



East Dene Primary School Medium Term Planning Year

Overall question: How did the Anglo-Saxons change England and what part did the Scots play?

Trips/Experiences-

Key Concepts:

1. Lesson 1- *What happened after the Romans left?*

Outcome- ranking and justifying reasons

Concept:

Sticky knowledge:

- The last Roman soldiers left Britain in about 410CE making it easier for people to invade and attack England.
- The Anglo-Saxons came to England for many reasons. Historians believe some Britons asked them to come and help fight the Picts and Scots.
- Gradually Anglo-Saxon customs, language, and laws became used throughout England.
- The Anglo-Saxon period in England was from around 410CE to 1066.

Sticky Knowledge Revisiting	Connecting Learning	Source Work/chronology	Vocabulary in context	Chunked Exploration	Apply skills	Plenary
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<p>Roman Britain Quiz</p>		<p>Share the map of Britain with the children. Explain that 'Gildas' who is referenced on the map is a monk who is the main source of information for post-Roman Britain because it is the only written work that still exists.</p>	<ul style="list-style-type: none"> • invasion • migration • 	<p>Locate the Saxons in time by referencing the History Rocks timeline and showing the map of migration showing where the Angles, Saxons and Jutes came from. But why did they invade? Make it clear that historians don't know for definite and still argue about it today. Tell them that some possible clues are located around the classroom and they need to retrieve as much information on a whiteboard as they can. (make sure the 6 clues are spread out around the room or stuck on the</p>	<p>Children to apply their knowledge by completing the two tasks in the task document. Model on whiteboard and talk through the reasoning for ranking. Model an explanation.</p>	<p>Children to watch the video below and see if they think it is an accurate interpretation.</p> <p>https://www.bbc.co.uk/programmes/p011501p</p>
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				<p>wall). Collate information from the class on a shared sheet.</p> <p>Next, give the children the sorting cards in pairs and ask them to list them under the headings likely to be true, unlikely, impossible or those they need to find out about.</p>		
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Lesson 2- How do we know about the Anglo-Saxons?

Outcome:

Concept –

Sticky Knowledge:

- The main literary sources of information about the Anglo-Saxon period are from Bede and the Anglo-Saxon Chronicle.
- Sutton Hoo was discovered in 1939 and is one of the most exciting discoveries in British archaeology.

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Revisiting						
	<p>Connecting Learning displayed on the board for children to answer on whiteboards.</p>	<p>Show the children source one. What do they think is happening?</p>	<ul style="list-style-type: none"> • archaeologist • archaeology • discovery • ruin • sources • Sutton Hoo 	<p>Explain to the children that after the Romans left, a lot of history stopped being written down. Historians rely mostly on archaeological findings to learn about the past in this period.</p> <p>Give children the interpretation 1 to read through in pairs or class read on the board. Why do they think this discovery was important?</p> <p>Show the children the following video for more context:</p>	<p>The task is to annotate the evidence. Model this on the board. Stick one of the evidence photos on the board and use the prompts to annotate it:</p> <p>-Who do you think it belonged to? -What does it tell us? -What do we still not know? -Why is it important?</p>	<p>Share under visualiser. Children to make sure they have reasoning in green pen.</p>

				https://www.youtube.com/watch?v=8bBypdkLHEk0		
				<p>But what did historians learn from the burial mound?</p> <p>Give children the evidence photos to rotate around the table. Give each table around 3 minutes to make notes about what they can see.</p>		

Lesson 3- How was Anglo-Saxon England ruled?

Outcome: hierarchy pyramid

Concept-

Sticky Knowledge:

- Anglo-Saxon England was divided into seven kingdoms.
- Each kingdom was ruled by a different king.
- Earls ruled large areas of England on behalf of the king.
- Anglo-Saxons had a system of laws and compensation known as 'wergild'.

Sticky Knowledge Revisiting	Source Work/chronology	Connecting Learning	Vocabulary in context	Chunked Exploration	Apply skills	Plenary
	<p>Show starter source which is an 11th century illustration of a witan (a council meeting)</p> <p>Who do they think each person is?</p> <p>What was the purpose of this? Who does it make look powerful?</p>	<p>What was Sutton Hoo?</p> <p>Why was it important?</p>	<ul style="list-style-type: none"> • earl • hue and cry • kingdom • punishment • Tithing • wergild 	<p>Let the children explore information sheet and explore how England was split up by each group of people.</p> <p>Explain that the children will use clues to explore the different levels of hierarchy in Anglo-Saxon society. Give the children a blank hierarchy pyramid and they need to read the clues to figure who goes where. Either blow up and cut up clues for them to find around the room or give them</p>	<p>Explain that historians argue about whether this period of history is called the ‘dark ages’ or not because some people think that it was a tough and horrible time to live.</p> <p>Model how to decide which sorting card goes where on the spectrum then allow children to organise the cards in pairs or small groups. Make them justify their decisions. <i>Does not need to be recorded.</i></p>	<p>What does source 1 tell us about how the Anglo-Saxons lived?</p>

				<p>the sheets on desks.</p> <p>Children to complete hierarchy sheets and stick them in books. Extension- to explain each position.</p>		
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Lesson 4- Why doesn't everyone agree that Alfred was great?

Outcome: -

Concept: historical interpretations

Sticky Knowledge:

- Alfred the Great made many reforms his kingdom
- He was defeated by and defeated the Vikings throughout his reign
- He was devoted to God and Christianity
- He began the Anglo-Saxon Chronicle

Sticky Knowledge Revisiting	Source Work/chronology	Connecting Learning	Vocabulary in context	Chunked Exploration	Apply skills	Plenary
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	<p>Show interpretation</p> <p>1. What can we infer from Alfred from this statue?</p>	<p>What were the main roles in Anglo-Saxon hierarchy?</p>	<ul style="list-style-type: none"> • burh • Danelaw • justice • reign • significant • historian • interpretation 	<p>Show children information 1 and let them read through it in pairs.</p> <p>What is their first thought of Alfred?</p> <p>Tell the children that today we will learn about the different ways that historians and others have represented Alfred the Great. And decide how 'great' he really was!</p> <p>Show interpretation 2: the BBC bitesize video. Does this show Alfred as a great ruler? https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f#zx7sf82</p>	<p>Challenge the children to think about why everyone doesn't think Alfred was great?</p> <p>Show 'interpretation photo' and ask what the children can see. Use this metaphor to show that people can see things in different ways.</p> <p>Give the children information cards and ask them to sort them on a scale of Great to Not great.</p> <p>Give the people information sheets to 4 strong readers in the class and ask them to read it out in character so we can find out who the people behind the interpretations are.</p> <p>Children to decide which person is the most reliable and accurate. They should be aware that there is a grey area about the truth</p>	<p>Children to share and challenge each other's opinions</p>
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				<p>Now share interpretation 3 from historian Mark Morris. How does he portray Alfred?</p> <p>Now interpretation 4. What does that say about Alfred?</p>	<p>and it's really a lot of opinions based on evidence.</p> <p>Questions to answer in books: Which of the interpretations do you think is the strongest? Explain why? Which do you think is the weakest? Explain why?</p>	
<p>1. Lesson 5- How did the Anglo-Saxons converting to Christianity change England?</p> <p>Outcome:</p> <p>Concept –</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • The Anglo-Saxons were originally pagans and believed in many different gods. • King Ethelbert became the first Anglo-Saxon king to convert to Christianity. • Some monks were made saints for spreading the word of Christianity. • Monasteries offered education to the monks that lived there. 						
Sticky Knowledge Revisiting	Source Work/chronology	Connecting Learning	Vocabulary in context	Chunked Exploration	Apply skills	Plenary

<p>How many kingdoms were in England when the Anglo-Saxons ruled?</p>	<p>Show children starter source and explain that this is Woden, a Saxon Pagan god. What can they infer from the image?</p>	<p>How did different people interpret Alfred's achievements?</p>	<ul style="list-style-type: none"> • buildings • Christianity • convert • literacy • pagan • schools 	<p>Present and/or give children information sheet. What does this tell us about religion when the Anglo-Saxons first migrated to Britain?</p> <p>Explain that, over time, almost all Anglo-Saxons converted to Christianity.</p> <p>Show children video Watch: Pagan to Christian Anglo Saxons https://www.bbc.co.uk/bitesize/articles/zs3gcdm#zd63bqt for more context on the story.</p> <p>Challenge children to arrange the sequencing cards in order to match the story. They need to decide where 'extra' cards go that are not mentioned in the video.</p> <p>Around the room, have the gallery pictures printed and displayed. Give children prove it sheets and challenge them to find which piece of evidence backs up each claim. Model this as necessary</p> <p>Recap the changes that Christianity brought with it to Britain. Children to complete task which could be modelled and discussed. Get children to justify their rankings.</p>	<p>Show Old English Alphabet. Can children try to write their name?</p>
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Endpoint- Lesson 6- How did the Anglo-Saxons change England and what part did the Scots play?

Sticky Knowledge Revisiting	Source Work/chronology	Connecting Learning	<ul style="list-style-type: none"> Vocabulary in context 	Chunked Exploration	Apply skills
-	-	What can children remember about the Anglo-Saxons?		<p>Tell the children that they are going to draw all of their learning together to answer the overarching question- How did the Anglo-Saxons change England and what part did the Scots play?</p> <p>Ask children in groups to prepare their answer on a large piece of sugar paper. Their work should contain these 'subheadings'</p> <p>What role did Christianity have?</p> <p>What role did the Scots invading and the Anglo-Saxons migrating have?</p> <p>What role did Alfred the Great have?</p> <p>How did society change under the Anglo-Saxons?</p> <p>How do we know this information?</p> <p>What evidence do historians use?</p> <p>Encourage children to use their books and working wall for information they need and to get creative!</p>	
	Assessment to inform future teaching -				

