20 – Q22	<b>Cumulative Quiz:</b> Q23 – Q25

## Stretch and Challenge ideas across the unit

### Children could:

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Compare different periods in time and say what is the same and what is different.
- Study archeological evidence and create historical interpretations, based upon the knowledge they have learned.
- Consider how the future might be impacted by the events of the past.
- Make statements which are justified by historical evidence.
- Create a project about the Staffordshire Hoard and Sutton Hoo.
- Find out how early Anglo-Saxons wrote and how this changed over time and why.

## Assessment

- The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.

