



DOWN AMPNEY PRIMARY SCHOOL

Term 5

Unit Overview: UKS2 Anglo Saxons

Enquiry Question: Did the settlement by the Anglo-Saxons make England a better or worse place to live?

<p>Curriculum Aims: They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> ❖ Describe the sequence of periods on a timeline. ❖ Use language such as interval, duration, concurrent and interacted with a growing accuracy. ❖ Use the timeline in conjunction with other source material to explain answers in detail. <p>Source analysis and Interpretation</p> <ul style="list-style-type: none"> ❖ Extract information from various types of source (artefact, pictorial, written, historian’s account) and interpret information from multiple sources into one conclusion. ❖ Identify limitations of different types of sources and compare them to form a more in-depth understanding. <p>Historical Enquiry</p> <ul style="list-style-type: none"> ❖ Pursue a line of enquiry, generate further questions that can deepen their understanding for various aspects of study. 	<p>Key Knowledge Outcomes:</p> <ul style="list-style-type: none"> • Know the position of this period in the narrative of British History • The significant sources of evidence which tell us about the past including their limitations • The key kingdoms and individuals throughout the Anglo-Saxon period (up to the Viking conflict) • A direct comparison between aspects of life from Roman to Saxon Britain <p>Substantive knowledge: Concepts</p> <ul style="list-style-type: none"> • Movement and migration • Society and Culture • Achievements and Legacy <p>Know:</p> <ul style="list-style-type: none"> ❖ Where the Anglo Saxons invaded from and to and the push / pull factors ❖ Understand the changing power of the different kingdoms ❖ The societal structure of Anglo Saxon Britain ❖ That it was during this time that England became united, with Wessex as the leading kingdom. ❖ That it was at this time that England became a Christian country. ❖ That King Alfred was the only English king to be given the name ‘Great’ and know why not everybody agrees that he deserves it. ❖ That the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east. ❖ It was during this period that there were better laws and a flowering of literature. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> ❖ Understand events occur chronologically and to make begin to make links between them. ❖ Learn how to extract evidence from sources and begin to identify limitations of different types. 	<p>Key Topic Vocabulary</p> <p>Sequence, scale, narrative, duration, interval, Primary source, Secondary Source, Significance, continuity and change, evidence, Kingdom, King, Mercia, Wessex, Northumbria, Offa of Mercia, Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, weirgild, Sutton Hoo, Staffordshire Hoard, Danelaw, Pagan, Settlement,</p> <p>Phonics / polysyllabic words</p> <p>Hypothesis Cemetery Archaeology</p> <table border="1" data-bbox="1646 790 2190 1351"> <tr> <td data-bbox="1646 790 1892 1351"> <p>Key People</p> <p>Alfred Asser Augustine Bede Burhs Gildas Guthrum Hengist and Horsa Raedwald Vortigern</p> </td> <td data-bbox="1892 790 2190 1351"> <p>Extended writing opportunities</p> <p>Create a ZigZag book showing the two sides of Saxon England: pagan and Christian</p> </td> </tr> </table>	<p>Key People</p> <p>Alfred Asser Augustine Bede Burhs Gildas Guthrum Hengist and Horsa Raedwald Vortigern</p>	<p>Extended writing opportunities</p> <p>Create a ZigZag book showing the two sides of Saxon England: pagan and Christian</p>
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<ul style="list-style-type: none"> ❖ Make decisions over which available evidence provides the best support to an answer they are providing. 	<ul style="list-style-type: none"> ❖ Understand that the Britons were abandoned and explore their possible reactions to this. Then, associate it with the transition from one period to another. ❖ To be able to extract information from a range of sources and combine them to produce an evidence-based conclusion. ❖ Identify key information related to the enquiry question, record and then write a conclusion. ❖ Identify the similarities and differences between lives including those which made life better or worse. 		
<p><u>Learning Journey Questions</u></p> <ul style="list-style-type: none"> ❖ Why did the Anglo-Saxons invade and how can we possibly know where they settled? ❖ What does the mystery of the empty grave tell us about Saxon Britain? ❖ How did people's lives change when Christianity came to Britain and how can we be sure? ❖ How were the Saxons able to see off the Viking threat? ❖ Just how great was King Alfred? ❖ How effective was Saxon justice? ❖ Were Saxon Times really 'Dark'? ❖ How does life compare with Roman Britain? 	<p><u>Prior learning:</u></p> <p>EYFS: Develop an understanding of the past and present, present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>KS1: Brunel and the Victorian Period: Understand the significance of key people in the past. First Flight: How does evidence tell us about these events?</p> <p>LKS2: Pre-History and the Romans: What was the significance of these periods of History and how did life in Britain change. Expansion and Invasion during the Roman Empire, Ancient Egyptian achievements and what did they accomplish? Differing forms of governance.</p> <p>UKS2: Impact of the Islamic Empire and Ancient Greeks and the impact of migration.</p> <p><u>British Values</u></p> <ul style="list-style-type: none"> • Rule of law: In History pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. • Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society. 	<p><u>Future learning</u></p> <ul style="list-style-type: none"> • Invaders and settlers in history: Vikings: An understanding of why people migrate and take over land. • Canals and Railways: The significance of the Great Western Railway during World War 2. 	



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Reading opportunities

Anglo Saxons Bingham, Jane
Anglo-Saxon boy Bradman, Tony
Anglo-Saxon invaders and settlers Riley, Peter D.
Anglo-Saxons Howell, Izzi
Anglo-Saxons Chapman, Amy

- **Democracy:** Exploring the different forms of governance between the Anglo Saxons and Romans / Neolithic period / iron Age period.

Christian Values

- **Courage:** Children will understand that migration and the leaving of one's homeland takes courage and will make comparisons to modern-day migration.
- **Respect:** Children will understand that ancient cultures and peoples have shaped the way we live today..
- **Trust:** Children will have a sense of enjoyment and fascination when learning about their ancestors and feel a connection with those who shaped our country.