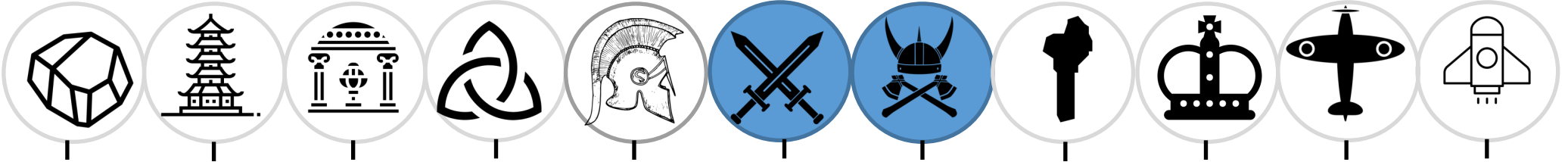


# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



### KEY VOCABULARY:

Cemetery	Burial place
Cenotaph	Empty grave to remember someone important buried elsewhere
Christianity	Religion based on life and teachings of Jesus Christ which came to Britain in Saxon times
Danelaw	Name given to northern and eastern part of Britain under Danish control from 9th to 11th century
Monastery	Large religious building where monks lived and prayed
Pagan	Word used to describe people who didn't follow one of the main religion
Picts	Group of people who lived in part of Britain what we think of as Scotland
Sutton Hoo	Site of very important archaeological excavation in 1939

### As historians we will..

Pupils should be taught about:

- Britain's settlement by Anglo-Saxons and Scots

Why did the Anglo-Saxons invade and how can we possibly know where they settled?

What does the mystery of the empty grave tell us about Saxon Britain?

How did people's lives change when Christianity came to Britain and how can we be sure?

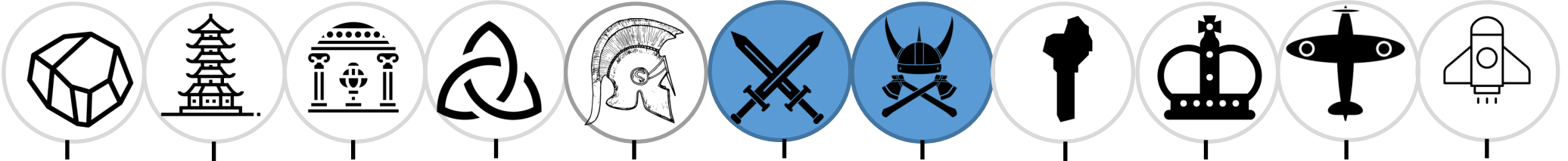
How were the Saxons able to see off the Viking threat?

Just how great was King Alfred, really?

Just how effective was Saxon justice?

# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



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

## Session 1:

### Key Questions

Why did the Anglo-Saxons invade and how can we possibly know where they settled?

### Activities

KWL  
As a compelling starter describe the discovery of the Staffordshire hoard using the visuals from the website to help. Make sure pupils have a clear overview of the period locating at least Ancient Egypt, Romans, Anglo-Saxons and Vikings. Show how they overlapped. Smart task 1a from website on reasons for invasion. Why did the Saxons invade? Push or Pull?

### Resources

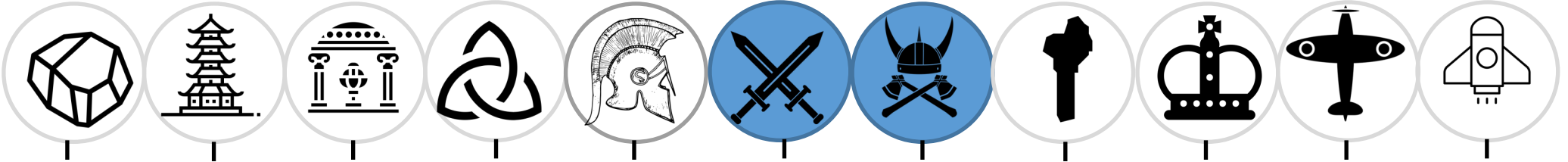
<http://www.staffordshirehoard.org.uk/the-story-of-thehoard/what-is-the-staffordshire-hoard> shows the highlights of the hoard. KQ1a including PowerPoint. What are the real reasons the Saxons invaded. RS1 cards RS2 video evaluation sheet

### Assessment

Pupils prepare a 30 second piece for a local radio station interview in which they are asked the 2 parts of the key question  
Pupils use map evidence to write between at least 3 and 6 sentences explaining where the Saxons first settled. All statements must be drawn from the maps, not copied from books, and must show evidence of analysis.

# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



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

## Session 2:

### Key Questions

What does the mystery of the empty grave tell us about Saxon Britain?

### Activities

Killer activity: History mystery detective work. Complete lesson description on the website. Pupils are put in the role of detectives to investigate the Sutton Hoo bodiless ship burial. Having looked at the clues they then use their deductive power to work out which of 4 suspects is most likely to have been the owner.

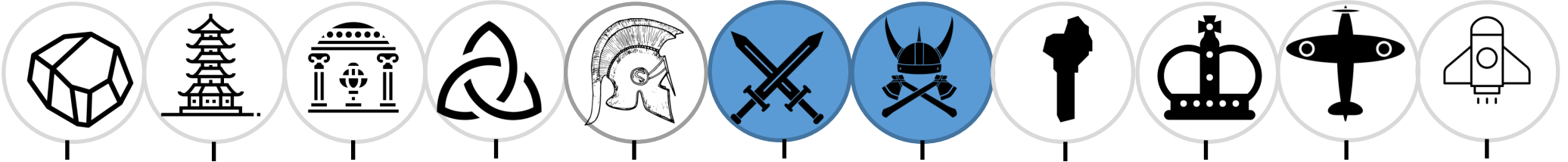
### Resources

KQ2 Outstanding lesson 'Mystery of the Empty Grave' has all resources for the lesson

### Assessment

# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



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

### Session 3:

#### Key Questions

How did people's lives change when Christianity came to Britain and how can we be sure?

#### Activities

Series of Smart Tasks How did people's lives change when Christianity came to Britain and how can we be sure? Hook image. Slow reveal. What do pupils think is happening? (St Cuthbert) Tell story of the stages of conversion to Christianity Sequencing activity Prove it!

#### Resources

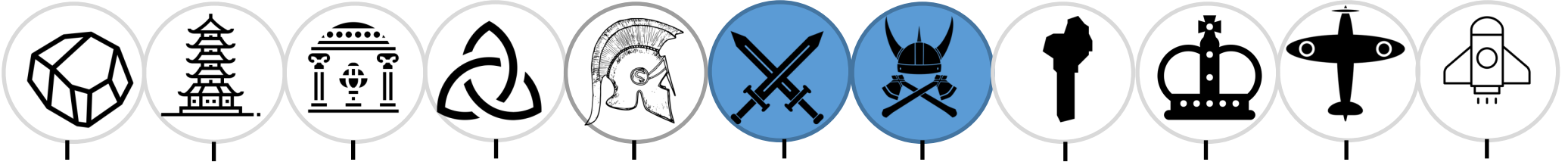
KQ3 including PowerPoint How did people's lives change when Christianity came to Britain? Contains introduction, timeline, slow reveal image and images for the Prove it activity RS1 Story to tell RS2 Sequencing cards, some illustrated. RS3 Prove it! RS4 Prove it! - answers

#### Assessment

Pupils create a ZigZag book showing the two sides of Saxon England: pagan and Christian, suitable illustrated.

# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



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

### Session 4:

#### Key Questions

How were the Saxons able to see off the Viking threat?

#### Activities

Smart Task: How did the Vikings try to take over the country and how close did they get? Pupils are shown the time frame on a timeline. Killer activity: Living graph

#### Resources

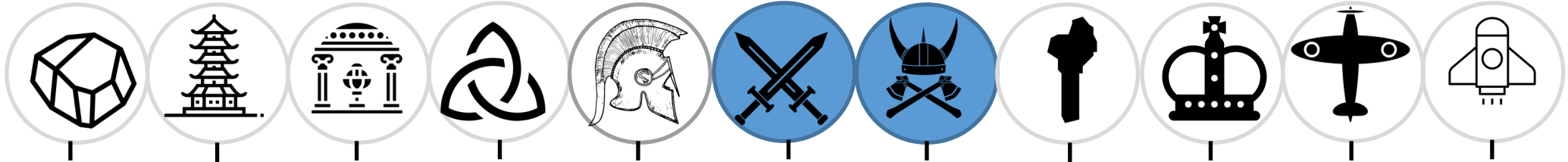
KQ4 outstanding lesson including PowerPoint contains necessary maps etc as well as a worked model of what the pupils' final living graph might look like  
RS1 Living graph cards 795-1066  
RS2 Living graph template

#### Assessment

Pupils annotate their living graph to show at least 3 turning points

# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



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

## Session 5:

### Key Questions

Just how great was King Alfred, really?

### Activities

Outstanding lesson on Alfred Just how great was Alfred? Can we beat the BBC website?

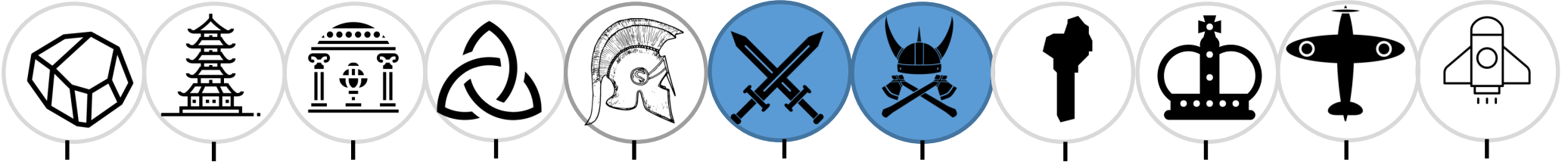
### Resources

KQ5 outstanding lesson including PowerPoint

### Assessment

# Year 4:

## HISTORICAL CONTEXT: Anglo Saxons



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

## Session 6:

### Key Questions

Just how effective was Saxon justice?

### Activities

Outstanding lesson: What should we do with Edgar? Pupils work in groups to create a series of short dramatic enactments, illustrating ways of keeping law and order / punishments in Saxon times. They are then told the real-life case of Edgar for them to decide how he should be punished. By way of stretch and challenge, pupils are asked to think of the different principles that underlay the punishments: revenge, loyalty etc. They conclude by designing an illustrated double-page

### Resources

KQ6 outstanding lesson

### Assessment