

Topic Focus		Anglo Saxons, Scots and Picts	
Links to today and wider study.		https://www.history.org.uk/primary/categories/177/resource/6919 This is a great resource. Geography - Settlement Unit Viking and Anglo Saxon study unit.	
Conceptual Knowledge Focus			
Historical Enquiry Using Sources of Evidence		Historical Understanding Change and Development Cause and Effect Significance and Interpretation	Chronological Understanding Constructing the past Sequencing the past
• I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability		• I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain.	• I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain.

Links to previous topics	Required Prior Knowledge	Vocabulary
Ancient Civilisations The Romans	The Anglo-Saxon period in Britain spans approximately six centuries from 410-1066 AD. The period used to be known as the Dark Ages. It was a time of war, of the breaking up of Roman Britannia into several separate kingdoms, of religious conversion and, after the 790s, of continual battles against a new set of invaders: the Vikings Recap work done earlier on Romans and why they left Britain in 410. Consider what inhabitants might feel about Romans suddenly leaving and any advantages or disadvantages. Introduce or investigate vocabulary such as settlement, migration, invasion, conquest, raiding and reinforce earlier vocabulary such as archaeology and evidence. (The Stone Age was when early humans used tools from stone. This lasted until the Bronze Age. The Bronze Age began when settlers arrived from Europe to Britain. These settlers brought with them ways of making tools from metal (bronze). The Iron Age lasted from 800 BC till the Roman invasion (AD 43) - this was when people used tools made from iron. In AD 43, the Romans under the order of Emperor Claudius, first invaded Britain and Roman rule lasted until AD 410.)	archeologist Sutton Hoo artefact Anglo-Saxons Picts Scots Conquer Pagan Christian Invasion settlement migration conquest manuscript

Misconceptions -

The Anglo-Saxons only raided Britain. Archaeological evidence tells us that the Anglo-Saxons mainly settled alongside Britons. There is no evidence to suggest a significant invasion and struggle.

The Anglo-Saxons brought Christianity to Britain. The Roman Catholic Church spread the teachings of Christianity. The Anglo-Saxons held pagan beliefs.

Anglo-Saxons were barbarians. The Romans described groups of people like the AngloSaxons as uncivilised, unclean or barbarians. AngloSaxons were talented craftspeople who made beautiful jewellery and crafted intricate patterns in art and metalwork.

Anglo-Saxons always lived in villages. In the early Anglo-Saxon period most people did live in villages, including West Stow. As fortified towns emerged and kingdoms grew in power, more people changed their way of life.

The Scots came from Scotland. Originally, the Scots were from Northern Ireland and the Picts inhabited the northern lands we now call Scotland.

Possible Homework Activities

- Make a poster to show the artefacts and treasures found at Sutton Hoo .
- What was life like for Anglo-Saxons? How do we know? Can you find some historical sources?
- Write a newspaper article about an Anglo-saxon discovery.
- Rewrite the story of Beowulf

Lesson Focus	What Children Need to Know	Assessment Focus
To study the archaeological evidence at Sutton Hoo to ask and answer questions.	Understand what an archaeologist does. What can learn from the objects/artefacts found. Objects discovered at Sutton Hoo.	Do children understand what an archaeologist does and why they excavate certain sites? Can children study objects and answer questions about them? Can children make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there?
To find out who the AngloSaxons were and where they came from.	Place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. Why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. Consider the difference between the terms 'invade' and 'settle'.	Can children explain the difference between invasion and settlement? Can children place the Anglo-Saxons on a timeline? Can children identify on a map where the Anglo-Saxons came from?
To find out who the Picts and Scots were and where they lived. .	Who the Picts and Scots were and where they lived. Why were there tensions between the two groups? They will learn about the lifestyle and culture of these two peoples and consider the accuracy of Roman depictions of Picts and Scots.	Do children know who the Scots were and where they lived? Do children know who the Picts were and where they lived? Do children understand that there were tensions between the Scots, Picts and Anglo-Saxons?
To be able to use various historical sources to find out about Anglo-Saxon life. TRIP TO WEST STOW	Generate questions they would like to find the answer to regarding everyday life in AngloSaxon Britain, including areas such as homes, food and leisure. Use a variety of sources of information to find the answers.	Can children generate questions relating to everyday life in Anglo-Saxon times? Can children use a variety of historical sources to find out about everyday life? Can children compare the lives of rich and poor AngloSaxons?

To explore Anglo-Saxon culture including art, music, legends and poetry.	Use the story of Beowulf to help them find out how Anglo-Saxon society was organised. Learn about different aspects of AngloSaxon culture, including stories, poetry and art, and use what they have found out to make inferences about Anglo-Saxon life	Can children describe the pastimes of different types of people in Anglo-Saxon Britain? Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? Do children understand why they told stories like Beowulf?
To explore the spread of Christianity in Britain..	Identify whether the person buried at Sutton Hoo was Christian or pagan. Find out about the spread of Christianity in Britain from centres such as Iona and Lindisfarne, and identify some of the key features of both Christianity and paganism at this time to help them identify the religion of the the person within the burial ship	Do children know that some people in Britain were Christians before the Anglo-Saxons invaded? Do children know that Anglo-Saxons were pagans when they came to Britain? Can children describe some of the factors that helped convert Britain to Christianity?
To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.	Discover the probable identity of the person buried at Sutton Hoo as King Raedwald. Learn about historians' reasons for this assumption and use what they have found out to support or disprove this theory.	Can the children explain the evidence for their decisions about who the person at Sutton Hoo was? Can the children make a judgement about which evidence is most helpful? Do the children understand that other people have different interpretations?
Suggested End of Unit Assessment Questions.		
What have we learnt about life during Anglo Saxon times from artefacts and stories? Use photographs of ARTEFACTS and recap of trip and stories to support.		

Suggested Reading, Watching, Further Materials for Teachers

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxons-vikings/>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx>

<https://www.marymyatt.com/history>

Lots of links from this site.