

## Hazel Leys History Unit Planner

**NB** In this unit we focus on the Roman withdrawal from Britain and the consequences and Anglo-Saxon invasion settlement and life.

| Topic: Anglo-Saxon Settlers   |   | Year Group: Four   |
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| <p><b>Overview</b><br/>Big and strong, powerful and brave, the Saxons wave their battle axes and brandish their swords as they begin to invade Britain's shores. Sail back to the Dark Ages, where battles were rife and fear reigned. Find out about the lives of the Saxons, including how they lived and where they came from. Meet the bloodthirsty Vikings from Scandinavia – never before had such terror swept the land. Make a Saxon sword or a brooch and decorate it with intricate patterns. We don't want a fight breaking out. Are you ready to shine a light on the dangerous and deadly Dark Ages?</p>   |   |  |
| <p><b>NC POS History</b></p> <ul style="list-style-type: none"> <li>Learn about Britain's settlement by Anglo-Saxons and Scots.</li> <li>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>  |   |  |
| <p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</li> <li>Sequence dates and information from several historical periods on a timeline.</li> </ul>   | <p><b>Key learning points of subject</b></p> <ul style="list-style-type: none"> <li>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</li> <li>Sequence significant dates about events within a historical time period on historical timelines</li> <li>Explain the cause, consequence and impact of invasion and settlement in Britain</li> <li>Describe the significance and impact of power struggles on Britain</li> </ul> | <p><b>Learning progresses to</b></p> <ul style="list-style-type: none"> <li>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</li> <li>Sequence and make connections between periods of world history on a timeline.</li> <li>Explain the cause, consequence and impact of invasion and settlement in Britain (Romans)</li> <li>Describe the achievements and influence of the ancient Romans on the wider world.</li> <li>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years</li> </ul>   |
| <p><b>Key concepts</b><br/> <b>Civilisation</b> – knowing that the characteristics of civilisations include beliefs, art, social structures, law and trade are relevant to the study of this era.<br/> <b>Invasion and settlement</b> – children should understand the different push and pull factors that cause migration via in this case invasion and develop empathy for e.g. the flooding of farmland that caused some of the Anglo-Saxon tribes to want to find new farmland to eat and develop trade.<br/> <b>Cause and consequence</b> - This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these.</p>   |   | <p><b>HLA Vertical history concepts</b></p> <p> <b>'Power, empire and democracy'</b> - Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts?<br/> <b>Link:</b> Heptarchy and civilisations</p> <p> <b>'Community, family and culture'</b> – What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places? How is their culture the same or different to those of other societies we have learned about?<br/> <b>Link:</b> migration, beliefs, everyday life, and religion</p>  |
| <p><b>Enquiry questions:</b><br/> <i>Teacher note: through this topic a timeline should be added to on the working wall to show the key events of the Anglo Saxon and Viking era. Teachers need to emphasise how long this was compared with more glamorous and renowned periods of British history. Given the fact there is no need separation from the Viking period, Anglo -Saxon Britain can be said to have existed from AD/CE 410 to 1066- 6 centuries of history.</i></p> <p><i>What were the causes and consequences of the edict of Roman Emperor Honorius on Britain?</i><br/> Children should learn that the edict from the Roman emperor Honorius that no more reinforcements would be sent to defend the Romans in Britain resulted major invasion threats from the Scotty tribes from modern day Ireland the pics from modern day Scotland (AD410). Children should also learn that many Romans were left behind these were known as Romano Britons. Provide pick children with a picture of a Roman town. Ask them to label what they see and also help them to identify key buildings. Next, read the poem 'The Ruin' with them. Identify what has changed in the Roman town according to the poem and consider why it has changed. What would life be like before and after the ruin? Children could record this with a drawing of the ruined town labelling with key events from the poem.</p> <p><i>What made Britain attractive to Anglo-Saxon migrants?</i><br/> The important initial teaching input is to consider the various threats to Romano Britain, including the Scots and Picts invading from Ireland and Scotland. Then the boat slowly but surely, bring visitors from northern Europe. This requires extensive mapping exercises and possibly links within the European theme in geography. Children play a game that shows the various threats to Anglo-Saxon tribes invading and trying to settle.</p> <p><i>How was the landscape different to now?</i><br/> Children should consider what the British Isles would have looked like in those times. There would be many Roman legionary fortresses and towns, and an established network of roads. There would be extensive agriculture at this point, not least fruits, fines, cereal crops and vegetables. However, much of Britain would have remained heavily wooded and many Roman settlements would be starting to decline. The children could visualise the wooden boats arriving on the coast of eastern Britain bringing families looking for a new home in this sparsely populated land.</p> |   | <p><b>Possible misconceptions:</b><br/> Care must be taken when teaching children about the Roman withdrawal from Britain. They may believe that all Romans left Britain at this time. This is untrue. we know that there was a mixing of Roman and Celtic peoples which produced a diverse society. Romans who had mixed into the culture of Britain were known as Romano-Britons. Is it important to teach children that not all Romans came from Rome (especially as this unit is to be taught before the Roman unit of study).</p> <p>Children might also believe that Anglo-Saxons were all one people when in fact they were a number of tribes from different areas of Denmark and Germany. On the issue of migration there is a lot of rhetoric around immigrants in Great Britain, and stereotypes must be challenged as a result. Helping children to understand the push and pull factors support deeper empathy.</p> <p>Vikings were bloodthirsty but they had a settled domestic life as well and achieved a great deal because of their technical prowess, e.g. in navigation.</p> <p>The Vikings in Britain were not isolated. Vikings went to many other areas of the world trading as far as Newfoundland and Constantinople.</p> <p>Vikings did not have horns on their helmets!</p> |

*Which Anglo-Saxon Kingdom would Corby have been part of?*

It's important for children to realise that invasion was not a simple event, was a long-term process leading to settlements in the formation of kingdoms, particularly in the South and east of modern England. Children should investigate the heptarchy, key settlements and place names, and aspects of village life will stop once again, this would involve a focus on large scale mapping exercises.

*What were the religion and beliefs of Anglo-Saxon people?*

Children should return to the game to have a look at the impact of Christianity on the success of settlement. They look at some of the sources from the Venerable Bede to find out more about the spread of Christianity in Britain and look at the community of Lindisfarne before the Vikings raided. They should learn that Britain's conversion to Christianity occurred during the Anglo-Saxon period and that monasteries were centres of learning in the Anglo-Saxon kingdoms.

*What was it like to be a child in Anglo Saxon times?*

As a continuation of the social history theme children should be introduced to the idea of trying to imagine the worldview of an Anglo-Saxon girl. This would be a challenging activity, as it would require extensive knowledge, which is why it is placed at the end of this unit. Children could look at fabrics, clothing, housing, art, food, domestic arrangements and farming including things like food tasting before completing a faux autobiographical account.

*What happened at Lindisfarne and why is this important?*

children returned to the community of Lindisfarne in 793 AD/CE when the Vikings raided the monastery. They look at a letter written by the monk Alcuin of York. They learn that this may not have been the first raid, but it is the first one where there is evidence. Children learn that we only have evidence for a number of the raids that Vikings carried out in Britain and that there probably would have been many more that were undocumented. Through this lesson children should begin to build up the idea that monasteries were very wealthy places and made them targets for Vikings to plunder. Children read Ergil's saga to find out what Vikings most valued. They use this information to suggest why Vikings plundered Lindisfarne.

Children may like to know that the Vikings settled in and around Corby and that because of this the residents of Corby would have been subject to Danelaw which is the law of the Vikings (See Geography)

**Subject knowledge:**

Knowing about the edict of Honorius is important not only from the point of view of understanding what was happening at the edges of the Roman Empire, for similar threats from northern European tribes were occurring in continental Europe, but also for the burgeoning identity of Scotland and Ireland. This unit introduces the concept of England as a significant part of Britain. There is also the elusive concept of Romano-Britons. As the hot seating example was partially designed to demonstrate, for many Roman soldiers, administrators and traders the concept of belonging to Rome did not necessarily mean that they were from modern day Italy or had ever visited Rome. Additionally, after 350 years of continuous occupation, historians and archaeologists are still researching in debating the extent to which Romano Britons and Celts adding intermingled, married and worked together. Like virtually all empires there would have been a blurring of identity at the edges and the creation of something uniquely British forged in the particular the unique circumstances of the British Isles. At the very least, it is simply not the case that all Romano Britons suddenly disappeared.

There is also another threat. From northern Europe an influx of immigrants arrived and started to settle in the north and east. These were the north European tribes named the angles, Saxons and shoots from modern day Germany and Denmark. These immigrants were turned Saxons by the Celts, and while the concept of the Anglo-Saxon Kingdom came later, the settlers referred to themselves as 'Angli' (naturally, from these origins emerges the concept of England.)

Anglo-Saxons wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.

One important character from this time is the Venerable Bede. His invaluable account provides much of what historians know about the early Anglo Saxon., and such is worth recounting in a little detail. It is important to note that he was utilising information from oral traditions rather than textual sources, and he would have viewed himself as a theologian rather an historian. Bede noted the essential continuity between the Roman church on the Anglo-Saxon church, which was important to him because he considered this direct link of form with authority and religious purity. From beads tax, historians also have some idea of the location of the main Anglo-Saxon kingdoms. The previous iterations of the national curriculum recommended studying heptarchy or seven major kingdoms, and this is, arguably, still an essential element of this period of British history. They were East Anglia, Mercia, Northumbria, Wessex, Essex, Kent and Sussex.

The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.

**Opportunities to develop reading and writing skills**

**Linked text:**

Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland

**Vocabulary:**

Anglo-Saxon, Norman, Viking, Pict, chronicle, invasion, raid, settlement, Christianity, pagan, conquer, convert, defend, king, kingdom, monastery, monk, trade, cause, push and pull factors

**Opportunities to develop mathematics skills**

Calendars  
Number systems