

History

Anglo Saxons Year 5

Enquiry Question- How is the life of an Anglo Saxon different to ours?

Remember when

- Stone Age life
- The changes the Romans made
- The end of the Roman reign
- Roman invasion
- Comparing timelines

Sticky knowledge:

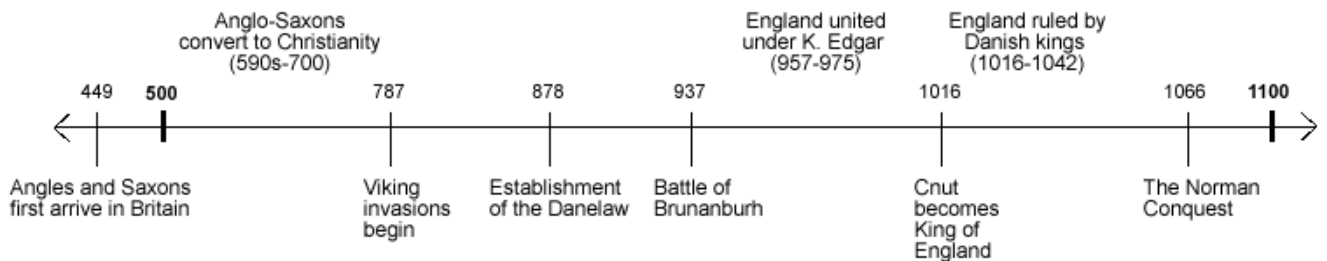
- The Angles, Saxons and Jutes came from Denmark and settled in England.
- The Scots came from Ireland and settled in Scotland.
- The Anglo Saxons didn't like the stone houses and roads from the Romans so they built their own villages and went back to making houses from wattle and daub.
- The King was at the top of society and everyone had to obey his orders.
- Thanes were in charge of a village. They were next in importance to Kings.
- Slaves were at the bottom of Anglo-Saxon society. They had to work for a Thane their whole lives.
- Christianity was established by the Anglo-Saxons. Anglo-Saxons set up monasteries such as those at Lindesfarne.
- The Anglo-Saxons were great craft workers. They made intricate jewellery, musical instruments and homemade toys and games.
- Very few Anglo-Saxons could read or write so they told each other stories.
- Children used to play with rag dolls and wooden toys.

Key vocabulary

- | | |
|-------------------|------------------|
| Christianity | Slave |
| invasion Kingdoms | Artefacts |
| Lindesfarne | Change |
| Romans | Cause and effect |
| Settler | Consequence |
| Pagan | Era |
| Sutton Hoo | BC/AD |
| Monk | |
| Monastery | |
| Period | |
| Angles | |
| Saxons | |
| Jutes | |
| Scotts | |
| Picts | |

National curriculum

To study Britain's settlement by Anglo-Saxons and Scots.



Geographical links

- Identify the 7 Kingdoms of the UK.
- Locate battles grounds and struggle for power.
- Locate land uses

Timeline specification

- To be used to demonstrate understanding and for research purposes
- Period of time
- Passing of time - Retrieve information from timeline
- Cause and effect
- Factual conclusions to be made from timelines to show in-depth understanding of the period of time

Enquiry questions

Who benefited from ...? Explain how.
Does X deserve to have the title of ... ['the Great' etc]? Explain why you think this.
Why is it so difficult/easy to find out about... ?

Sources of information

- | | |
|---------------|------------------|
| visit | oral testimonies |
| visitors | diaries |
| artefacts | autobiography |
| museums | songs |
| photographs | tools |
| documentation | speeches |
| real life | paintings |
| accounts | clothing |
| newspapers | |
| letters | |
| maps | |

Title/ focus

Lesson outline

Lesson 1

LO: To know who the Anglo-Saxons and Scots were and

Where do the Anglo-Saxons fit into the British and world history chronological framework? What questions might you have about this time in history based on what you know about what was happening at the time?

	<p>where they came from.</p> <p>Sticky Knowledge: The Angles, Saxons and Jutes came from Denmark and settled in England. The Scots came from Ireland and settled in Scotland.</p>	<p>Where did the Angles, Saxons, Jutes, Scots and Picts come from? Where did they settle? How do you know? Look at place names and their Anglo-Saxon origins. Introduce how some of the towns and villages were named by the Anglo Saxons and Vikings. Show the children the meanings of some of the words. -ham, -worth and -ford. Children to use atlases for Britain to find 4 examples of place names. Do they have a river? An enclosure or a village?</p> <p>Children to find these places on the map and label the ones the children have found which follow the meanings.</p>
Lesson 2	<p>LO: To understand Anglo Saxon settlements.</p> <p>Sticky Knowledge: The Anglo Saxons didn't like the stone houses and roads from the Romans so they built their own villages and went back to making houses from wattle and daub.</p>	<p>Recap of learning from last lesson with mini quiz</p> <p>Recap- what was life like in Britain during the Roman era? What was life like in Britain during the Anglo Saxon period? Was it what they expected? What and why did they change things? *Village drawing to annotate and label. What can we see? Why did they choose that area to settle? *What are all the features of the settlement? Why are they close to the water? Why are they close to the forest?</p> <p>SEN- Children to read the sentences and match the location on the picture. Others to annotate and label the drawing. Identifying why they didn't live in the houses the Romans built. Sticky knowledge questions to end the lesson</p>
Lesson 3	<p>LO: To know how Anglo-Saxon tribes were organized.</p> <p>Sticky Knowledge: The kings was at the top of society and everyone had to obey his orders.</p> <p>Thanes were in charge of a village. They were next in importance to Kings.</p> <p>Slaves were at the bottom of Anglo-Saxon society. They had to work for a thane their whole lives.</p>	<p>How were Anglo-Saxon tribes organised?</p> <p><u>How was Anglo-Saxon Britain ruled? - BBC Bitesize</u></p> <p>What roles do the different people in the tribes have?</p> <p>Women, Kings, Thanes, Slaves and a Ceorl. What are the different roles? Why do we think that they have different roles?</p> <p>Children to draw the Anglo Saxon tribe member and describe what role they have amongst the tribe?</p> <p>Children to draw the hierarchy pyramid demonstrating the tribal leadership.</p> <p>SEN children- match the description to the picture.</p>
Lesson 4	<p>LO: To understand the beliefs of the Anglo Saxons.</p> <p>Sticky Knowledge: Christianity was established by the Anglo-Saxons. Anglo-Saxons set up monasteries such as those at Lindesfarne.</p>	<p>Recap of learning from last lesson with mini quiz</p> <p>Video- beliefs of the Anglo Saxons. The Monk from Rome came to teach about Christianity. What is Christianity and what is pagan?</p> <p>Teach about the 4 main men (Augustine, Oswald, Aiden and Columba) who impacted Britain converting to Christianity. Show them the BBC bitesize video about the change.</p> <p>Links to Lindesfarne, what happened there? Children to write a review about the 4 main men who converted Britain and review what/ how they did. SEN- Match pictures to the sentences. Sticky knowledge questions to end the lesson</p>
Lesson 5	<p>LO: To understand Anglo Saxon art.</p> <p>Sticky Knowledge: The Anglo-Saxons were great craft workers. They made</p>	<p>Use evidence from Sutton Hoo or a local site to find out about Anglo-Saxon art.</p> <p>What do we think this site was used for? What do we think was found there. Show the children the artefacts. Discuss the Anglo-Saxons were great craftspeople. Review the information Anglo-Saxon Art (KS2): Fun Facts And Activities (kidadl.com)</p>

	intricate jewellery, musical instruments and homemade toys and games.	Review the jewellery, musical instruments and homemade toys created. Look at how they were made. Children to draw and replicate some of the artwork, focusing on patterns, and design. Children to explain what they are and how they were made.
Lesson 6	<p>LO: To understand Anglo Saxon culture.</p> <p>Sticky Knowledge: Very few Anglo-Saxons could read or write so they told each other stories. Children used to play with rag dolls and wooden toys.</p>	<p>Enquiry Question- How is the life of an Anglo Saxon different to ours?</p> <p>Stories including Beowolf Children's toys <u>What was Anglo-Saxon art and culture like? - BBC Bitesize</u> How did they tell stories? What games did they play? Children to draw a picture about the telling of stories around a fire. What did they do? Why? They are to also label the dolls and wooden toys which were used to play with. Children are then to retell the story of Beowolf.</p>
Working towards	<p>End of unit assessment Working at Age related expectations</p>	Working at a greater depth