

## **‘Anglo-Saxons’**

### Overview:

Britain’s settlement by Anglo-Saxons and Scots

This includes:

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

Christian conversion – Lindisfarne, Corhampton Church and Winchester Cathedral

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This includes:

Viking raids and invasion

Resistance by Alfred the Great and Athelstan, first king of England

Further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.’ National Curriculum 2014



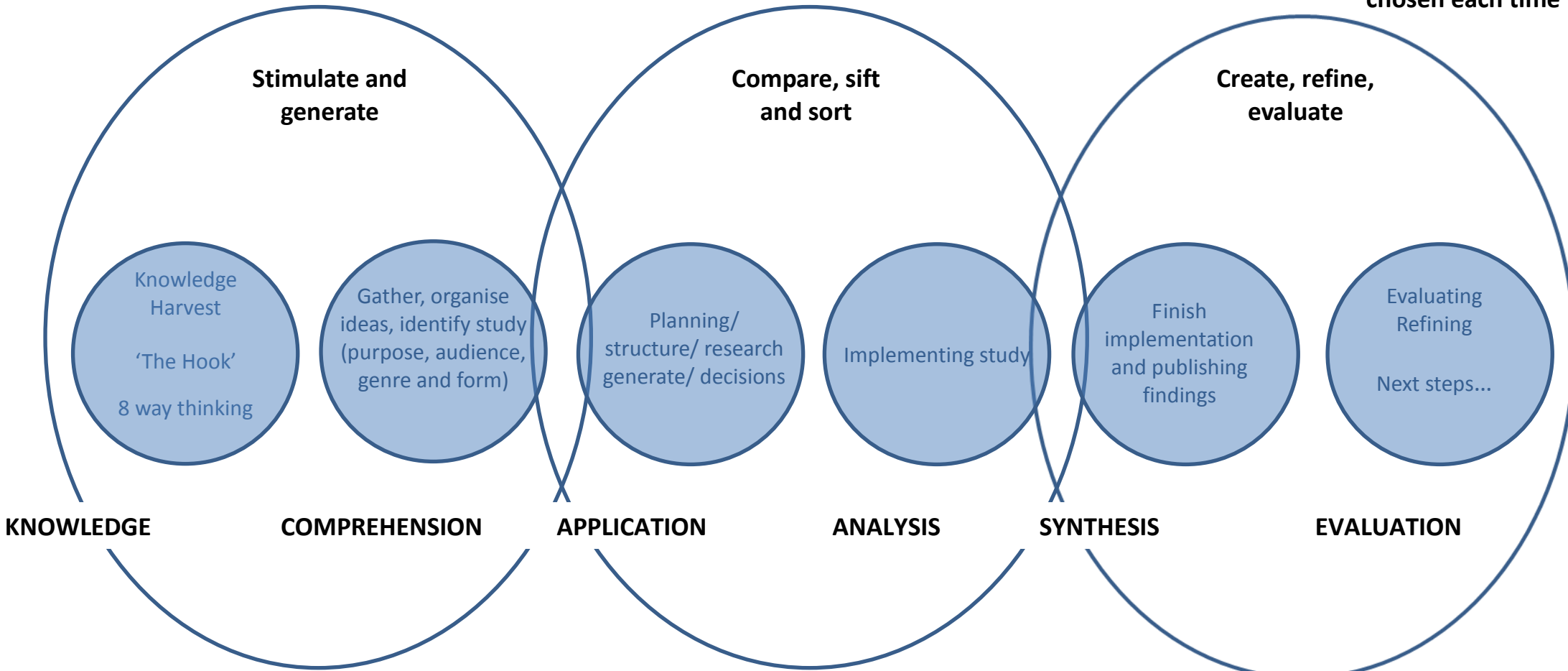
**DEVELOPING HIGHER LEVEL THINKING – ENQUIRY BASED LEARNING**



(This skills / learning journey may repeat several times within a topic unit)

**Introduction**

**Outcome to be chosen each time**



**Steps to success**

**Lower level thinking**  
Structured/ Teacher led enquiry  
Shallower learning



**Higher level thinking**  
Open enquiry  
Deeper learning

## Key Stage 2 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### Organisation / points to note

Check for local events: Saxon festival / family talks etc



Liaise with Meonstoke Infant school; Saxon Day

Test pit in school grounds

Field walk around Corhampton Lane Farm / Corhampton Church

### Vocabulary:

### Evaluation / Future learning:

Assessment criteria can be selected from the NC aims:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

#### **Level 3 (NC pre 2014)**

Pupils recognise some of the similarities and differences between periods. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.

#### **Level 4 (NC pre 2014)**




Pupils describe characteristic features of past societies and periods to identify change and continuity and to identify some causes and consequences of the main events and changes.

They identify and describe different ways in which the past has been interpreted.

#### **Level 5 (NC pre 2014)**

Pupils begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They suggest some reasons for different interpretations of the past.

Week	Learning Objectives	Key questions	Bloom's taxonomy	Teaching Activities	Resources
1	<p><b>Roman withdrawal from Britain in c.AD 410 and fall of the western Roman Empire</b></p> <p><i>The Anglo-Saxons started to arrive in Britain sometime between <b>AD425-450</b>. <b>Bede</b> wrote in AD731 about the arrival of the Anglo-Saxons. Anglo-Saxons objects found by archaeologists also indicate they arrived at about this time. The Anglo-Saxon period lasted from <b>AD450 to AD1066</b>.</i></p>	<p>Why did such a powerful Empire decline?</p>	<p><b>Knowledge Understanding</b></p> <p><b>Application</b></p>	<p>Recap chronology of British History</p> <ul style="list-style-type: none"> <li>- Timeline</li> <li>- Discuss concept of transition; buildings and can be a mix of historical periods.</li> <li>- Reasons for decline of Roman Empire</li> </ul> <p>Simulated archaeological dig using trays representing different historical periods. Children find artefacts within each tray. They then order trays based on their knowledge. Fact sheets are then used to deepen knowledge and sequence chronology.</p> <p>Meon Valley from the air; drone project. A video showing the archaeological sites along the Meon Valley can be used as a stimulus.</p>	<p>BBC Timeline</p> <p>Winchester Museum / Droxford Junior School trays.</p> <p><a href="http://www.winchester.gov.uk/heritage-conservation/museums/educational-resources-visits/">http://www.winchester.gov.uk/heritage-conservation/museums/educational-resources-visits/</a></p>
2	<p><b>Anglo-Saxon invasions, settlements and kingdoms; place names and village life</b></p> <p><i>The British were raided by people from the north, the Picts and Gaels (These ethnic groups became the Scots). Groups of Saxon pirates also raided the east and south coast.</i></p> <p><i>There were three groups of Anglo Saxons; Jutes Angles and Saxons</i></p>	<p>Who were the Meonwara?</p> <p>Push or Pull?</p> <p>How did people survive? (food, shelter and trade)</p>	<p><b>Synthesis</b></p> <p><b>Analysis Evaluation</b></p>	<p>'Knowledge harvest' about the Saxons; Meonstoke Saxon Festivals – children from Meonstoke Infant School will have experienced Saxon Days.</p> <p>What were the real reasons why the Saxons invaded? A thinking skills activity in which pupils infer from visual clues before moving on to analyse a range of influence cards and evaluate a video before coming up with their own explanation.</p> <p>Technology</p> <ol style="list-style-type: none"> <li>a) Blacksmiths; making tools and weapons out of metal.</li> <li>b) Mills; flour and bread making / fire making Droxford and Winchester water powered mills</li> </ol> <p>Demonstrations using video clips (Local visits could be arranged)</p>	<p><a href="http://www.saxonsinthemeonvalley.org.uk">www.saxonsinthemeonvalley.org.uk</a></p> <p><a href="http://www.Keystagehistory.co.uk">www.Keystagehistory.co.uk</a></p> <p><a href="http://learning.southdowns.gov.uk/culture-and-heritage/saxons-in-the-meon-valley">http://learning.southdowns.gov.uk/culture-and-heritage/saxons-in-the-meon-valley</a></p>

		<p>What did the Anglo Saxons wear?          What did they eat and drink?          What sorts of things did the Anglo Saxons do?</p> <p>What trade routes were along the River Meon?</p>		<p>Anglo Saxon Life – pupils use Ashmolean museum website to research aspects of village life.  <a href="http://anglosaxondiscovery.ashmolean.org/Life">http://anglosaxondiscovery.ashmolean.org/Life</a>          Questions are linked to archaeological finds. A quiz is available to assess knowledge and understanding.          (Worksheets on website)</p> <p>South Downs NP          Meon valley place names – research origins</p>	
3	<p><b>Anglo-Saxon art and culture</b></p>  <p>Sutton Hoo helmet</p>  <p>Staffordshire Hoard</p>	<p>What evidence is there for the Saxons?</p> <p>How has archaeology unlocked the past?</p> 	<p><b>Application</b> <b>Synthesis</b></p> <p><b>Analysis</b></p> <p><b>Application</b></p> <p><b>Synthesis</b> <b>Evaluation</b></p>	<p>The mystery of the empty Saxon grave          This lesson places pupils in the role of detectives. After a briefing they work out the significance of the various clues found in the bodiless ship burial. They then deduce which of 4 suspects is most likely to have been the owner. All this is interspersed with a British Museum slideshow and video clips. Pupils annotate an image of the Saxon king showing how they arrived at their conclusion.</p> <p>Sutton Hoo DVD – Show extracts of discovery</p> <p>Staffordshire Hoard 2009          Show images of the hoard from website          Children discuss different theories and justify which are plausible.          (worksheets on website)</p> <p>Carenza Lewis; Ex Time Team - Director of archaeology at Cambridge University – Into to archaeology PPT</p> <ul style="list-style-type: none"> <li>- Children take on role of archaeologists and generate questions and hypothesis.</li> <li>- Evidence gradually revealed</li> <li>- Speculation as to what had happened to the skeleton</li> <li>- Evidence of Christianity.</li> <li>- Who might have killed the person? Vikings?</li> </ul>	<p><a href="http://www.Keystagehistory.co.uk">www.Keystagehistory.co.uk</a></p> <p>British Museum – extracts from DVD on Sutton Hoo  <a href="http://www.staffordshirehoard.org.uk/">http://www.staffordshirehoard.org.uk/</a></p> <p>Archaeology PPT – Carenza Lewis</p>

## Christian conversion

*Lindisfarne – also known as Holy Island – was the site of one of the earliest Christian monasteries. Irish monks settled here in AD 635 at the invitation of the Northumbrian king. The bishop Cuthbert reformed the monks' way of life to conform to the religious practices of Rome rather than Ireland.*

*The community moved inland after Vikings raided the island in 793.*

*The Lindisfarne Gospels was created in the early 8th century.*

*Corhampton Church is built on a mound within a circular enclosure suggesting a very ancient place of pre-Christian worship.*

What religious beliefs did the Saxons have?  
Pagan gods to Christianity  
How important was Winchester?



Lindisfarne Gospels



The Saxon church at Corhampton

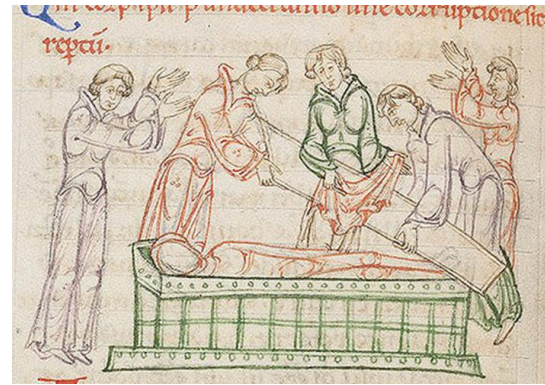


Saxon sundial at Corhampton Church

## Knowledge Understanding

Link the archaeology PPT (above) to Lindisfarne gospels, origins of Corhampton Church and Winchester Cathedral. What evidence is there of Christianity in Saxon times?

*Cuthbert died in 687 and was buried in a stone coffin inside the main church on Lindisfarne. Eleven years later the monks opened his tomb. To their delight they discovered that Cuthbert's body had not decayed, but was 'incorrupt' – a sure sign, they argued, of his purity and saintliness. His remains were elevated to a coffin-shrine. Miracles were soon reported at St Cuthbert's shrine and Lindisfarne was quickly established as a major pilgrimage centre. As a result, the monastery grew in power and wealth, attracting grants of land from kings and nobles as well as gifts of money and precious objects*



Activity; pupils discuss what might be happening; the story of Lindisfarne can then be outlined.

Winchester Museum

<http://winchester-cathedral.org.uk/history-treasures/royal-connections/>

[www.saxonsintheemeronvalley.org.uk](http://www.saxonsintheemeronvalley.org.uk)



How can we meet the Saxons in the Meon Valley?



Droxford Saxon Cemetery Excavations 1975



West Meon – Saxon graveyard – excavations 2011

**Application**

Droxford Saxon Graves, West Meon and Corhampton archaeological surveys.

Local Saxon Festivals; burial ceremony  
Were some burials Christian?

**Synthesis**

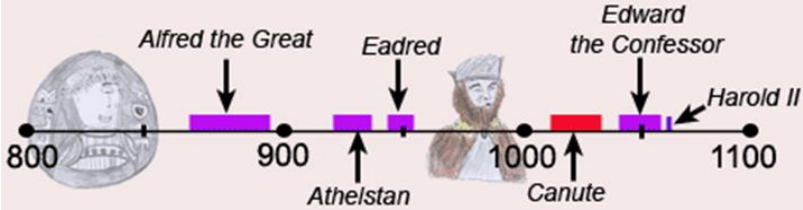

What can we find in the school grounds?  
Aerial survey using Google Earth – settlements and ancient monuments / barrows / hill forts etc. Find on OS map of Meon Valley.  
Possible field walk on South Downs / Corhampton Lane Farm. (Tractor and trailer ride)

**Analysis**

Test pit in school grounds. (NB Ethics) – Cambridge University guidelines. A cubic metre of soil is excavated. Groups of children excavate 10 cm layer. (parent volunteers / tools)

Children could refill and add artefacts for subsequent year groups!

Meet The Saxons  
PPT

<p>4</p>	<p>England was divided into numerous small kingdoms by the mid seventh century. The kings, and queens, of the Anglo-Saxon kingdoms became increasingly powerful from the eighth to eleventh centuries (AD750-AD1066). The kingdoms began to expand and merge until by the tenth century three main kingdoms remained: Mercia, Wessex and Northumberland.</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>Viking raids and invasion</p>	<p>What image do we have the Vikings? Why the bad reputation? Raiders or settlers</p> <p>How far did the Vikings get in taking over?</p>	<p>Synthesis Analysis</p>	 <p>A horizontal timeline from 800 to 1100 AD. Key figures are marked with arrows: Alfred the Great (c. 871-899), Athelstan (c. 924-939), Eadred (c. 941-955), Canute (c. 1016-1035), Edward the Confessor (c. 1042-1066), and Harold II (c. 1066). A coin is shown at the start of the timeline.</p> <p>Jorvik excavations <a href="http://jorvik-viking-centre.co.uk/education/classroom-resources">http://jorvik-viking-centre.co.uk/education/classroom-resources</a></p>  <p>A reconstruction of a Viking settlement with wooden houses and a harbor.</p> <p>Are we fair to the Vikings? A question of interpretation Pupils are shown a range of stereotypical images of Vikings, using old text books. This is compared to new evidence at Jorvik.</p> <p>Home learning; design Viking museum panels based on themes e.g. sagas religion runes .....</p> <p>Each panel must contain 3 questions, 5 blocks of text and 4 images.</p> <p>Viking Adventures from the British Museum ; a film aimed at Key Stage 2 children aged 7–11 2014</p>	<p><a href="http://www.keystagehistory.co.uk">www.keystagehistory.co.uk</a></p> <p>British Museum Exhibition</p>
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Resistance by Alfred the Great

**Alfred the Great** (AD 871-899) defeated a Danish army which led to the creation of the 'Danelaw' in AD 886. This effectively gave control of much of the north and east of England to the Danes (particularly Northumbria and East Anglia). King Alfred was also responsible for fortifying many towns, creating "burhs". He also reformed the Church, promoted education and recorded laws.

**Athelstan** (AD 924-940), the grandson of Alfred, is sometimes referred to as the first king of All England. However, although he was a great warrior and managed to defeat the Vikings at Brunanburh in AD 938, he did not retain control of the whole country.

**Eadred** (AD 946-955), was the first true king of All England, gaining control of the whole country in AD 954.

**King Cnut** (AD985 -

How great was Alfred?



What can archaeology tell us about King Alfred?




### Synthesis Analysis


Investigate how history has commemorated Alfred and then carry out some research. Two key concepts: interpretations and significance.

- Children undertake an 'Information Run' with different groups researching different aspects of Alfred's life and reign. This can be differentiated by level of challenge using different sources. A working wall of findings can develop.
- Pupils use website to investigate Alfred Jewel and coins [http://anglosaxondiscovery.ashmolean.org/kings/kings\\_index.html](http://anglosaxondiscovery.ashmolean.org/kings/kings_index.html)

- Living Graph of Alfred's life. Order cards chronologically and in terms of successes and setbacks against Vikings.
- Debate and identify 5 reasons that led to Alfred being a great leader.
- Was Alfred really great or just lucky? Card sort activity. Introduce the Welsh and Scots perspective
- Create a plaque for his statue in Winchester in less than 50 words

Hampshire LA pack Alfred The Great <http://www3.hants.gov.uk/education/history/history-curriculum-centre/history-centre-publications.htm>

	<p><b>1035) Soldier and king of Denmark, Cnut won the throne of England in 1016. On his death he was buried in Old Minster at Winchester, and later moved into the new Norman cathedral. His bones are said to lie in a mortuary chest.</b></p>				
5	<p>Anglo-Saxon laws and justice</p>	<p>How effective was Anglo-Saxon justice; what would we do with Edgar?</p>	<p>Application</p>	<p>Pupils work in groups to create a series of short dramatic enactments of keeping law and order / punishments in Saxon times. These are summarised before giving the real-life case of Edgar for them to decide how he should be punished. Pupils are challenged to think of the different principles that underlay the punishments: revenge, loyalty etc. They conclude by designing an illustrated double-page spread and deciding which methods of keeping law and order were most effective.</p>	<p><a href="http://www.keystagehistory.co.uk">www.keystagehistory.co.uk</a></p>
6	<p>Edward the Confessor and his death in 1066</p> <p><b>Edward the Confessor (AD 1042-1066) succeeded to the throne after the death of the Danish king <i>Canute</i> (AD 1016-1035). Edward was known as a religious man and built a new cathedral at Westminster. At his death, William, Duke of Normandy claimed the throne but... <b>Harold II</b></b></p>	<p>What did Edward confess?</p> <p>What happened in 1066?</p>  <p><i>Edward the Confessor on the throne</i></p>	<p>Knowledge Understanding</p>	<p>Play script outlines the events culminating in the Battle of Hastings. This could be culmination of topic.</p> <p><b>The Battle of Stamford Bridge</b></p> <p>In September 1066 the Viking king Hardrada, one of the two challengers to the English throne, invaded and took control of York. The other claimant was William of Normandy who maintained the English throne had been promised him by Edward the Confessor. Aware of the Viking threat William delayed his own invasion until Harold was at his most vulnerable, dealing with Hardrada in the north of England. Harold chose to march north, in the hopes of defeating Hardrada and being able to return south in time to confront William.</p> <p>Harold's army, probably all mounted troops, reached York and immediately marched from the city to Stamford Bridge, taking the Viking invaders completely by surprise. The Battle of Stamford</p>	

	<p>(AD 1066) took the thrown, which led to the Battle of Hastings and the Norman conquest of England. This marks the end of the Anglo-Saxon period.</p>	 <p>The death of Harold at The Battle of Hastings- The Normans ruled England from 1066</p>		<p>Bridge was a decisive victory for the English King. It proved him to be an able commander. However the victory at Stamford Bridge is inextricably linked to Harold's defeat at the Battle of Hastings, which took place less than three weeks later. Had Harold not been forced to leave William's landing on the south coast unopposed, and then face him with an army that had probably suffered significant losses, was ill-prepared and weary, then the outcome may have been very different.</p> <p>Show Bayeux tapestry flip book / You Tube cartoon filmstrip Re-enactment of <b>Battle of Hastings</b> (English Heritage Part 2)</p> <p>Recap chronology of British history from Stone Age through to end of Saxon period and a brief overview to 21<sup>st</sup> century.</p>	<p><a href="http://www.saxonsinthemeonvalley.org.uk/end-of-the-saxon-era-the-battle-of-hastings">http://www.saxonsinthemeonvalley.org.uk/end-of-the-saxon-era-the-battle-of-hastings</a></p>
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## CURRICULUM LINKS TO OTHER SUBJECTS

<b>Science</b>	Archaeology – geo physical surveys / rocks and soils Changes of state; making metal tools and weapons; DVD demonstrations of blacksmiths
<b>Computing</b>	South Downs National Park – Landset Mapping
<b>Literacy</b>	Beowulf – Saxon myth
<b>Geography</b>	Settlements in Meon valley – Drone flight along Meon Valley
<b>Art / DT</b>	Longships – motorised versions to race in the hall! <a href="http://www.youtube.com/watch?v=XUKvSjAZyog">http://www.youtube.com/watch?v=XUKvSjAZyog</a> Viking ship design