

UKS2

Cycle A

Summer Term

Smashing Saxons

National Curriculum

Britain's settlement by Anglo-Saxons and Scots






How did England change after the Anglo-Saxon settlement?

KEY LEARNING –

Children will recap why the Roman empire declined and know that they left Britain in 410AD. They will know how Britain changed after the Romans left, including: coin usage stopped, building materials changed (building out of wood not stone), no longer had Roman magistrates to keep law and order. They will know that even before the Roman troops left, Britain was a target for invaders. The Scots attacked from Ireland, the Picts attacked from the North, and the Saxons attacked from Europe. They will understand where the Angles, Saxons and Jutes came from and give reasons for why they came to Britain. They will compare the motivation of the Saxons compared to that of the Romans. They will know where the Angles, Saxons and Jutes settled. They will know that by the end of the 7th century, Anglo-Saxons were ruling most of Britain. They will know that between AD500 to AD700 some of the leaders of smaller kingdoms conquered their neighbours, including Bretwalda. They will know that the Kingdom of Mercia (present day Staffordshire) was most important. They will know what life was like during the Anglo-Saxons era. They will investigate what life was like for the rich during the Anglo-Saxons period by exploring Sutton Hoo. They will compare the cultural differences between the rich and poor, and men and women. They will look at similarities and differences between these groups. They will know how lives changed when Christianity came to Britain and how we can be sure. They will know that early Saxons worshipped Gods we name our days after (Tiw Woden, Thor, Frig) and know stories of St. Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona. They will understand the importance of Bede 'Father' of English history. They will know that it took about 70 years for English kings to give up their pagan ways and become Christian. They will know how the Christian message was delivered to the people: role of monasteries and churches. They will describe 6 main methods of keeping law and order in Anglo-Saxons times. They will know that as the Anglo-Saxons spent more time in Britain, culture and society started to become more advanced – The Golden Age. They will know that in the late 8th century, Britain was attracting the attention of raiders from Scandinavia – the Vikings. They will know what the Anglo-Saxons did to defend themselves against the Vikings.

[LKS2 – Romans – chronological understanding – invaded Britain before the Saxons.](#) [The Romans invaded Britain to expand their empire.](#)

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
Invasion of the Angles, Saxons and Jutes and where they settled.		Know what life was like for the rich during Anglo-Saxon times. Compare rich and poor and the difference between men and women. Saxon beliefs, including Christianity.		
Previous learning – LKS2 – Romans – invaded Britain and settled in Britain.				

Chronological Understanding

- Know and sequence key events of time studied, comparing where it fits in with times studied in previous year groups.
- Understand the term 'century' and how dating by centuries works.
- Putting dates in the correct century.
- Use relevant terms and period labels, eg. Stone Age, Bronze Age, Romans, **Anglo-Saxons**, Vikings, Greeks, Ancient Egyptians, Mayas and Victorians.
- Make comparisons between different historical periods. – *Make comparisons with the Romans.*
- Develop a chronologically secure understanding of **British**, local and world history across the periods studied.
- Place the time, period of history and context on a timeline.
- Use relevant dates and terms.

Disciplinary Skills

Change and continuity

- Describe the links between main events, similarities and differences and changes within and across different periods/studied.
- Describe the links between different societies. – *Romans, Angles, Saxons and Jutes, Scots, Picts.*
- Explain the reasons for changes and continuity using the vocabulary and terms of the period as well. – *Why the Romans left? Why the Angles, Saxons and Jutes came? Change to Christianity.*
- Analyse and present the reasons for change and continuity. - *Why the Romans left? Why the Angles, Saxons and Jutes came?*

Similarity and difference

- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. – *The difference between rich and poor during the Anglo-Saxon times. Differences between men and women.*
- Make links with different time periods studied. – *How the Anglo-Saxons differed from the Romans.*
- Describe change throughout time.

Cause and consequence

- Give reasons for historical events, the results of historical events, situations and changes.
- Start to analyse and explain the reasons for, and results of historical events, situations and change. *Changes to religion – Christianity. Changes during the Golden Age. Why the Anglo-Saxons defended themselves and built burhs?*

Historical significance

- Identify significant people and events across different time periods. – *Bede.*
- Explain the significance of events, people and developments. – *Changes to religion.*

Historical interpretation

- Compare accounts of events from different sources.
- Suggest explanations for different versions of events.
- Identify how conclusions have been arrived at by linking sources.
- Understand that different evidence creates different conclusions. *How can we be sure how people's lives changed when Christianity came to Britain?*

Historical enquiry

- Plan a historical enquiry.
- Suggest the evidence needed to carry out the enquiry.
- Identify methods to use to carry out the research.
- Ask historical questions of increasing difficulty e.g. who governed, how and with what results?
- Ask questions about the interpretations, viewpoints and perspectives held by others.

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- Use a range of sources to find out about a particular aspect of the past.
- Recognise primary and secondary sources.
- Select relevant sections of information.
- Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Bring knowledge gathering from several sources together in a fluent account.

Why did the Anglo-Saxons invade and how can we possibly know where they settled? What does Sutton Hoo tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? How effective was Saxon justice?

Organisation and communication

- Communicate knowledge and understanding using historical terms and relevant historical information from a range of sources in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Show written and oral evidence of continuity and change as well as indicating simple causation.
- Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Construct explanations for past events using cause and effect.

Vocabulary

Angles, Saxons, Jutes, Anglo-Saxons, barbarian, Bretwalda, Britons, burh, Celts, Christianity, dooms, gemot, hoard, hundred court, kingdom, minster, Church, missionary, monastery.