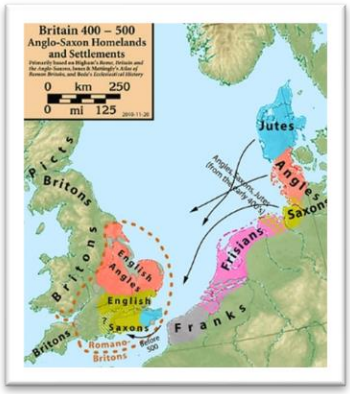
ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

THE BIG QUESTION	
What were the main changes that took place in Anglo Saxon time?	
END OF UNIT OUTCOME	Using images given, explain what the main changes that took place in Anglo Saxon time. Add own images and explain why the images were chosen. 
OBJECTIVES	Britain's settlement by Anglo-Saxons and Scots
CONCEPT: Conflict	The battles between the Vikings and the Anglo Saxons.
LESSON 1 QUESTION	**Why did the Anglo-Saxons invade and how can we possibly know where they settled?**
KEY KNOWLEDGE	 We are still finding out about the Saxons 1300 hundred years later. Staffordshire hoard is the largest collection of gold and silver yet found. We understand that by end of 4th Century, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. It was not until 8th Century that word English was used to describe people of South Britain.
RICH TASK	Introduce The Big Question – what do they already know? Explore KO – copy in book after title page and paper copy home. Introduction- locate the Saxons in time and place. <u>Push or Pull?</u> Children enter the room and they are told that on each table is a clue as to why the Saxons invaded. Their job is to find as many possible reasons as they can, just from the clues. Clue 1: More land for farming Clue 2: Better, milder climate

St Lawrence CE Primary School
"Let your light shine"
Matthew 5:16

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<table>
<tr><td></td><td colspan="3">Clue 3. Saxon land flooded

Clue 4: There was not enough food

Clue 5: They thought they could easily win any battle now that the Romans had gone and could set up their own kingdoms there

Clue 6: They (i.e. Saxon leaders Hengist and Horsa were invited by the Celtic leader Vortigern to come over to help fight against the Picts who had invaded from Ireland and Scotland after the Roman troops had withdrawn.

When the children have worked out the clues, collect their ideas and place them on the whiteboard under the heading, Possible reasons why the Saxons invaded.

Now, children sort cards, with possible reasons why the Saxons invaded, into categories – those which are likely to be true, unlikely, impossible or those they need to find out about.

Now point out that when people explain why the Saxons invaded they don't just list reasons, they often divide them into push and pull factors. show the difference, using examples of why people move to another country nowadays. Children sort out which of our six factors are push and which pull.

Now ask 7 children to stand up at the front, i.e. one pupil in the middle to represent a Saxon and 6 the reasons for coming. Give each of the 6 a tabard or card on string around their neck on which is written the reason – write the ideas onto the cards in front of the children asking for their ideas. Each tabard/card has a different reason. Those that are PULL must imagine they are pulling a rope. Those that are PUSH stand on the other side and imagine they are pushing the Saxon.

Show pupils a film from BBC Bitesize KS2 Anglo-Saxons class clips here. The children's job is to say how good the explanation given on the film is for understanding the Saxon reasons for invasion. Make a grid - list the reasons on the left and on the right they tick or cross whether the reason has been given.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Start at clue 1 and work up.
Pre printed lists of reasons why the Anglo Saxons invaded.

C- Start at clue 6 and work down.
Children write to the producer of the film saying what they liked about the film and how it could have been 'even better if'.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Saxons
Picts
Kingdom
Climate</td><td>RESOURCES</td><td>BBC Two - Primary History, Saxons and Vikings, Signs of the Saxons, Why the Anglo-Saxons came to Britain</td></tr>
</table>

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	Invade Withdrawn		
LESSON 2 QUESTION	**What does the mystery of the empty grave tell us about Saxon Britain?**		
KEY KNOWLEDGE	**Sutton Hoo** There are 12 mounds that look like green Christmas puddings, not far from the coast in Suffolk, East Anglia. A few hundred years ago some of them had been dug into and the valuables they contained had been stolen. More recently an archaeologist had found some large iron nails in Mound 2 but didn't think they were important and gave them to the blacksmith. Then during the hot summer of 1939 over 70 years ago the owner of the land decided to have a look in one of the other mounds. Nothing could have prepared her for what she would find. It was the richest collection of Anglo-Saxon finds ever discovered. The finds are now in the British Museum a priceless hoard of treasure. We are lucky that the summer when the excavations began were hot and dry because otherwise the sand that held things in shape would have been washed away with the rain. The finds have all been beautifully photographed and expertly interpreted by the British Museum. 1.Helmet- He might be a warrior 2. Sceptre- a symbol of Kingship 3. Shield- Very rich indeed.- Idea of a superking. 4. Sword- Obviously a warrior king but incredibly decorative. 5. The spoons- These are hard. They were Christian, because they had the names of Saul and Paul on them. In other ways the burial is pagan. This suggests that the king might have been torn between pagan and Christian. The collection of coins – Gives us evidence about dates. Raedwald (probably) was the owner. We cannot know for sure that it was Raedwald. Written evidence from this period is sparse and we must be cautious about being too firm in our conclusions.		
RICH TASK	Retrieval practice activity- Why did the Anglo Saxons invade?- Retrieval relay race!		

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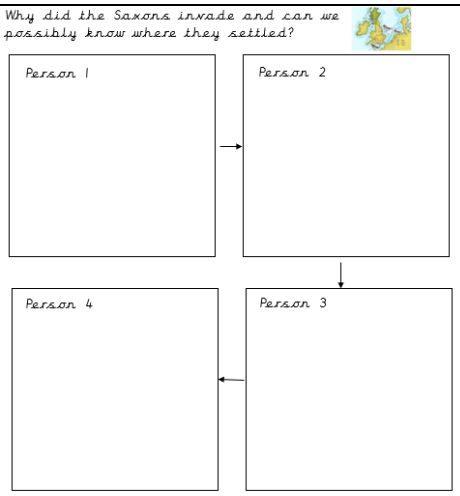

Revise KO

Show children clip on Sutton Hoo- Anglo Saxon Ship Burial. Give background knowledge.

Children given 6 clues of the key objects to work out who the owner was of the objects (after they were discovered in the Burial).

Children make **deductions** about who the possible owner can be made.

To consolidate learning, return to the video and show the section starting with the discovery of the finds **(6 min 15 sec from the start**) lasting just over two minutes **(to 8min 37sec).**

Identify the clue which allowed this **deduction** to be made. Here are some possible answers – they are by no means exclusive.

A. The wealth of the objects including things that were not meant to be used e.g. the sword and helmet show the importance of the owner.
B. The sceptre shows he was a king.
C. Coins give a date for his life.
D. The fact that the burial took place deep in East Anglian territory indicates where he lived.
E. Spoons suggest he was a Christian at some stage.
F. The sheer wealth and status of the objects suggest that he was more than just a local king.

Watch the final bit of the video. Do we now know who the owner was?
Using Who wants to be a millionare theme tune- ask the children to reveal who they think the owner is. A B C D ?

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<tr><td></td><td colspan="3">
Add to the picture any of the important clues they think have been left off the picture. Explain what the object tells us. Can anyone spot the deliberate mistake in the picture? (This was, after all a bodiless grave – a cenotaph.

Prepare a 45 second, to-camera presentation as if at the site of the Ship burial. They have to talk with excitement as if they have just discovered the identity for sure.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- When presenting presentation pair up. Use images of clues to support.
C- Given clues of the finds all at once.
Write down presentation and direct partner</td></tr>
<tr><td>KEY VOCABULARY</td><td>Invade
Deduction
Burial
Centotaph
Sceptre
Wealth</td><td>RESOURCES</td><td>Sutton Hoo: Anglo-Saxon Ship Burial</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How did people’s lives change when Christianity came to Britain and how can we be sure?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">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.
The importance of Bede ‘Father’ of English history. It took about 70 years for English kings to give up pagan ways and become Christian.

Christian message was delivered to the people: role of monasteries and churches.

Idea of Minsters and know that towns today still have that suffix e.g, Kidderminster, Ilminster. Make use of any local examples of Saxon churches. significance of Lindisfarne is important and is connected to Viking Raids.

By 687 much of England was Christian but at the start of Saxon times it was pagan. The story of the death of Cuthbert reminds them that Christianity seems to have taken hold at least somewhere in Britain by the end of the 7th century.</td></tr>
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RICH TASK

Retrieval practice activity- **What the mystery of empty grave tell about Saxon Britain?**

Walkabout Bingo

Walk about the room and ask your peers one of the questions. Each pupil can only answer one question for one other pupil. Once your sheet is full shout BINGO!

Q: *(Put questions here)* A: Name:	Q: A: Name:
Q: A: Name:	Q: A: Name:
Q: A: Name:	Q: A: Name:

does the us

Revise KO

Use the slow reveal technique to reveal image. the pupils think is happening out this is clearly happening in a country. So when did it all start?



What do here? Find Christian

In teams of 3, pupils have to the questions on chronology shown. Which team first to get all the statements correct?

❶ After the Romans left no-one ever became Christian again.	❷ When the Romans lived in England the country was Christian.	❸ England was always Christian.
❹ The Anglo-Saxons were the first people who lived in Britain to be Christian.	❺ Once England became Christian under the Anglo-Saxons the numbers of Christians grew quite quickly.	❻ The Anglo-Saxons were pagans for quite a time before becoming Christian.
❼ Cuthbert was a Christian.	❽ England started to become Christian about the 7th century AD.	❾ The Romans were pagans.

answer can be

After listening to the story of the arrival of Chrsitianity, sequence the key events using the sequencing cards.

Using the images in the gallery in the classroom- see if the pupils can work out which sources would have led historians to have made the statements they did about Christianity arriving. Record in pairs their answers on the checklist. Ask them to find evidence from the numbered slides that backs up the statements.

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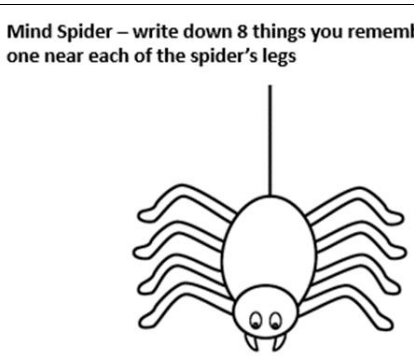
SUPPORT AND CHALLENGE	S- Give less cards when completing the sequencing activity. Give them the cards marked with an asterisk. Art gallery with evidence- give them the checklist nearly completed. C- Give the sequencing cards without the dates on. How far can they sequence them without reference to the timeline? Give the timeline to self check. Art gallery with evidence- start at statement ten.		
KEY VOCABULARY	Christianity Paganism Minister Monk	**RESOURCES**	Sequencing cards
LESSON 4 QUESTION	**How were the Saxons able the see off the Viking threat?**		
KEY KNOWLEDGE	Vikings landed in 865 when there were 4 Anglo-Saxon kingdoms. 200 yrs later just one - England. There were also separate Scotland, Wales and Ireland. The Danelaw covered an area east of their line joining London and Chester. Everything to the east belonged to the Vikings. Around 955 the kingdom of England was formed but that it was still faced with opposition. Vikings were not in control at the start of the period: the Saxons were. But gradually the Viking raids start. These are just raids not a serious threat and they happened in parts of 'England' only. By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.		
RICH TASK	Retrieval practice activity- **peoples lives change when Christianity came to Britain?** Revise KO In 2s or 3s, pupils firstly arrange the event cards into chronological order.		**How did**

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<table>
<tr><td></td><td colspan="3">When the cards have been ordered, ask the pupils to read each card in turn and decide what impact that event would have on the fortunes of the Vikings. Use graph template to support and move cards.


</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S-Use graph template to decide the impact the event would have on the fortunes of the Vikings. Take away some of the cards.
C- Create own graph without template. Give reasons why.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Vikings
Raid
Threat
Danelaw</td><td>RESOURCES</td><td>Chronological cards</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">Just how great was King Alfred, really?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">King Alfred weathered the storm against the Vikings. It was
on his foundation that descendants-built kingdom of England. Also his love of
learning - no English king could read or write like him for 300 years.
He alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser
who wrote a really flattering Life of Alfred to persuade
people to follow him and fight against the Vikings.

Using different sources to show:</td></tr>
</table>

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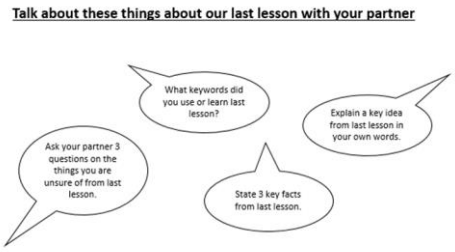
<table>
<tr><td></td><td colspan="3">

- Slide 8 – shows him reading, educated, translator (Easy)
- Slide 9 – founder of the navy (Easy)
- Slide 10 – built fortified towns (Harder)
- Slide 11 – lawmaker (Hard)
- Slide 12 – defeated the Vikings (Medium)
- Slide 13 – clock (Very easy)
- Slide 14 – sang to the Vikings showing he was showing compassion to the defeated.(Hard) Slide 15 – Religious (Very hard)

</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity- How did the Vikings threaten the Anglo Saxons?


Revise KO

Enquiry- Improve the BBC children's website entry for Alfred the Great by changing the second paragraph. Work out what others have said by providing them with some simple accounts from textbooks/internet sites, and then make up their own mind about Alfred's achievements.

Use Alfred achievement cards to support re writing website entry- give a spectrum on which to lay out the cards. They must put the achievements they think show him to be great on the right-hand side and those that suggest he wasn't great to the left., leaving space for the minor achievements in the middle. (Reveal cards in a certain order).</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Use achievement cards and sentence openers to re write paragraph. Use images to label.
C- Critique paragraph and be able to answer question- Does Alfred really deserve the title Great?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Founder
Lawmaker
Translator
Defeat</td><td>RESOURCES</td><td>Who was Alfred the Great? - BBC Bitesize</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">What were the changes in Anglo Saxon time?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Revise prior knowledge learnt.</td></tr>
</table>

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<table>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge
KO quiz-What were the main changes in Anglo Saxon time? Discuss as a table and share.
Outcome linked to The Big Question- Using images explain what the main changes that took place in Anglo Saxon time. Add own images and explain why the images were chosen.

What links to our concept have you found?
</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S- Use book to support answers
C- Add your own images. Explain why.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Invade
Burial
Sceptre
Saxons
Picts
Kingdom
Christianity</td><td>RESOURCES</td><td>Images from Anglo Saxon period</td></tr>
</table>