Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Anglo-Saxons and Scots (Year 3)

I. Unit Title:
How has the ***invasion*** of the Anglo-Saxons and Scots influenced the ***culture*** of Britain?

Intent (II. Unit Overview):
<u>Why study this time period?</u> It is important to study this period in history as it follows on well from the topic of 'The Stone Age' with clear links between the two units. This period in history introduces children to one of the many communities to have invaded and settled in Britain. This period has had a significant influence upon British history and culture and so will be useful for pupils to develop a deepened understanding of how the past has influenced present day Britain and its culture. This period is significant and **<u>pertinent</u>** to study as it formed the basis for the British monarchy, laws and rules and religion and will broaden further the concept of democracy and sovereignty. Through the study of the Anglo-Saxon and Scots unit pupils will study the invasion of the Anglo-Saxons in the 5th Century, where they came from as well as why and when they invaded Britain. Through the interpretation of evidence and key artefacts from the period such as the discoveries made at Sutton Hoo, pupils will act as historians to investigate Anglo-Saxon life by studying their houses, villages, craftsmanship, clothing and jewellery, food and diet and their battles and weaponry. **<u>Through the conceptual lens of culture, pupils will identify and discuss the influence this period had upon British culture and society today by studying how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names and the days of the week and how land was divided into 7 kingdoms and how this has impacted the layout of Britain today.</u>** At the end of this unit we will be able to: • Give a broad overview of life in Britain during this period in history. • Use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event and explain why some of the accounts may differ.

- place events, artefacts and historical figures on a time line using dates.
- use dates and terms to describe events.
- compare some of the times studied with those of other areas of interest around the world.
- answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- ask and answer geographical questions about the physical and human characteristics of a location.
- use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- use a range of resources to identify the key physical and human features of a location.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- name and locate the countries of Europe and identify their main physical and human characteristics.
- Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- Describe key aspects of: human geography, including settlements and land use.
- describe geographical similarities and differences between countries.

2. **Conceptual Lens**

Main Concepts:	Continuous Concepts:
• Space (G) • Location (G) • Culture (H) • Invasion and Settlement (H)	• Continuity and Change (H) • Chronology (H) • Similarity and difference (H)

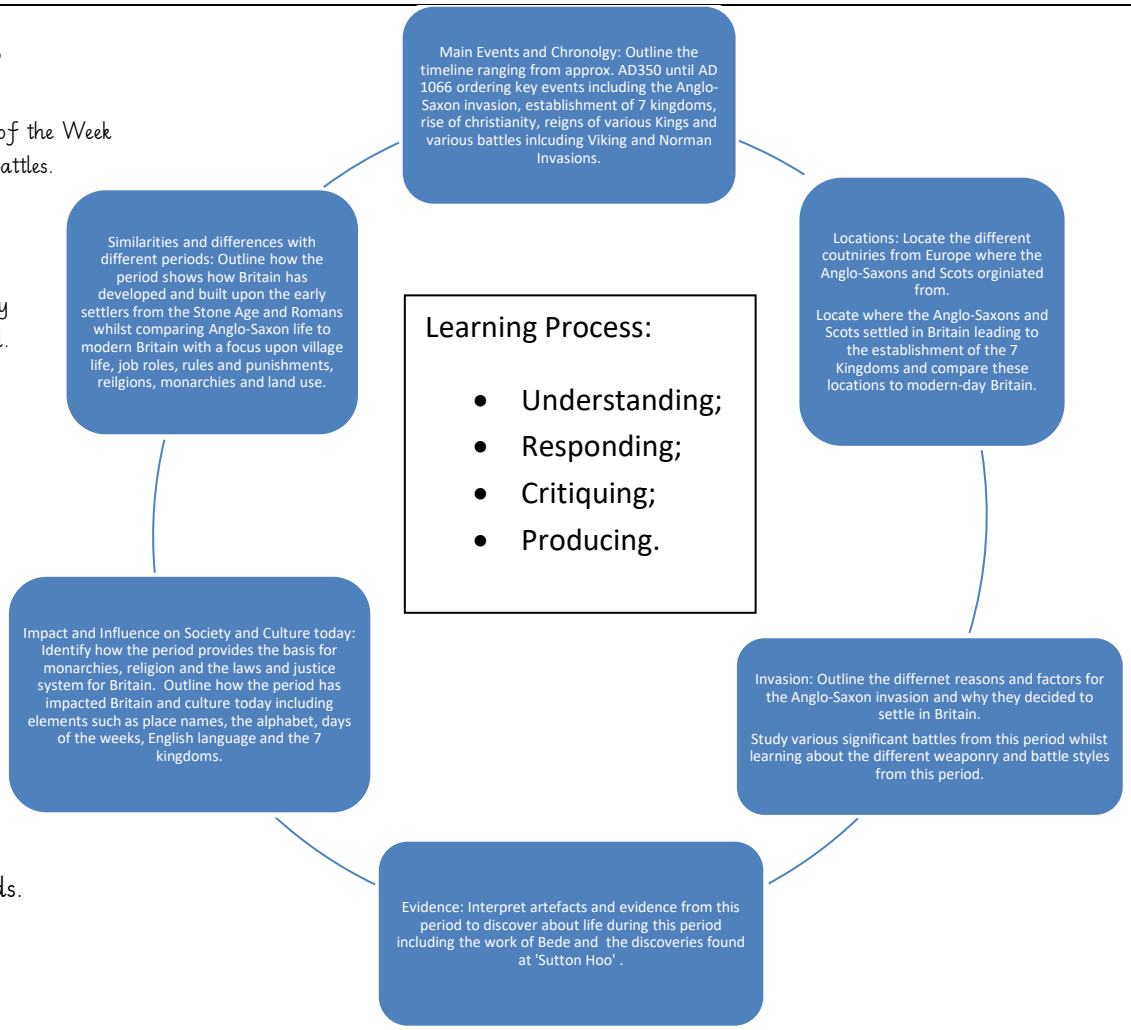
3. **Web Strands**	
History (H) Geography (G)	Science Art P4C R.E Design and Technology Early Maths Music P.E Computing
4. **Unit Web**	

Major Headings:

- Who are the Anglo-Saxons and where did they come from?
- When and why did they invade Britain?
- Influence – The 7 Kingdoms, Place names, Alphabet, Days of the Week
- Battles and Invasions – Battle style, Weapons and Famous battles.
- Village life – Gender roles, Houses, Clothing and diet.
- Craftsmanship – Pottery, Jewellery and Metal/Woodwork
- Monarchy – Kings from the period and their influence.
- Religion – Different Gods and the conversion to Christianity
- Laws and Justice – Rules and Punishments from the period.
- Evidence – artefacts from the period and the discovery of 'Sutton Hoo'.

Key Strands:

- Main Events
- Locations
- Chronology
- Invasion
- Evidence
- Significance
- Impact and Influence on Society Today
- Impact and Influence on Culture
- Similarities and Differences with different periods.



Key Learning

7. What we would like children to know: Elements to include:	5. 5. What we would like children to understand: (the generalisations)	8. What we would like children to be able to do:
Invasion and settlements(H): - Where the Anglo-Saxons and Scots originated from - When and why they invaded Britain - The establishment of the 7 kingdoms and its influence on Britain today - Details of significant battles from the period - Battle styles and weaponry from the period. - Village life including gender roles and job roles, farming, houses, food and crafting	Invasion and settlements: • That invaders are an army or country that uses force to enter and take control of another country. • That settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.	Invasion and settlements: • Explain that invaders are an army or country that uses force to enter and take control of another country. • Explain that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land. No prior or future learning for this concept.
Culture(H): - Influence of this period on Britain today including place names, days of the week, language and the alphabet. - Compare craftsmanship from this period in relation to pottery, jewellery, metalwork and woodwork. - The origins of laws, rules and punishments from this period and the influence this has had upon our justice system today - The role of religion in Anglo-Saxon life with the various Gods and Paganism. - How the conversion to Christianity during this period impacted upon British religion today	Culture: • That the social, ethnic, cultural or religious diversity of past society can be described. • That the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children can be described. No prior learning Future learning (Y5/Y6): • That the social, ethnic, cultural or religious diversity of past society can be described • That the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children can be described.	Culture: • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. No Prior Learning. Future learning(Y5/Y6): • Describe the social, ethnic, cultural or religious diversity of past society.

- The significance of various monarchs during this period and their influence upon Britain - Study of artefacts and evidence from this period and what it tells us about Anglo-Saxon life including the work of Bede and the discoveries at 'Sutton Hoo'.	• That they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	• • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
<u>Chronology(H):</u> - -The meaning of chronology and how to put events into order using a timeline. - Place significant events from the period into chronological order	<u>Chronology:</u> • That change over time can be represented, along with evidence, on a time line. <u>Prior learning:</u> • That chronology is the times at which past events happened in the order in which they happened.	<u>Chronology:</u> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. <u>Prior learning:</u> • Place events and artefacts in order on a time line. • Label time lines can be with words or phrases such as: past, present, older and newer. • Understand that dates can be used to place events and artefacts in order. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.

	Future learning: • How chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • That change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	Future learning: • Understand that the order in which things happened can help them to make connections between events in the past and future events. • Use dates and terms accurately in describing events. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
Similarity and difference (H). - Compare the settlements and villages from this period to that of the Stone Age and modern Britain - Compare the place names and land use to that of modern Britain - Through the conceptual lens of influence and culture compare how different modern day Britain is compared to Anglo-Saxon life - Compare the battle styles and weaponry from this period to that from the Stone Age and modern Britain.	Similarity and difference. • That comparisons can be made across people, their perspectives, motivations and actions as well as across time and space Prior learning: • That times in the past were both similar to theirs and different.	Similarity and difference. • Compare some of the times studied with those of other areas of interest around the world. • Answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Prior learning: • Describe historical events. • Ask questions about the past. • Suggest similarities and differences between a time in the past and their own lives.

- Compare the role of religion and beliefs from this period to modern Britain - Compare the laws and punishments from this period to modern Britain considering if they seem fair and just. - Compare the reigns of monarchs from this period to modern monarchs and their role in society. - Compare village life to modern life through the study of diet, jobs and gender roles.	<u>Future learning:</u> • That similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	<u>Future learning:</u> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference
<u>Continuity and Change (H)</u> - Compare how Britain has developed since the Anglo-Saxon period, comparing how land borders and uses have either changed or stayed the same - Compare how rules and punishments have changed over time with similarities remaining consistent - Compare how monarchy and its role in society has changed with certain similarities remaining consistent - Compare how religion within Britain has changed over time with certain similarities from this period remaining consistent. - Compare the continuity and change within everyday life focusing on job and gender roles.	<u>Continuity and Change</u> • That changes that have happened in the locality of the school throughout history can be described. • That they should regularly address and sometimes devise historically valid questions about change. <u>Prior learning (Y1-Y2):</u> • That they can recount changes that have occurred in their own lives. <u>Future learning (Y5/Y6):</u> • That over time some things change and some things stay the same. • That a given period of time could have a significant impact on society: changing the roles of (and / or)	<u>Continuity and Change</u> • Describe changes that have happened in the locality of the school throughout history. • Regularly address and sometimes devise historically valid questions about change. <u>Prior learning(Y1/Y2):</u> • Recount changes that have occurred in their own lives. <u>Future learning (Y5/Y6):</u> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

	men, women, children; creating international alliances; loss of life; destruction of communities. • That the main changes in a period of history can be described (using terms such as: social, religious, political, technological and cultural). • That periods of rapid change in history can be identified and contrasted with times of relatively little change. • That the concepts of continuity and change over time can be represented, along with evidence, on a time line. • Continuity and change can be identified in the history of the locality of the school. • That they should regularly address and sometimes devise historically valid questions about change.	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Identify continuity and change in the history of the locality of the school. • Address and sometimes devise historically valid questions about change.
<u>Space (G)</u> - Use maps to find the countries of origin of the Anglo-Saxons and Scots - Use maps of Britain to show where they settled which led to the establishment of the 7 kingdoms and compare this to maps of modern Britain	<u>Space (G)</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world .	<u>Space (G)</u> • Explain own views about locations, giving reasons. • Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world.
<u>Location (G)</u> - Where the Anglo-Saxons and Scots originated from	<u>Location (G)</u> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) characteristics, countries, and major cities	<u>Location (G)</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

- Where the Anglo-Saxons and Scots settled and the establishment of the 7 kingdoms. - Where significant discoveries from the period were found and any remaining monuments, buildings or places from this period.	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
<u>Invasion and settlements:</u> • Invaders are an army or country that uses force to enter and take control of another country. Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.	• When did the Anglo-Saxons invade Britain? (F) • Where did the Anglo-Saxons and Scots originate from? (F) • **Why did the Anglo-Saxons invade and settle in Britain? (F and D)** • How did the Anglo-Saxons invade Britain? (C) • Where did the Anglo-Saxons settle in Britain (F) and how did this influence the layout of Britain today? (D)
<u>Culture</u> • Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.	• How are places in Britain influenced by this period in history? (D) • What religious beliefs were held during this period (F) and how did they impact upon religion in Britain? (D) • What rules and punishments existed during this period (F) and how did they influence they justice system of today? (D) • Who ruled during this period and what role did monarchy play in society during this time? (F) How does this compare to modern day monarchy? (D) • **What was everyday life like in an Anglo-Saxon village? (C)**
<u>Chronology</u> • That change over time can be represented, along with evidence, on a time line.	• **Can you order periods of History on a timeline?(F)** • **What is the meaning of chronology? (C)**

	• Is it important to be able to place significant events from a period in history in chronological order? (D & C) • Do we need to have a knowledge of the order events occurred? (D)
<u>Similarity and difference</u> • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space	• How does life during the Stone Age compare to life during the Anglo-Saxon period? (C) • **How does Anglo-Saxon life compared to life during modern Britain in terms of food, jobs, gender roles, craftwork, rules, religion, monarchy, weapons, houses and language? (F and D)**
<u>Continuity and change</u> • Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.	• **How has Anglo-Saxon Britain influenced modern day Britain? (D)** • **What has stayed the same in Britain since this period in history and what has changed? (C)**
<u>Space</u> • The concept of space in geographical terms refers to the landscape and is a key concept that is interdependent on many other concepts. Space addresses the features and values we associate with a location. It will investigation into the patterns, distribution, trends, interconnections, density, proximity and the relative aspects of a particular area.	• **Why did the Anglo-Saxons settle where did in Britain? (D and C)**
<u>Location:</u> • Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as	• **Where did the Anglo-Saxons and Scots originate from? (C)** • **Where did the Anglo-Saxons settle in Britain? (F)** • **How did this influence locality within Britain? (D)**

a human settlement or archaeological site. Location is used as a geographer's tool of description. Also studied is a place's 'absolute location' its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places.	

9. Assessment - Exit Task:

Children will create their own secondary source – an information book. Children will be given their mind-maps produced throughout the unit alongside approximately ten key headings and will be expected to write all of the information they know and to showcase their learning from throughout the unit about each heading.

Greater Depth evidence: Children will be able to showcase how modern-day Britain has been influenced by Anglo-Saxon Britain, comparing how everyday life changed or stayed the same.

Tier 2 Vocabulary –

Monarchy – a form of government with a king or queen at the head. The Royal Family of a country.

Civilisation – the stage of human social and cultural development and organization that is considered most advanced

Democracy – a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Battle – a sustained fight between large organized armed forces

Settlement – a place, typically one which has previously been uninhabited, where people establish a community

Invasion - an instance of invading a country or region with an armed force

Tier 3 Vocabulary –

Evidence – the information and sources used by ask questions, investigate and learn about the past

Primary source – immediate, first-hand accounts of a topic, from people who had a direct connection with it

Secondary source – information that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching such as books, journals or websites.

Chronology - The arrangement of events or dates in the order of their occurrence.

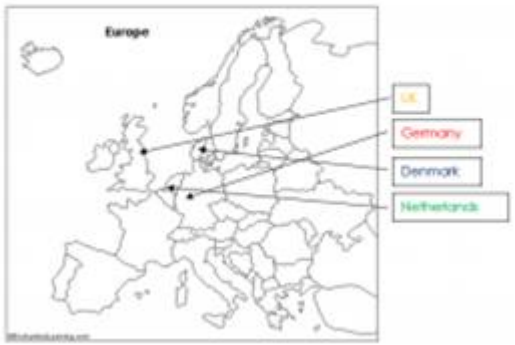
Timeline – a graphical representation of a period of time, on which important events are marked.

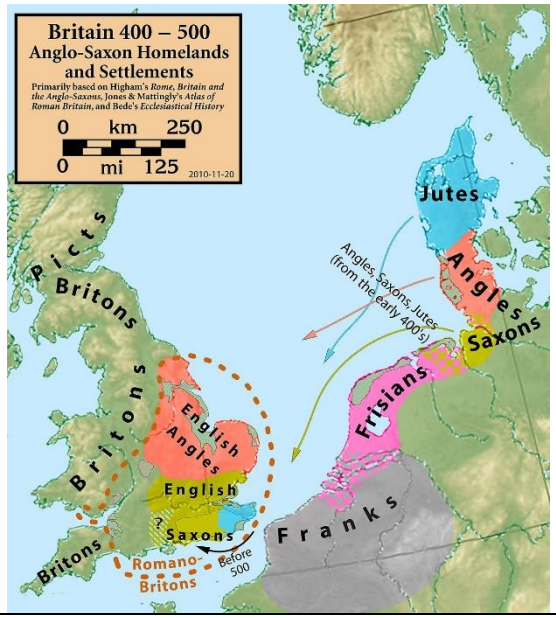
Archaeology – the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.

Sovereignty – the authority and power of a state to govern itself or another state.
Paganism – a religion other than one of the main world religions, specifically a non-Christian or pre-Christian religion.
Christianity – the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
Angles – People from Germany who invaded Britain around 410 A.D.
Anglo-Saxon – The name given to people who travelled from Germany and South Denmark and settled in Britain
Jutes – People from the Jutland peninsula (Germany and South Denmark)
Picts – Ancient tribes who lived in northern Scotland
Runes – Alphabet consisting of between 26-33 letters used to write Old English
Thatch – The craft of building a roof with dry vegetation such as reeds and straw

Maps:

This is a map of Europe, showing where the Anglo – Saxons came from and where they settled.





This is a map of the UK, showing the seven kingdoms ruled by the Anglo-Saxons and the kingdoms ruled by Britons.



Timeline: Timeline to be displayed in classroom and updated with new learning following each lesson.

Timeline									
410 A.D.	497 A.D.	573 A.D.	586 A.D.	597 A.D.	757 A.D.	793 A.D.	871 A.D.	1016 A.D.	1066 A.D.
Romans left Britain leaving it unguarded	The kingdom of Wessex is formed	The Kingdom of East Anglia was formed	The Kingdom of Mercia was formed	St. Augustine introduces Christianity	Offa King of Mercia declares himself king of England	Vikings attack Lindisfarne	Alfred the Great rules	Canute the Great rules as the first Viking	Battle of Hastings Normans defeated by Saxons