

Year: 5 (AP1)

Topic: Anglo Saxons

Time Period: Saxons to Normans

Assessment outcomes:

- Know where the Anglo-Saxons came from
- Know at least two famous Anglo-Saxons
- Use a time line to show when the Anglo-Saxons were in England
- Know the link between Anglo-Saxons and Christianity
- Know that many Anglo-Saxons were farmers
- Know that Anglo-Saxons gave us many of the words we use today.
- Know that Britain was invaded on more than one occasion
- Know that Anglo-Saxons and Vikings were often in conflict.

Teacher's Notes

<https://www.youtube.com/watch?v=ey2TW0gkRJg> (Useful to watch before final lesson)

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>https://www.bbc.co.uk/bitesize/articles/z2dr4wx#zj89kty</p> <p>Ask the children: Why did the Romans leave Britain?</p> <p>Ask the children for their ideas and then explain -</p> <p>By AD 410 the city of Rome was under attack and the empire was falling apart. So the Romans had to leave Britain to help back home.</p> <p>The Roman Emperor Honorius sent a goodbye letter to the people of Britain.</p> <p>He wrote: <i>"fight bravely and defend your lives...you are on your own now"</i>.</p> <p>After they left many of the Roman towns in Britain crumbled away as people went back to living in the countryside.</p> <p>But even after they were gone, the Romans left their mark all over the country.</p> <p>They gave us: new towns, plants, animals, a new religion and new ways of reading and counting. Even the word <i>Britain</i> comes from the Romans.</p> <p>Explain:</p>	<p>Romans</p> <p>Empire</p> <p>Emperor Honorius</p> <p>Anglo-Saxons</p> <p>Migration</p> <p>Hengst</p> <p>Horsa</p>	<p>WALT: explore what Britain was like before the first Saxon and Viking invasions.</p> <p>https://www.bbc.co.uk/bitesize/articles/z23br82#zst3bqt</p> <p>Go through this website with the children- can they add information to their sugar paper from the intro?</p> <p>Children then walk around and look at the other groups' sheets- can they magpie any information?</p> <p>Plenary</p> <p>Share chn's findings. Chn to come up with further questions that they want to find out the answer to in the topic. Display these on the working wall.</p> <p>Ask chn to research the terms invaders and settlers before the second session.</p>	<p>Describe why the Romans decided to leave Britain.</p> <p>Explain who Romans believed were responsible.</p> <p>Predict what else Emperor Honorius may have written in his 'letter'.</p>	<p>Access to internet for websites</p>

<p>Anglo-Saxon Migration - In the wake of the breakdown of Roman rule in Britain from the middle of the fourth century, present day England was progressively settled by Germanic groups. Collectively known as the Anglo-Saxons, these included Angles, Saxons, Jutes and Frisians.</p> <p>On large pieces of paper in groups, chn to write down what they know so far about Saxons/ Vikings. (3 mins).</p>				
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Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Re-cap mini task: Ask chn to research the terms invaders and settlers before the second session.</p> <p>What did the children find out? Share as a class.</p> <p>Ask the children: Why didn't the Anglo-Saxons choose to live in the towns the Romans left behind?</p> <p>Explain that without Roman soldiers, Britain was a lot weaker and more vulnerable to attack. In fact, several of the tribes the Romans referred to as Barbarians had been attacking Britain for many years before the Romans withdrew. Now they saw their big chance. Soon, tribes of Angles, Saxons and Jutes began to invade from Northern Europe (show a map of this). The largest of these three tribes were the Angles and Saxons, so they became known as the Anglo-Saxons. They originated from the lands that now form modern-day Denmark, the Netherlands and Germany. <i>Show the children on a world map or Google Earth, where these countries are in relation to Britain.</i></p> <p>Tell the pupils that the Anglo-Saxons who settled in Britain didn't choose to live in the towns that the Romans had designed so carefully and subsequently left behind. Instead, they chose to construct their own settlements (places in which to live). The next task for the pupils is to identify, describe and explain how Anglo-Saxons chose to live and why.</p> <p>Questions for the pupils to answer:</p>	<p>Anglo-Saxon</p> <p>settlement</p> <p>tribes</p> <p>barbarians</p> <p>vulnerable</p> <p>settlements</p> <p>dwelling</p>	<p>WALT: Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain.</p> <p>Take plenty of time to explore these questions and answers (from the intro) with the pupils. The children can use iPad/lap tops to research - you can give the information sheet (see resources) too. Children to write their answer into their books.</p> <p>Extension:</p> <p>Using all of the evidence/information they have found out today, their task is to draw and annotate a sketch – with as much detail as possible – that shows life in and around a typical Anglo-Saxon village in the fifth century AD. The title can be 'Village life in Anglo-Saxon Britain'.</p>	<p>Understand why Anglo-Saxons did not use the Roman towns.</p> <p>Describe how the Anglo-Saxons lived.</p>	<p>Information sheet</p> <p>IPads/lap tops</p> <p>Display the list of questions</p>

How was a typical Anglo-Saxon home designed, both inside and out? What was it constructed from? What went on in the single room of the home? What do we call a group of such dwellings in the countryside? What happened outside of the homes and the larger settlement – what did Anglo-Saxon people do to survive?				
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Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>LESSON PLAN SESSION 3</p> <p>Introduction</p> <p>Show Chn a map of UK. Explain that There were certain places in the UK that the Saxons chose to settle. <i>Can anyone think where they might be and explain why?</i> Ask for suggestions as to where the Saxons might have settled.</p> <p>Explain that there are clues in the names of places in the UK that tells us that the Saxons settled there. Saxon language was used to name places. This might help you find Saxon settlements. Show children sheet of Saxon language. Explain to children that they might find parts of Saxon language in the names of our towns. This might give you a clue as to where the Saxons settle. Show ancient Saxon map of UK. Explain that the chn are going to use the Saxon language to find the Saxon towns and place them on the map.</p>	<p>settlements</p> <p>language</p> <p>Saxons</p> <p>origin</p>	<p>WALT: Use parts of Saxon language, find names in UK that have Saxon origin</p> <p>Have this on the flipchart/on display;</p> <p><u>ANGLO-SAXONS AND THEIR PLACE NAMES</u></p> <ul style="list-style-type: none"> • ham (meaning 'home', as in Fulham, Westham and Birmingham) • tun (meaning 'town', as Skipton) • ford (meaning 'crossing in a river', as in Oxford) • burna (meaning 'stream' as in Bournemouth and Blackburn) • burh (meaning 'fortification', as in Canterbury; Bury St Edmunds and, simply, Bury) <p>Task:</p> <p>Use atlases to find Saxon Place names and add them to a Saxon map in correct places and explain what their name means.</p>	<p>Name some Saxon place names</p> <p>Understand what some Saxon place names mean.</p> <p>Describe how why some settlements were, where they were (location)</p>	<p>Map of UK with place names</p> <p>Atlases</p>

		<p>Chn to choose one place and suggests reasons why they might have settled there (e.g. close to coast (easy to travel/ trade), good land for farming, valleys (surrounded by higher ground for protection, woodland for wood for houses, river – transport) (Barrow in Furness/ Southampton/ Buckingham/ Greenwich)</p> <p><u>Plenary</u></p> <p>Look at the names children found. <i>Where there any important ones they missed? What do you notice about the settlements? Are they high up? Are they near forest/water?</i></p>		
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Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain:</p> <p>When the Anglo-Saxons arrived in Britain, they came with a religion that believed in many gods and had many superstitions. Because their beliefs were not those of the main world religions of the time – such as Christianity, Hinduism and Buddhism – they were called pagans. The king of the Anglo-Saxon gods was Wodin and there were other gods that the Anglo-Saxons believed controlled almost every aspect of their daily lives. For example, Eastre was the god of pregnancy and birth, Saxnot was the god of the family and Wade was the god of the sea. Today, some of the days of the week are named after Anglo-Saxon gods, such as: Tiw, god of war (Tuesday); Woden, leader of the gods (Wednesday); Thor, god of Thunder (Thursday); and Frija, Woden's wife (Friday).</p> <p>Watch this: https://www.bbc.co.uk/iplayer/episode/b021scjh/horrible-histories-series-5-episode-1</p> <p>Explain:</p> <p>For the next 200 years or so the Anglo-Saxons continued with their pagan beliefs and practices until ad 596, when a man called Augustine arrived in Britain from overseas. He came ashore in Kent, which was ruled then by a pagan king of the Anglo-Saxons called Ethelbert.</p> <p>https://www.youtube.com/watch?v=GDsowXJtMW0</p> <p>Extend the pupils' thinking further here by telling them that Augustine was sent by Pope Gregory the Great. What is a pope and what does one do? He is Bishop of Rome and Head</p>	<p>Anglo-Saxon religion</p> <p>pagan beliefs</p> <p>Augustine</p> <p>Ethelbert</p> <p>King</p> <p>Pope Gregory</p> <p>Christian</p> <p>Roman Catholic</p> <p>slaves</p>	<p>WALT: Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan</p> <p>As a final task for this line of enquiry, encourage the pupils to write in no more than 80 words the message they think Pope Gregory sent with Augustine to give to King Ethelbert. What would he have said to convince King Ethelbert and the Anglo-Saxons to turn away from their pagan religion and convert to Christianity? Whatever it was, it had the effect that Pope Gregory would have hoped for. Ethelbert listened to what Augustine had to say and then agreed to become a Christian. In Anglo-Saxon times, if a king changed his religion the people of his kingdom usually changed their religion too. After that, Christianity spread through the rest of England.</p>	<p>Identify what religion the Anglo-Saxons arrived with (Paganism).</p> <p>Explain what happened between King Ethelbert and Augustine.</p> <p>Evaluate what you believe the message was, which convinced King Ethelbert and the Anglo-Saxons, to turn away from their pagan religion.</p>	<p>Access to websites (BBC and YouTube)</p>

of the Christian Roman Catholic Church. Pope Gregory is alleged to have seen a number of Anglo-Saxon children being sold as slaves at a market in Rome. Following this, he sent Augustine, along with 40 monks, to Britain to try to convert the Anglo-Saxons to Christianity. What do Christians believe? Encourage discussion.				
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Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><u>NOTE FOR TEACHERS: AIM FOR A VISIT to SUTTON HOO</u></p> <p>Explain:</p> <p>Sutton Hoo is the site of the grave of an Anglo-Saxon king in Suffolk, England. Discovered in 1939, it is one of the largest and best-preserved archaeological finds of the Saxon period in Europe. It is very important to historians because it tells them a great deal about the wealth and traditions of early Anglo-Saxon kings. It also tells them about Anglo-Saxon craftsmanship, technological developments, and beliefs. Archaeologists have also found several smaller burial sites in the same area.</p> <p>Explain that in 1939, archaeologists made a remarkable discovery when they opened a Saxon mound at Sutton Hoo in Suffolk and found a treasure ship. The ship's timbers had rotted away in the earth but its shape was still clear – it was an open boat nearly 30 metres long.</p> <p>https://www.bbc.co.uk/bitesize/articles/zs3gcdm#zbtbkty</p>	<p>Anglo-Saxon Sutton Hoo King Suffolk archaeological craftsmanship technological developments beliefs</p>	<p>WALT: understand the importance of Sutton Hoo and what was discovered there.</p> <p>Chn will work in mixed ability groups. They will have pieces of information provided relating to the different artefacts and findings. Remind the children of previous learning about Primary and Secondary sources of evidence. What were these findings? Chn will use these pieces to information to work out who was buried at Sutton Hoo and why some of the artefacts were buried there.</p> <p><u>Plenary</u></p> <p>Regroup class and ask so what can Sutton Hoo tell us about the person who the burial is dedicated to. Draw together ideas from earlier discussion and read the information on this website:</p> <p>https://www.britishmuseum.org/collection/death-and-memory/anglo-saxon-ship-burial-sutton-hoo</p> <p>which explains who archaeologists think the burial is dedicated to and gives children some extra info.</p> <p>Possible conclusion to share with the children and agree/disagree with:</p> <p>Long, long ago, an Anglo-Saxon noble was buried within a 90 foot ship in a mound at Sutton Hoo, just across the river from Woodbridge, in Suffolk. He was almost certainly King Raedwald, who died c 624. The ship was first discovered in</p>	<p>Identify why Sutton Hoo is an important place of historical discovery</p> <p>Describe what was found at this site</p> <p>Explain how theses artefacts tell us about who was buried here</p> <p>Evaluate whether the findings prove that King Raedwald was buried here.</p>	<p>Information about Sutton Hoo</p> <p>Images and information about the artefacts found at Sutton Hoo</p>

<p>(WHAT DO ANGLO-SAXON GRAVES TELL US?)</p> <p>Use this website to look at some of the discoveries.</p> <ul style="list-style-type: none"> A. warrior helmet made of iron covered with decorated sheets of tinned bronze – certainly manufactured to a Scandinavian design and possibly from modern-day Norway or Sweden B. gold elephant brooch almost certainly for fastening a cloak C. two shoulder clasps inlaid with gold, enamel and garnets D. gold sceptre – a staff carried by rulers on ceremonial occasions E. gold purse lid decorated with garnets and enamel figures (leather purse that would have attached to the lid had rotted away) F. gold belt buckle 		<p>1939 but not much remained of the original ship, just the impressive imprint of a ghost in the sand.</p> <p>Ask the children- what do you think?</p>		
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Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>VIKING INVASION</p> <p>https://www.bbc.co.uk/bitesize/articles/zqrc9j6#z82yvwX</p> <p>(RECAP ON HOW ANGLO-SAXON BRITON WAS RULED)</p> <p>What do we know about The Vikings? Did they come before or after the Anglo-Saxons? Do we have preconceived ideas about the Vikings? From films, books etc? What are these ideas?</p> <p>Explain to the children:</p> <p>The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings.</p> <p>The Vikings were pagans, not Christians (link this to previous learning about the Anglo-Saxons' pagan beliefs which converted into Christian beliefs) and they did not think twice about raiding a monastery.</p> <p>Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, and clothes too.</p> <p>Bitesize — why did the Vikings raid?</p> <p>(This focuses on Scotland but is still worth sharing.)</p> <p>Bitesize — What happened to the Anglo-Saxons and Vikings?.</p> <p>(This focuses on England.)</p> <p>The Vikings first came to Britain in small raids on monasteries and these grew more frequent. The Great Heathen Army came to Britain, bringing lots of Vikings who began to settle on Anglo-Saxon land. The Great Heathen Army</p>	<p>Anglo-Saxons</p> <p>Vikings</p> <p>Invaders</p> <p>Settlers</p> <p>pagan</p> <p>Christian</p> <p>raids</p> <p>monastery</p> <p>barbarians</p>	<p>WALT: understand where the Vikings fit in the History of Britain and its invaders.</p> <p>The Vikings weren't just invaders...they were traders.</p> <p>Can the children prove/disprove this quote, in a research lesson?</p> <p>This last lesson is for the children to note the connection of the invaders of Briton, and their connections in the early civilisations.</p> <p>It is key that they understand that as well as invading Britain, and being known for being quite vicious the Vikings were also: farmers and self-sufficient. They would grow their own crops and keep cattle for dairy products and meat. Lots of Vikings were also merchants and traders who sold their produce and traded their wares, such as jewellery. Some were skilled craftsmen who built boats or crafted weapons.</p> <p>Children use the iPads and laptops-(teachers can print off any resources they find) and the children work in pairs</p>	<p>Explain who the Vikings were.</p> <p>Understand why they came to the British Isles and what they did when they got here.</p> <p>Evaluate whether their reputation for only being barbarians and raiders is fair.</p>	<p>Access to internet and websites</p> <p>Paper for making posters about the Vikings</p>

overcame all of the Saxon kingdoms apart from Wessex, which came to be ruled by King Alfred. The Vikings raided to steal gold from monasteries and also to take people as slaves. The things they stole they often sold so they could buy the things they wanted. The Vikings usually carried out their raids during the summer months when it was safer and easier to cross the sea from their home in Norway.

In **AD793** some Vikings attacked and destroyed the monastery of **Lindisfarne**, killing the monks and taking precious ornaments.

This marked the start of a long struggle between the **Anglo-Saxons** and the **Vikings** for control of Britain.

to create a fact-based poster about the Vikings.

One
Square
Mile



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