

<u>Curriculum Rationale</u>	Curriculum Big Question: <i>How did life change for the Anglo Saxons in the North East of England?</i>	Targeted phase: UKS2 (Y5)
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What prior knowledge needs to be used? - Background knowledge of chronology from prior units. An understanding of what Christianity is and what different beliefs people have. Knowledge of who lived in Britain before the Anglo Saxons and an idea of why people invade.	Curriculum Content	
	Chronology	Communicating History
About the Unit	Pupils place the Anglo Saxons in time, discussing their chronology on a timeline in relation to other time periods. Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. Pupils identify the influence the Anglo Saxons had on England during their time.	Use historical terms and vocabulary (<i>including tier 2 vocabulary and tier 3 vocabulary</i>). Ask and answer questions. Construct arguments and reach conclusions.
What knowledge and procedures need to be learnt by the end point? Pupils will have an understanding of who the Anglo Saxons were and why they invaded Britain and settled there. They will understand how Christianity arrived in England and the significance of certain individuals and places of heritage. Pupils will discover that many changes took place in the North East of England for the Anglo Saxons during their time. Pupils will have analysed a range of sources and evidence from the time as a way of investigating the past and will be able to ask and answer questions and construct arguments. Ultimately they will reach a conclusion about how life changed for the Anglo Saxons in the North East of England. Why are these important? It is important that the children gain an understanding of the past and how Britain came to be how it is today. They will understand the prevalence of key figures during this time and make links between the Anglo Saxons and local landmarks/places of heritage. They will also be able to identify common aspects of life for the Anglo Saxons and life in other eras studied previously. Which threshold concepts need to be emphasised? <ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like a historian How will you assess if the knowledge and procedures have been secured? <ul style="list-style-type: none"> ● Recap each lesson (3 questions - 3 minutes) ● Understanding and use of historical techniques throughout unit ● Assessment piece at the end of the unit which will link all aspects taught. How will this create readiness for subsequent units? <ul style="list-style-type: none"> ● Reinforces understanding of chronology and gaining a deepening understanding of how periods of time interlink and fit together. ● Deepens understanding of the importance of ‘sources’ and historical enquiry for painting a picture of the past. ● Embeds the use of historical vocabulary and terminology within explanations. 	Investigating the past	Thinking like a historian
	Interpretation of evidence through analysis of historical sources from the time. Making inferences from sources about what they tell us about the past. Conduct historical enquiry about the reliability of sources.	Change and continuity - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about? Cause and consequence - what were the causes of events in the past and their effects? Significance - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?
Wider Curriculum Links:		
	Career: Historian, researcher, teacher, archaeologist.	PSHE: Discussion around immigration and prevalence of this today. Children given the opportunity to have discussions and construct arguments, giving their own opinions.

<ul style="list-style-type: none"> Deepens understanding of the comparisons/ links that can be made between different historical eras. 	British Values: Tolerance, liberty, respect	Virtues: Pupils gain an understanding and appreciation of the past and how it has shaped life today, helping pupils make sense of the present.
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<u>Sequential components of learning</u>	Session 1: Arrival of the Anglo Saxons	Session 2: Life in an Anglo Saxon settlement	Session 3: The arrival of Christianity in Anglo Saxon England	Session 4: Case study: Lindisfarne Priory	Session 5: Case study: Monks of Lindisfarne	Session 6: Arrival of the Vikings	Assessment task: <i>How did life change for the Anglo Saxons in the North East of England?</i>
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
Arrival of the Anglo Saxons <ul style="list-style-type: none"> Settlement Society Conflict Empire 	<p>Big Q: <i>Who were the Anglo Saxons and why did they come to Britain?</i></p> <ul style="list-style-type: none"> ➤ Chronology - examine Anglo Saxon's place on a timeline in relation to other key time periods ➤ Communicating history - using phrases such as "years ago, a long time ago, decades ago, in AD/BC". - using historical terms and vocabulary to answer the Big Q. ➤ Investigating the past - source analysis and enquiry ➤ Thinking like a historian - explaining the reasons for Anglo Saxon invasion of Britain 	<p>Introduce who the Anglo Saxons were using information on slides and focus on when they arrived in Britain - drawing the children's attention to a class/ individual timelines. Examine Anglo Saxon's place in time and discuss the chronology of this in relation to other key time periods previously studied. Use questions which allow children to explain how long ago this was etc. Recap key terms AD and BC if needed.</p> <p><i>Who do children remember to be in control of England at the time of the Anglo Saxons' arrival? (Pay reference to the Roman Empire.)</i></p> <p>Using the map of Europe handout, children identify who the 3 tribes were who went on to make up the Anglo-Saxons (Angles, Jutes and Saxons) They'll also identify where the 3 tribes came from (Denmark, Germany and the Netherlands) and where they invaded in Britain (Northumbria, Mercia, East Anglia and Kent). Assess understanding through Qs e.g. <i>Which tribe would have landed closest to our school?</i> (Children could complete own map creating a key/ analyse a pre-populated map.)</p> <p>Introduce reasons why Anglo Saxons arrived in Britain. Do children already know of any or are there any they can suspect were reasons for their invasion?</p> <p>Watch video clip which outlines some of the reasons: https://www.bbc.co.uk/bitesize/clips/zc3b4wx</p> <p>Main activity: In table groups children are presented with a variety of historical sources - each depicting a reason why the Anglo Saxons came to Britain. Each primary source will be accompanied by an explanation of what it depicts/ a translation of written text so that it makes sense to the children. Analysing each one in turn, children work as a group/ in pairs to add evidence to their evidence boxes with what</p>	Timeline Map of Europe handouts Sources for analysis with reasons for invasion (e.g. Bede written account) Evidence boxes for children to populate

		<p>this source tells them about <i>why</i> the Anglo Saxons came to England. Feedback ideas and discuss as a class.</p> <p>Written task: Children answer key Q - <i>Who were the Anglo Saxons and why did they come to Britain?</i></p> <p>Within their piece of writing they could:</p> <ul style="list-style-type: none"> • briefly outline who the tribes were and where each came from • explain the reasons why the Anglo Saxons came to Britain (HA pupils should be able to explain a number of reasons in detail - LA pupils could be supported with word banks, writing frames) <p>Mini-plenary/AFL opportunity: Children complete a quiz/ card sorting activity; sorting statements about why the Anglo Saxons came to Britain into true or false categories/ quiz Qs.</p> <p>Plenary/ opportunity for PSHE discussion: the Anglo-Saxon invaders came from other countries to try and start a new life in Britain. <i>Do people still move from other countries to Britain today? Can you think of any similarities and differences between immigration in Anglo-Saxon times and in the modern age?</i></p>	
<p>Life in an Anglo Saxon settlement</p> <ul style="list-style-type: none"> • Settlement • Society 	<p>Big Q: <i>What was life like in an Anglo Saxon settlement?</i></p> <ul style="list-style-type: none"> ➤ Chronology - understanding key date when England was divided into 7 kingdoms ➤ Communicating history - describing life in an Anglo Saxon settlement using historical terms and vocabulary. ➤ Reaching a conclusion about what type of settlement is the most effective. ➤ Investigating the past - source analysis and enquiry ➤ Thinking like a historian - evaluating effectiveness of settlements by considering positives 	<p>Discuss where the Saxons chose to settle and what happened as a result (Britain was divided into seven kingdoms by 600 AD - Northumbria, Mercia, East Anglia, Kent, Essex, Sussex and Wessex).</p> <p>Recap the term ‘settlement’ and discuss what settlements looked like during Roman times before introducing Anglo Saxon settlements.</p> <p>Discuss: <i>What might the Anglo Saxons have needed when they arrived to survive? What might they have needed to consider when choosing a place to live if they came for: farming/ trading/ raiding/ protection from other tribes?</i></p> <p>Watch clip for a tour around an Anglo Saxon Settlement: https://www.bbc.co.uk/bitesize/clips/znjqxnbn Children make notes throughout and discuss as a class, what they have found out.</p> <p>Main activity: Children presented with a variety of sources depicting life in an Anglo Saxon settlement. Working in groups, children annotate images with their observations of key features the settlements have (i.e. access to a water source, fertile soil, mountains for shelter/ protection/ high land for defence.) Children encouraged to recognise what materials were used to build the homes and how much available land there was, as well as what the land/buildings were used for.</p> <p>Each group feedbacks to the rest of the class about the settlement they studied and the features they identified within it. Class to evaluate how effective the different settlements were and whether or not they were fit for purpose. Ask children and</p>	<p>Images of Anglo Saxon settlements for source analysis and annotation</p> <p>Template for estate agent advert as a possible support tool</p>

	<p>and negatives of location, land use, building materials etc.</p>	<p>discuss: <i>What would the very best Anglo Saxon settlement have looked like?</i></p> <p>Written task: Children to design an estate agent style advertisement for a settlement for an Anglo-Saxon tribe. As a form of persuasive writing, children will be reminded about ‘selling’ the settlement so it needs to be a great example of how well the Anglo Saxons could live and provide for themselves. Key points to consider will be location, building design and land use. The advertisement will consist of an image and a written description of the settlement and its benefits.</p> <p><i>Possible extension tasks:</i></p> <ul style="list-style-type: none"> • After completion of written task, children could present their settlement and debate why their own advertisement is the best with others giving constructive feedback. • Children could rank settlements based on their suitability and have to justify why one is better than another. 	
<p>The arrival of Christianity in Anglo Saxon England</p> <ul style="list-style-type: none"> - Beliefs - Settlement - Society 	<p>Big Q: <i>How did Christianity arrive in Anglo-Saxon England?</i></p> <ul style="list-style-type: none"> ➤ Chronology - understand key dates on timeline relating to each saint and their work. ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - source analysis and enquiry ➤ Thinking like a historian - <ul style="list-style-type: none"> *<i>Significance</i> - evaluating impact of key figures in the conversion of Anglo-Saxon England to Christianity. *<i>Change and continuity</i> - identifying the conversion of Anglo-Saxon England from paganism to Christianity. 	<p>In Roman Britain many people had been Christians and after the Romans left, Christianity continued in places where Anglo-Saxons did not settle, like in Wales and the west. However, when the Anglo-Saxons came to Britain they brought their own gods and beliefs with them. The Anglo-Saxon’s religion was called ‘<i>paganism</i>’ - a belief in many gods. The Anglo-Saxons believed that each pagan god controlled a particular part of everyday life: the home, growing crops, healing, wisdom, metalworking, love, weather, family, war and day and night.</p> <p>Over time their beliefs changed and many Anglo-Saxons were converted to Christianity. We will explore how this came to happen. Watch clip to introduce: https://vimeo.com/164710803</p> <p>Carousel activity whereby children visit different stations, each giving information about a different saint who played a role in spreading Christianity across Anglo-Saxon England. Children take notes on a crib sheet as they work their way around each station. Follow this up with information on ppt to support the information children have already gathered.</p> <p>Use Qs to assess understanding e.g. who the saint is, where they came from, where did they settle in Britain, what was their impact?</p> <p>Written task: Children will use the information they have gathered to produce a written account of how Anglo Saxon England changed from following paganism to Christianity. To do this successfully they will outline:</p> <ul style="list-style-type: none"> • Each of those influential in the Christian conversion (who they were, when they lived and what they are known for). • The significance of each saint’s work and their influence in converting Anglo-Saxon England to Christianity. 	<p>Information about each saint who played key role in Christian conversion:</p> <ul style="list-style-type: none"> • St. Augustine (Canterbury) • St. Columba (Iona) • St. Aidan - link to Lindisfarne for next lesson. • St Oswald (linked to Aidan) <p>Crib sheet for children to gather information on during carousel.</p> <p>Quiz questions to assess understanding following carousel activity.</p>

<p>Case study: Lindisfarne</p> <ul style="list-style-type: none"> - Society - Beliefs 	<p><i>Big Q: What was the significance of Lindisfarne for the Anglo Saxons?</i></p> <ul style="list-style-type: none"> ➤ Chronology - understand key dates on timeline relating to Lindisfarne priory. ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - source analysis and enquiry ➤ Thinking like a historian - *Significance- evaluating the importance of Lindisfarne for the Anglo Saxons as well as its significance in the history of Christianity. *Change and continuity - discussing further evidence of the conversion of Anglo-Saxon England from paganism to Christianity. 	<p><i>(This lesson could be linked to a trip to visit Lindisfarne and therefore should be taught to coincide with this if possible.)</i></p> <p>Lindisfarne Priory became a very influential place, from which the Lindisfarne monks were able to promote the spread of Christianity successfully across the North of England.</p> <p>Children will research and produce a historical guide about Lindisfarne. This could be carried out following a trip to Holy Island to conduct research in person. If not possible, children could carry out research on the internet and produce a historical guide which will include details of:</p> <ul style="list-style-type: none"> ● A brief history of Lindisfarne otherwise known as Holy Island ● A history of Lindisfarne Priory and its purpose ● Who lived/worked there ● Why Lindisfarne is significant in the history of Christianity ● What visitors can expect to find when they visit Lindisfarne today ● What is the significance of Lindisfarne for the local area now e.g. tourism, pilgrimages <p>Children could present their historical guides to their classmates.</p>	<p>Research sheets to complete either on trip to Lindisfarne or as a stimulus for online research</p> <p>A model/ template for a historical guide as a support tool</p>
<p>Case study: Monks of Lindisfarne</p> <ul style="list-style-type: none"> - Beliefs - Society 	<p><i>Big Q: What impact did the monks of Lindisfarne have on the local and wider community?</i></p> <ul style="list-style-type: none"> ➤ Chronology - make reference to key dates on timeline relating to Lindisfarne monks and their time at Lindisfarne priory. ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - source analysis and enquiry 	<p>Introduce lesson by discussing ‘what is a monk?’ Talk through the requirements to be a monk e.g. the vows they needed to make and how they lived in the monastery. .</p> <p>Introduce the daily life of a monk using ppt.</p> <ul style="list-style-type: none"> ● What were the monks’ normal daily routines? ● What sort of roles/ tasks were they required to complete in their role as a monk? <p>Activity: Children to organise daily roles into time order to gain understanding of a typical day in the life of a monk.</p> <p>Key Qs related to task: Was life easy as a monk? Which activity would be the worst thing and the best thing that the monks would have to do? Which vows do the tasks relate to?</p> <p>Activity: Using pieces of text/ images children annotate sources to identify changes in the North East brought about by the monks. Sources should reflect changes in</p>	<p>Information on daily life of a monk on slides</p> <p>Sources for analysis which depict the changes in the North East brought about by the monks - pieces of text, images, artefacts etc.</p> <p>Possible writing frame/ scaffolds</p>

	<p>➤ Thinking like a historian - *Significance - considering the significance of events in the lives of the Lindisfarne monks that led to a change in the local and wider community. *Change and continuity - identifying the local societal changes in the community of Lindisfarne and within the wider North East community.</p>	<p>areas such as:</p> <ul style="list-style-type: none"> ● Beliefs - how the monks spread the message of Christianity, Lindisfarne gospels ● Education - for boys and novices ● Healthcare -spiritual healing and medical care for the community <p>Written task: Children answer big Q: <i>What impact did the monks of Lindisfarne have on the local and wider community?</i></p> <p>In this piece of writing they will:</p> <ul style="list-style-type: none"> ● Outline what everyday life was like as a monk ● Identify some of the everyday roles and routines of a monk ● Explain the impact and effect the monks of Lindisfarne had on the community (of Lindisfarne and wider) - using the evidence gained from their source analysis covering the areas mentioned above. 	
<p>Arrival of the Vikings</p> <ul style="list-style-type: none"> - Conflict - Beliefs - Society - Power 	<p><i>Big Q: What was the significance of the Viking raid in 793?</i></p> <p>➤ Chronology - make reference to key dates on timeline relating to Viking invasion of Lindisfarne.</p> <p>➤ Communicating history - use of historical terms and vocabulary.</p> <p>➤ Investigating the past - Interpretation of evidence through source analysis. Discussion re. the reliability of sources.</p> <p>➤ Thinking like a historian - *Significance - considering the significance of the Viking Raid in 793</p>	<p>Use a video to introduce children to the Viking raid of 793. Children take notes throughout, stopping at key points to discuss.</p> <p>Children to record the effects of the raid:</p> <ul style="list-style-type: none"> ● Destruction of places of worship, altars etc ● Murder of monks and civilians ● Stealing of religious treasure and sacred items <p>Activity: Explore a range of sources related to the Viking invasion. Analysing each one in turn, children work as a group/ in pairs to add evidence to their evidence boxes with what this source tells them about the Viking raid. Feedback ideas and discuss as a class.</p> <p>Written task: Using the knowledge they have gained about the Viking raid from the video and source analysis task, children produce a piece of writing outlining the key details of the raid and explaining its significance.</p> <p>Challenge for HA: What was the <i>long term</i> significance of the raid of 793? - draw children's attention to evidence that depicts a more widespread effect - "<i>sending shockwaves around Europe</i>".</p> <p>Plenary/extension task: Discuss the reliability of these sources, based on who the account comes from etc.</p>	<p>Video of Viking raid</p> <p>Sources for analysis which depict the impact of the Viking Raid.</p> <p>Evidence boxes for children to populate</p>
<p>Assessment task</p>	<p>Children answer the overarching big Q: <i>How did life change for the Anglo Saxons in the</i></p>	<p>Knowledge retrieval - Children to complete a quiz-style knowledge test to assess knowledge gained throughout the whole unit of work (approx 15 Qs)</p>	<p>Assessment quiz questions</p> <p>Chronology task - linked to</p>

	<p><i>North East of England?</i></p> <ul style="list-style-type: none"> ➤ Chronology - make reference to key dates on timeline relating to key events which took place during the Anglo Saxon period. ➤ Communicating history - use of historical terms and vocabulary. ➤ Investigating the past - Interpretation of evidence through source analysis. ➤ Thinking like a historian - *<i>Change and continuity</i> - recognising the changes that occurred in the lives of the Anglo Saxons in the North East of England. 	<p>Discussion of correct answers will provide a recap of the main points covered in all previous lessons. Support pupils in building a picture of what life was like for the Anglo Saxons during their time in England.</p> <p>Chronology task - Children complete a chronology task similar to that used at the outset of the unit, finding the Anglo Saxons' place in time, relevant to other periods. LA: Children order historical eras by their given dates. HA: Children create their own timeline, using their own knowledge of historical periods and events.</p> <p>Alternatively children could order events during the Anglo Saxon and Viking period covered throughout this unit of work. Again this can be differentiated to ability as above</p> <p>Extended writing task - Children will draw on their prior learning to answer the overarching big Q: <i>How did life change for the Anglo Saxons in the North East of England?</i></p> <p>This piece of writing will showcase pupils' understanding of the significance of key events, people and places and their impact on life for the Anglo Saxons, specifically in the North East.</p> <p>Pupils encouraged to relate their answers to the following key threads which have been picked up throughout several lessons in this unit of work:</p> <ul style="list-style-type: none"> ● Beliefs (How Anglo Saxon Britain was converted from Paganism to Christianity and who played a significant role in this) ● Society (the impact of the monks on beliefs, education and healthcare) ● Settlement (how the Anglo Saxons made homes and a living for themselves compared to the Roman towns left behind) ● Conflict (the impact of the Viking raid in 793 and the consequences of this - local and wider) 	<p>original timeline at start of unit (differentiated)</p> <p>Word banks/ possible writing scaffolds</p>
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