



Shadsworth Junior School

Curriculum



Year 5 Scheme of Work

Anglo-Saxons

Topic: History- Britain Settlement by Anglo-Saxons

Key Skills and Knowledge:

Substantive Knowledge – children’s knowledge about the past.

Rulers, Invasion, settlement, migration, resistance, farming, and trade.

Chronological Understanding

To know some features of Anglo-Saxon life, clothes, houses, farming, tools/weapons (sense of period)

To be able to place the Anglo Saxon periods of time BCE on a timeline.

Prior Knowledge - Roman Britain

To know what Roman Britain life was like in terms of farming, housing, villages, clothes, transport.

To know why the Romans withdrew from Britain in 410CE, which led to the fall of the Western Roman Empire.

To know that tribal kingdoms were ruled by tribal kings.

Invasions and settlement

To know that the Anglo-Saxons came to Britain for better opportunities. (Trade, metals, etc) and, also because their homeland was overpopulated and/or floods forced them to leave.

To know that the Anglo Saxons sometimes were asked to protect the tribal kingdoms from other invading northern enemies (Picts and the Scots) in return for payment. (Story of Vortigern)

To know that tribes from Europe: Jutes, Angles. Saxons created new kingdoms including Essex, Wessex, Northumbria, and Mercia.

To know that some Romano Britons rebelled against the Anglo Saxons.

Anglo Saxon Britain

To know why the Anglo-Saxons did not continue to use or develop the buildings that the Romans had left behind.

To know where the Anglo-Saxons settled and why other places in Britain were not chosen.

To know the seven kingdoms of Anglo Saxon Britain – Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.

To know key features of Anglo-Saxon life farming, houses etc (see below)

To tell the story about the settlements by the Anglo Saxons.

Knowledge

To tell the story about Vortigern and how he invited the Anglo Saxons to come to Britain to stop the incursions of the Picts and Scots and allowing them to take control of the land.

To tell the story of King Arthur - mythology or a true story? T/F PT/PF/ DT/DF/ Don't know?

To tell the story about what life would have been like for people living in the Anglo Saxon Britain

What did they wear?

What did they eat?

What tools did they use?

What did their houses look like?

What buildings did they build? Why did they build them there?

What did they build them for?

To tell the story of Sutton Hoo.

Disciplinary Knowledge – children’s knowledge of how historians think.

Historical Enquiry (How do we know?)

Reason about the reliability of sources presented to them. True or false? Probably true/probably false? Definitely true/definitely false? Don't know?

Evidence and Interpretation

Sutton Hoo.

Vortigern - The Anglo Saxon Chronicles, writings by Gildas, Bede and Nennius.

Change and continuity.

Many roads are no longer maintained. Towns became less populated. Spoke their own language. Villages, Anglo-Saxon farming and tools remained similar to Roman Britain.

Cause and Consequence

Vortigern invited the Anglo-Saxons to come to Britain to stop the raids of the northern tribes (Picts and Scots).

Climate change had an influence on the movement of the Anglo-Saxon invaders to Britain. Warmer summers meant better crops and a rise in population in the countries of northern Europe. At the same time melting polar ice caused more flooding in low areas, particularly in what is now Denmark, Holland and Belgium. Anglo Saxons wanted better opportunities and intended to stay because their homeland was hard to grow sustainable crops due to the floods. After the departure of the Roman legions, Britain was not well defended and inviting to the Anglo Saxons.

Similarities and Differences

Anglo Saxon Farming and clothing remained similar to before.

Towns, houses from roman villas and Celtic round houses to Anglos Saxon wooden houses with wattle infill, many roads not as well kept.

Weapons - swords and shields changed shape and length Roman to Anglos Saxon.

Significance

Vortigern, Sutton Hoo being the best preserved Anglo Saxon site.

Anglo Saxon language and place names.

To tell the story of why the Romans left Britain to go back to Rome.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Hooks - Curious Minds - discovery of Sutton Hoo
 Now Press Play – listen to and role play Rural Anglo-Saxon life, reliant on agriculture and animals such as oxen and chickens. Village life in wooden huts, and the structure of society (e.g. the village chief).

Write a diary from the perspective of a child when the Vikings arrive in Britain.
 Creative ideas - Make an Anglo Saxon shield/armour weapons and identify the changes from Roman weaponry and armour.

Links to PSHCE, Equality and British Values Work

Feudal System, Place names, Roles of men and women, Law and order.

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
aristocracy, barbarian, capital, emperor, empire, farming , hostile, idol, invasion , invaders, kingdom, laws, legion, migration , monk, native, pagan, pillage, priory, punishment, raid, rebellion, resistance , rebel, rulers , settlement , status, trade , tribal kingdoms, throne.	Lancashire museum Anglo Saxon books Artefacts http://www.tattonpark.org.uk/learn/school_visits/educationprogramme/anglo_saxon_and_viking.aspx Tatton park Anglo Saxon workshop http://www.portalstothepast.co.uk	file:///E:/History%20Scheme%20of%20Work/From%20Jonathan/Anglo-Saxons %20a%20brief%20history%20 %20Historical%20Association.html https://www.bbc.com/education/topics/zxsbcdm http://www.primaryhomeworkhelp.co.uk/saxons.htm
	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 were all ne arrivals, they were already trading with Roman Britain	Previous knowledge: Year 3 -Children will learn about what life was like in Stone Age to the Iron Age in terms of farming, housing, clothing and tools used. 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 Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.