

**Year 4 History: Anglo Saxons****Summer Term****How has Augustine and King Ethelbert of Kent impacted on modern day Britain?****Enrichment:** Visit to Museum of Archaeology Durham - The making and meaning of the Lindisfarne Gospels  
Box of Delights – Anglo Saxon Britain**Prior Learning:**

Changes within living memory; Great Fire of London; Grace Darling; Castles, Knights and Dragons; Florence Nightingale; Stone Age, Romans; Ancient Egyptians.

<b>Curriculum Skill(s)</b>	<b>Learning Intention</b>	<b>Knowledge and Key Vocabulary</b>
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>To make appropriate use of dates and chronological conventions such as BC, AD, century and decade</li> <li>To create timelines</li> <li>To use dates related to the passing of time</li> <li>Use terms related to the period and begin to date event</li> <li>Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade</li> </ul>	<p><b>When and why did the Anglo-Saxons come to Britain?</b></p> <ul style="list-style-type: none"> <li>Place Anglo-Saxons period on a timeline of topics previously studied</li> <li>Recall why the Romans left Britain</li> <li>To look at who the Anglo-Saxons were and other tribes that were invading Britain</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the period of time the Anglo-Saxons covered and what came before and after</li> <li>Can recall why the Romans left Britain</li> <li>Know that the Picts and Scots were tribes invading from Scotland and Ireland</li> <li>Other tribes such as the Angles from Denmark and Saxons from Germany also began to invade and settle</li> </ul> <p><b>Vocabulary:</b> Chronology, time, century, decade, AD, timeline, period, Scots, Picts, warriors, invaders, Angles, Saxons.</p>
<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>To look at different representations of the period (e.g. museums, films, Horrible Histories)</li> <li>To question pictures as an interpretation of the past</li> <li>To distinguish between different sources and evaluate their usefulness</li> <li>Identify facts and opinions</li> </ul>	<p><b>How do we know about life in Anglo-Saxon times?</b></p> <ul style="list-style-type: none"> <li>Use artefacts from the Box of Delights to investigate source materials.</li> <li>Compare these to interpretations using texts books we have in class to build a picture of what life could have been like</li> <li>Compare what we discover with what we know about life in Ancient Egyptian time, which ended less than 100 years previously, and the Roman Empire.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Most Anglo-Saxons were farmers who lived in wooden huts in small villages</li> <li>Everyone in the village had to contribute such as working on the farms, blacksmiths, woodworkers, jewellery makers, pottery makers etc.</li> <li>Life for Anglo-Saxons was simple in comparison to the Ancient Egyptians and Romans.</li> </ul> <p><b>Vocabulary:</b></p>

		Archaeologist, archaeology, artefacts, sources and interpretations, names or artefacts from box (these sometimes differ), blacksmith, farmer, village chief, tanner, weaver, potter, woodworker.
<p><b><u>Society:</u></b></p> <ul style="list-style-type: none"> <li>To explain why key events happened and why historical people acted as they did</li> <li>To demonstrate understanding of historical concepts such as cause and consequences, and significance</li> </ul>	<p><b>Why did the Anglo-Saxon's have more than one king?</b></p> <ul style="list-style-type: none"> <li>The kingdoms were warring tribes. Each had its own 'cyning' or king and a small army.</li> <li>Look at how England was split into the different kingdoms and the names of each. Compare to how England is spilt today into different counties.</li> </ul> <p><b>What did the Anglo-Saxon Believe?</b></p> <ul style="list-style-type: none"> <li>Pagan religion – look into the gods and festivals.</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Each Anglo-Saxon tribe that invaded settled in a different part of Britain. This formed the different kingdoms.</li> <li>Know that some of these kingdom's names are still in use today although some borders have changed</li> <li>Know that Christian festivals of Christmas and Easter have come from these Pagan festivals</li> <li>Recall some of the Gods/Goddesses of the Pagan religion</li> </ul> <p><b><u>Vocabulary:</u></b> Kingdom, tribes, king, cyning, Northumbria, Essex, Wessex, Sussex, Mercia, Kent, East Anglia.</p> <p>Bede, Mother Night, Eostremonath, Blodmonath, Woden, Frige, Thunor, Tiw, Eostre.</p>
<p><b><u>Changes:</u></b></p> <ul style="list-style-type: none"> <li>To describe main events, situations and changes within and across the different periods studied</li> </ul>	<p><b>Why did they convert to Christianity?</b></p> <ul style="list-style-type: none"> <li>Work of the Pope and Augustine to convert Britain starting with converting King Ethelbert of Kent.</li> <li>Importance of northern saints.</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Augustine brought Christianity to Britain</li> <li>King Ethelbert of Kent was the first Christian Anglo-Saxon King</li> <li>King Oswald of Northumbria with help from a monk called Aiden, are regarded as Saints for their work spreading</li> </ul>

<ul style="list-style-type: none"> <li>• To show knowledge and understanding of some of the main events, people and changes studied</li> <li>• To begin to give a few reasons for, and results of, the main events and changes</li> <li>• To demonstrate understanding of historical concepts such as cause and consequences, and significance</li> </ul>	<ul style="list-style-type: none"> <li>- Educational visit on 'The making and meaning of the Lindisfarne Gospels'.</li> </ul>	<p>Christianity through the north of the country</p> <ul style="list-style-type: none"> <li>- Oswald gave Aiden Holy Island which he used to set up Lindisfarne Priory as a base for monks to spread the word about Christianity</li> <li>- The Lindisfarne Gospels is a religious book about Jesus, written by a monk called Eadfrith at Lindisfarne Priory</li> </ul>
<p><b><u>Legacy:</u></b></p> <ul style="list-style-type: none"> <li>• To recognise evidence of the past in a contemporary landscape</li> <li>• To demonstrate understanding of historical concepts such as cause and consequences, and significance</li> </ul>	<p><b>Do we still see the impact of the Anglo-Saxon's conversion to Christianity today?</b></p> <ul style="list-style-type: none"> <li>- Look at use of parishes, churches, baptisms, marriages, funerals etc.</li> <li>- Look into the significance of Canterbury Cathedral and the Archbishop of Canterbury</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Modern Christianity in Britain began in Anglo-Saxon times.</li> <li>- Augustine founded Canterbury Cathedral and became the first Archbishop of Canterbury. Today, the Archbishop of Canterbury is the head of the Church of England</li> </ul> <p><b><u>Vocabulary:</u></b> Legacy, impact, Christianity</p>
<p><b><u>The following skills will be covered throughout the unit:</u></b></p> <ul style="list-style-type: none"> <li>• Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade</li> <li>• To communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations, drama)</li> <li>• To present recalled or selected information in a variety of ways</li> </ul>		
<p><b><u>Thinking Deeper:</u></b> Would Britain look different today if the Anglo Saxons hadn't invaded? Who was more influential – Augustine and King Ethelbert or Aiden and King Oswald?</p>		
<p><b><u>Links to other subjects:</u></b></p>		

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| <ul style="list-style-type: none"><li>• Subject Specific links – Geography – Looking at the different kingdoms of England and similarities and differences to today's, RE – Paganism, Gods and Goddesses, conversion to Christianity and links to modern day Christianity; English – Narrative writing (Beowulf)</li></ul> |
| <ul style="list-style-type: none"><li>• Personal Development – Importance of religion in people's lives</li></ul>  |
| <ul style="list-style-type: none"><li>• SMSC – Impact of Anglo-Saxons on modern day Christianity and how this is the main religion of our country</li></ul>  |
| <ul style="list-style-type: none"><li>• Cultural Capital – Development of churches and parishes that exist still today</li></ul>   |
| <ul style="list-style-type: none"><li>• Careers – Archaeologist, historian, archivist, curator, conservator, museum education officer</li></ul>  |
| <ul style="list-style-type: none"><li>• British Values – Knowing how Anglo-Saxons times have shaped our country and our religion today</li></ul>   |
| <ul style="list-style-type: none"><li>• Equality</li></ul>   |