

## What you have learnt already in year 4:

### Chronological understanding:

I have learnt to become more secure in my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline.

I have learnt to confidently make links between areas of history I have studied, identifying differences and similarities between them

### Vocabulary:

I have learnt to remember and use a range of names and words from the areas I have studied in Year 4 as well as remembering some names and words from previous study.

I have learnt to generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt to understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

### Questioning:

I have learnt to ask questions to develop my understanding.

I have learnt to challenge sources of information.

I have learnt to organise some information that is purposeful for responding to or asking questions.

### Knowledge:

I have learnt to remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study.

I have learnt to understand how our knowledge of history is developed through a range of sources.

I have learnt to use at least one type of source of information confidently and begin to use at least two different types of sources e.g. books, internet, visual clips

### Key Skills:

**Apply and analyse** - I will apply what I know about different ancient civilisations to what I know now and analyse these in ways which further my learning.

**Describe** - I will learn to use historical terminology to describe what life was like during the Anglo Saxon and Scots time period

**Connect ideas** - I will connect ideas about life at the time of the Anglo Saxons and Scots and their beliefs.

**Consider** - I will consider what happened during this time period and how it has shaped the future. I will consider similarities and differences between then and now.

**Question** - I will question ideas and concepts that I am not sure of to gain further understanding of the Anglo Saxons and Scots.

**Discuss/ideas/points of view** - I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.

**Respond thoughtfully** - I will learn to respond thoughtfully to questions and subjects using what I have learnt so far.

### Key Historical Concepts:

- |                         |                                      |                         |
|-------------------------|--------------------------------------|-------------------------|
| • Chronology Empire     | • Similarity/difference/significance | • Governance            |
| • Civilisation          | • Local history                      | • Vocabulary            |
| • Wider World History   | • Culture                            | • Cause and consequence |
| • Continuity and Change | • Economy                            |                         |

## The Anglo-Saxons and Scots - Year 5

### What you will learn by the end of this unit:

I will learn in detail about why the Romans withdrew from Britain and the impact this had

I will learn in detail about where on the world timeline the Anglo Saxon and Scots is

I will be able to identify where the Anglo Saxons and Scots lived on a map

I will learn in detail about why the Anglo Saxons and Scots came to Britain and some of the key invasions

I will learn in detail about where the Anglo-Saxons settled in Britain and the establishment of kingdoms

I will learn in detail about the influence of place names

I will learn in detail about what life was like for the Anglo-Saxons

I will learn in detail about Anglo-Saxon villages and the roles of kings and nobles

I will learn in detail about Anglo-Saxon art and culture

I will learn in detail about the Christian conversion of the Anglo-Saxons

### Skills and knowledge I may use from other subjects:

Geography: I will be able to use my map skills to locate and identify countries on a map, including naming the continent and describing the physical properties of the country.

Maths: To help me work out how long-ago events happened and order them.

Literacy: I can use my reading and comprehension skills to further my knowledge of ancient civilisations.

Art: To create a piece of replica art or artefacts from the time of the Anglo Saxons and Scots.

RE: Use my knowledge of religion to compare beliefs and contrast those to my own.

D&T: I can use my knowledge of food to compare food and cooking style from the Saxons to now. I can use pottery and clay skills to create artefact replicas.

Music: To take part in improvised performances using replica musical instruments.

### What you will learn by the end of this Key stage:

By the end of this key stage, you will have a deep and secure understanding of the Anglo-Saxons and Scots. You will be able to explain where on a world timeline the Anglo-Saxon and Scots period was and name some key events during this time. You will be able to identify where the Anglo-Saxons and Scots lived on a map and be able to explain some of the key reasons why they decided to come to Britain. You will learn about some the invasions of the Anglo-Saxons, the challenges they faced and the impact of these invasions. You will learn about where the Anglo-Saxons settled in Britain, the establishment of kingdoms and how this came about. You will learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names. You will learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. You will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally, you will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7<sup>th</sup> Century. Throughout the unit, you will have to opportunity to study Anglo-Saxon artefacts and consider what they were used for as well as comparing them to others previously studied.

### Opportunities for teaching diversity, equality and expanding cultural capital:

- The diverse backgrounds of the Anglo-Saxons as they came from many different places including Germany, Denmark and the Netherlands. People from different cultures and backgrounds can live and contribute to society in unique ways
- The role of women such as queens, warriors and skilled artisans. Both men and women held powerful and important roles in society
- Consider how the Anglo-Saxons interacted with other groups such as the Vikings

### Key Vocabulary:

**Angles** - Tribes from an area today known as Denmark that settled in Britain from around AD 450. They were one of the tribes that became known as the first Anglo-Saxons

**Saxons** - A tribe from the north coast if Europe, especially Germany, that settled in Britain from around AD 450. They were one of the tribes that became known as the first Anglo-Saxons

**Picts** - Tribes originally from Scotland who were often feared

**Scots** - People from Ireland who, like the Picts, were fierce and powerful fighters

**Invaders** - people who enter an area and take control of it by force

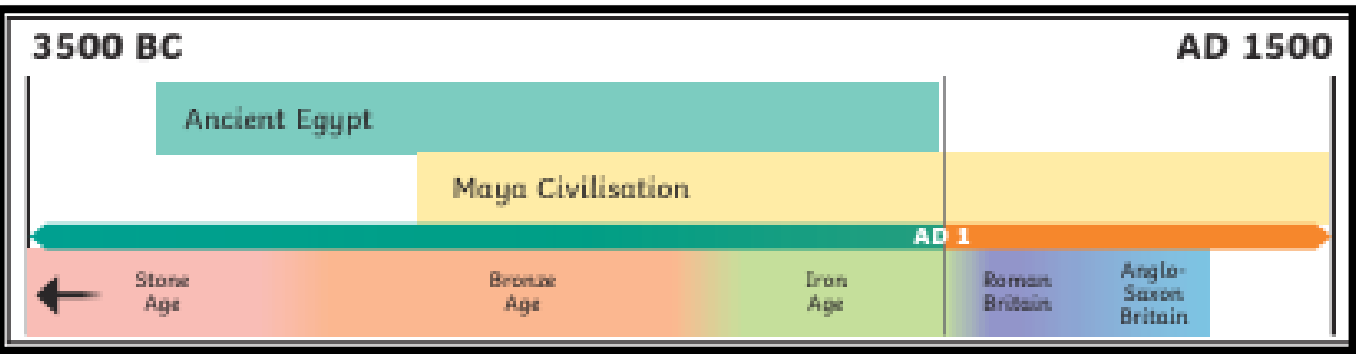
**Kingdom** - an area ruled by a king or queen

**Pagan** - Someone who follows the Paganism religion and worships manu gods and goddesses

**Christianity** - a religion based on the teachings of Jesus Christ

**Settlement** - A place where people build homes and start living





The Romans Leave Britain

By AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that invaded became known as the first Anglo-Saxons. Most of Britain was divided into seven Anglo-Saxon kingdoms. The Picts and Scots were a constant threat without Roman support.

Why did Anglo-Saxons come to Britain?

The Anglo-Saxons came to Britain because they were looking for better land to live on. Their homeland was in northern Europe (places like Germany, Denmark, and the Netherlands), and life there was sometimes difficult. They faced things like wars and bad weather, so they decided to travel to Britain, where there was more land to farm and new places to settle.

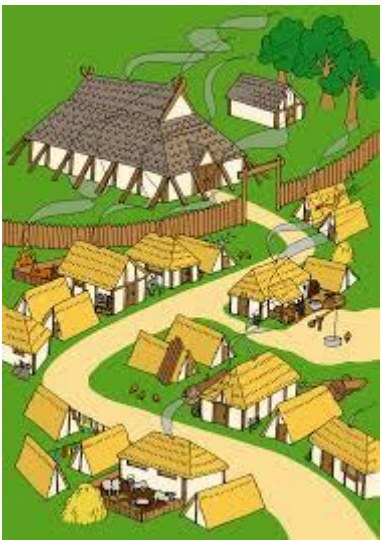
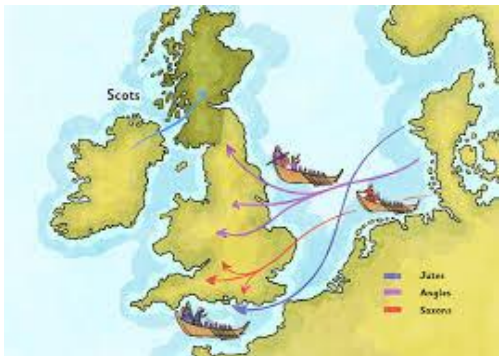
They were also looking for new opportunities to build homes, grow crops, and start a new life. Over time, they became the rulers of much of Britain, forming different kingdoms. They brought their own customs, language, and way of life, which helped shape the country.

Living in Anglo-Saxon Britain

The Romans preferred living in towns but the Anglo-Saxons preferred to live in small villages.

Anglo Saxon influence can be seen in place names in Britain today. Wessex was a place named after the West Saxons who settled there. Sussex was named after the South Saxons.

The kingdom of Mercia (which means border people) was named Mercia because it had so many borders with other kingdoms.



**Homes:**

Most Anglo-Saxons lived in small houses made of wood and thatch (straw or reed). These homes were simple and often had a big open fire in the middle for warmth and cooking. The houses were usually grouped together in villages.

**Clothing:**

Anglo-Saxons wore clothes made from wool or linen. Men usually wore tunics, and women wore dresses. They would also wear cloaks to keep warm in the cold weather. Everyone would wear leather shoes or sandals.

**Warriors and Kings:**

Some Anglo-Saxons were brave warriors who fought in battles to protect their land. They fought with swords, shields, and spears. The warriors were led by kings, who were powerful and made important decisions for their kingdom.

Anglo-Saxon Paganism

The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Festivals and sacrifices were made to the gods and goddesses.

Pagans also believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.

Key Figures in Anglo-Saxon Britain

King Vortigern	The king left in charge after the Romans left Britain
Hengest and Horsa	King Vortigern's brothers from Jutland (in modern day Denmark). They helped to keep the Picts and Scots out of Britain
Augustine	A Roman monk who was sent to Britain to persuade the Britons to become Christians. After his death, he was made a saint.
King Ethelbert	The king of Kent who was the first King to convert to Christianity
Columba	An Irish abbot (head of a monastery) who introduced Christianity to Scotland
King Oswald	The king of Northumbria who introduced Christianity to his people
Aidan	An Irish monk who helped King Oswald introduce Christianity in Northumbria. He became the first bishop of Lindisfarne

**Farming:**

Most Anglo-Saxons were farmers. They grew crops like wheat, barley, and oats, and raised animals such as cows, sheep, and pigs. Farming was hard work, and the whole family helped with the planting, growing, and harvesting.

**Food:**

The Anglo-Saxons ate mostly bread, cheese, meat, and vegetables. They also drank things like mead (a drink made from honey) or ale. Sometimes, they would eat fish, especially if they lived near the coast.



**Work:**

Many Anglo-Saxons worked as farmers, but there were also craftsmen who made things like pottery, tools, and clothes. Some worked as blacksmiths, making metal items like swords or tools. There were also warriors who protected their land and fought in battles.

**Children:**

Children helped their families with work, like looking after animals or helping in the garden. They didn't go to school, but they learned important skills from their parents. Boys might also practice fighting with small weapons or play games. Girls often learned to sew, weave, or cook.

Anglo-Saxons and Christianity

At the end of this period, Christianity became the main religion in Britain. In AD 597, a Roman monk called Augustine was sent to tell the Anglo-Saxons about Christianity. King Ethelbert of Kent was the first to be converted and was baptised along with 10,000 of his people. Over the next 100 years, the rest of the kingdoms converted to Christianity too.



