

## HISTORY: THE ANGLO-SAXONS.

By Helen Turner  
3BAQTS5

Learning Objective	Possible teaching activities	Learning outcome
<p><b>Children should learn</b></p> <p>? To put events and people in Anglo Saxon time in chronological order. (1a)</p> <p>? To select and record information relevant to an enquiry about life in Anglo-Saxons times (4a)</p>	<p>1. <b><i>What do we know about the Anglo-Saxons?</i></b> (overview) <span style="float: right; color: red;">(2 lessons)</span></p> <p>Children to use a sorting activity: - Organising people and events into date order.</p> <p>Brainstorm what the children know about the Anglo-Saxons</p> <p>Watch a BBC Primary History programme called – ‘Signs of Saxons’ as an opening to the topic (20 minutes).</p> <p>Revamp list compiled and group ideas for later discussion and question forming.</p> <p>Children to undertake a short piece of individual research using a range of resources to find where the Anglo-Saxons came from and why they came to Britain.</p> <p>Children to feedback the findings of their research.</p> <p>Show a map of the invasion to reinforce their knowledge of where the Angles and the Saxons came from – using relevant vocabulary.</p> <p>Start a class glossary of terms relating to Saxons.</p> <p><b><u>Cross Curricular links.</u></b></p> <ul style="list-style-type: none"> <li>? Speaking and listening – Brainstorm, Discussion;</li> <li>? Mathematics - ordering events on the time line;</li> <li>? Citizenship unit 5: Living in a diverse world.</li> </ul>	<p><b>Children</b></p> <p>? Place Anglo-Saxon events and people on a time-line (1a)</p> <p>? Recorded information relevant to the topic (4a)</p>

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<p><b>Children should learn</b></p> <ul style="list-style-type: none"> <li>? To observe characteristics and features of the societies within the Anglo-Saxon culture (2a);</li> <li>? Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this (3);</li> <li>? Communicate their knowledge and understanding of history in a variety of ways (5c).</li> </ul>	<p style="text-align: center;"><b>2. <i>What was it like to live in an Anglo-Saxon Village?</i></b> (Depth Study)</p> <p style="text-align: right; color: red;">(5 lessons)</p> <p>Visit to West Stow, Bury St. Edmunds. Children to take digital photographs, and complete work given.</p> <p>Follow up lesson looks at aspects of village life, using work from Trip and question thought up from question 1. Discuss structure of villages and towns and their importance.</p> <p>Look in more detail at:-</p> <ul style="list-style-type: none"> <li>? Villages, houses, buildings;</li> <li>? Trades, jobs;</li> <li>? Laws;</li> <li>? Women's role;</li> <li>? Place name meanings;</li> <li>? Money system;</li> <li>? Class system;</li> </ul> <p>Make Comparisons against Romans/Vikings or previous Unit in KS 1 (UNIT 2 QCA Schemes)</p> <p>Children to make notes on one chosen aspect of village life from an Anglo-Saxon perspective, using a writing frame they will produce an article for the Anglo-Saxon Chronicle.</p> <p>Continue collating glossary.</p> <p><b><u>Cross Curricular links.</u></b></p> <ul style="list-style-type: none"> <li>? ICT – use of a digital camera;</li> <li>? Literacy – Use of a writing frame, an account of life in an Anglo-Saxon village.</li> </ul>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>? Identify aspects of village life from different perspectives (2a);</li> <li>? Identify that different representation and interpretations give us differing images of the past (3).</li> <li>? Using their observations of picture and knowledge of role: they will write an account as if they were an Anglo-Saxon (5c).</li> </ul>

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<p><b>Children should learn</b></p> <ul style="list-style-type: none"> <li>? About the social, cultural, religious and ethnic diversity of the societies studied (2b)</li> </ul> <p>To ask and answer questions</p> <ul style="list-style-type: none"> <li>? using pictures packs as a source;</li> <li>? about the appearance of various societal figures;</li> <li>? What can be gathered about each societal class from the pictures (4b).</li> </ul>	<p>3. What do we know of Anglo-Saxons society? <span style="color: red;">(2 lessons)</span></p> <p>Work in three groups; each group will carry out an enquiry into aspects of Anglo-Saxon society, set enquiry points.</p> <p>Each groups will be given a resource pack of photographs of different Anglo-Saxon's in society (i.e. various classes e.g. Kings, Nobles, peasants and slaves).</p> <p>From the evidence and group discussion get the children to decide which societal class group they have.</p> <p>The children are to record their observations onto a chart and then exchange information with the other groups</p> <p>Hot seating – to exemplify the characters within society, other pupils can ask questions.</p> <p>Continue collating glossary.</p> <p><b><u>Cross Curricular links.</u></b></p> <p>The activity links to aspects of speaking and listening and drama, through the use of group, class discussions and Hot seating.</p>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>? Identify societal differences within Anglo-Saxon peo (2b).</li> <li>? Identify features &amp; characteristics frc the pictures (4b)</li> </ul>

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<p><b>Children should learn</b></p> <p>? To identify and describe reasons for, and results of the historical discovery at Sutton Hoo (2c);</p> <p>? To select and organise the historical information they have found into a presentation (5a).</p>	<p><b>4. What did the Anglo-Saxons leave behind? (Mini - research Project)</b></p> <p style="text-align: right; color: red;">( 2 lessons)</p> <p>Show the children a short presentation about Sutton Hoo, Pupil's to think of questions relating to this discovery e.g. Who was buried in the grave, what was found in the grave etc.</p> <p>Children to work in pairs /groups of 3, using the internet, to answer the 3 questions:-</p> <ol style="list-style-type: none"> <li>1. Find 5 of the objects that were found?</li> <li>2. How they were found?</li> <li>3. Who was buried there?</li> </ol> <p>The children will present their findings in a short (5 minute maximum) PowerPoint presentation.</p> <p>Continue collating glossary</p> <p><b><u>Cross Curricular links.</u></b></p> <p>? Information and communications technology - Use of the internet, copy and paste facilities and PowerPoint.</p> <p>? Geography – location of Sutton Hoo.</p>	<p><b>Children</b></p> <p>? deduce what the objects were;</p> <p>? infer information about the use of the objects, and about their owner;</p> <p>? suggest what can learnt about the person from the objects found in the grave</p> <p>? make inferences about the person buried at Sutton Ho from pictures and written sources (2c)</p> <p>? Make their own interpretations of the person whose grave was (5a).</p>

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<p><b>Children should learn</b></p> <p>? To identify characteristic features of men, women and children in the past and their beliefs (2a);</p> <p>? To recognise that the past is represented and interpreted in different ways, and to give reasons for this (3);</p>	<p style="text-align: center;"><b>5. <i>What did the Anglo-Saxons believe?</i></b> <span style="color: red;">(1 lesson)</span></p> <p>Highlight to the children the belief in Gods and Goddesses in Anglo-Saxon Times, give name and title. Draw similarities to our 'days of the week'</p> <p>Discuss the change from Pagan beliefs to Christianity, The roles of monks and nuns, functions of the monasteries.</p> <p>Introduce runes and the idea that their written alphabet was taken over by the Roman alphabet once they became Christians, introduce magical beliefs Children to write their names and a simple riddle. (Display purposes)</p> <p>Continue collating glossary</p> <p><b><u>Cross Curricular links.</u></b></p> <p>? Religious Education – how religion progressed. ? Literacy – writing riddles.</p>	<p><b>Children</b></p> <p>? Will identify how the roles of men and women changed once Christianity was introduced (2)</p> <p>? To identify that images shown are to create an impression of religious figures of the time (3);</p>

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<p><b>Children should learn</b></p> <ul style="list-style-type: none"> <li>? How Britain began to change due to the invasion of the Vikings (1a);</li> <li>? How to find relevant information from text book sources (4a).</li> </ul>	<p style="text-align: center;"><b>6. <i>What happened when the Vikings invaded Britain?</i></b> <i>(1 lesson)</i></p> <p>Build up a picture of the Vikings raiding Britain. Let the children raise question relating to the topic which can be answered through investigating textbook sources and producing a group OHP with the answers on it.</p> <p>Share and discuss ideas collected.</p> <p>Recap over the timeline the Anglo-Saxon rule ends and the Vikings begin.</p> <p>Finish collating glossary <b><u>Cross Curricular links.</u></b> Geography – areas of invasion Literacy – speaking and listening to ideas, writing notes</p>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>? To learn how time progresses and the Viking influence on Britain (1a);</li> <li>? To find out information linked to the questions the children have asked (4a).</li> </ul>