

History Knowledge Organiser: Years 4/5 - The Anglo-Saxons

Prior Knowledge

Pupils will have a secure grounding in their knowledge of the terminology 'historical object', 'physical evidence' and 'written sources' and understand how these forms of information provide knowledge regarding the past. Pupils will understand the term 'prehistory', the basic chronology of Stone Age Britain and how that developed and moved into the Bronze and Iron Age. Pupils will have a secure understanding of the key societal, cultural and religious features of ancient Egypt, Greece and Rome. Pupils should utilise this knowledge to develop and contribute to their overarching chronological knowledge of history and draw historically valid contrasts between ancient civilisations and early British history. Pupils will have a working knowledge of the period just preceding Anglo-Saxon settlement, including the invasion of Claudius and the 'Romanisation' of Britain.

Diagrams



Vocabulary

Angles: name given to people from southern Denmark, who invaded Britain in 410 AD.

Anglo-Saxon: the name given to the people who travelled from Germany and South Denmark and settled in Britain in 410 AD.

Archaeologist: an academic who studies that past by looking at remains and artefacts from the period in question.

Artefact: an object from the past that is of historical interest. It provides archaeological evidence.

Century: a period of 100 years.

Christianity: a religion centred around the teachings of Jesus Christ.

Invasion: an unwelcome intrusion into another person's land or domain.

Jutes: people from northern Denmark, who invaded Britain in 410 AD.

Migration: movement from one place to another in order to settle there.

Monk: a member of a male religious community.

Pagan: a person who follows a religion that is not one of the main world religions.

Picts: ancient tribes who lived in northern Scotland.

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

Saxons: people from northern and central Germany who invaded Britain around 410 AD.

Secondary source: scholarly books and articles that interpret and analyse primary sources.

Scots: people from Ireland who eventually settled in Scotland.

Settlement: a place, typically one which has previously been uninhabited, where people establish a community. **Tribe:** term used in many different contexts to refer to a category of human social group. The definition is contested, in part due to conflicting theoretical understandings of social and kinship structures, and also reflecting the problematic application of this concept to extremely diverse human societies.

Intended Unit Outcomes

By the end of this unit, the pupils will:

- Understand the informative importance of artefacts to the study of Anglo-Saxon history.
- Understand how to use artefacts as part of the collection of evidence given to them, in order to reach well-researched conclusions and pose historically valid questions.
- Know where the Anglo-Saxon tribes originated from, and some of the theories as to why they settled in Britain. Have a substantial knowledge base of Sutton Hoo and understand its archaeological importance in Anglo-Saxon history and its crucial contribution to the study of early British history.
- Understand the religious beliefs and practices of the Anglo-Saxons and how that changed and developed in the 6th century with the introduction to Christianity, largely due to the settling monks, such as St Augustine in 597 AD.
- Recognise the key features of Anglo-Saxon art and jewellery-making, and their important links to personal identity and religion.
- Have a secure understanding of the development of kingship during the Anglo-Saxon settlement and how that development had an important impact on England's societal organisation.

Timeline/Chronology

350: Anglo-Saxons raid English shores and are beaten back by the Romans.

396-398: Picts, Scots and Saxons raid Roman Britain. It is unsuccessful. **410:** Romans leave England and England shores are left unprotected. Angles, Saxons and Jutes make their way from Germany and Denmark. **432:** Patrick, a Briton who had been enslaved by Irish raiders, escaped and became the first Christian missionary in Ireland. He became patron saint of Ireland.

449: The Jutish leaders Hengist and Horsa landed in Kent after being invited by King Vortigern to help defend the Britons from the Picts. They brought with them a force of Angles and Saxons.

449-550: Arrival of the Jutes from Jutland, Angles from the south of Denmark and Saxons from Germany.

450: Saxons from Germany settle in Kent.

Sources and Artefacts

Artefacts: Sutton Hoo personal items, boardgame pieces, clothes, weapons and tapestries can be utilised as a source of evidence. This will engage the pupils and demonstrate the importance of artefacts in discovering historical information and developing historical enquiry and questioning.

Sources: <https://thehistoryofengland.co.uk/resource/sources-for-early-anglo-saxon-england/>

This website has extracts from key written sources, including the Anglo-Saxon Chronicles and St Bede's accounts on the History of the English peoples. Written sources and artefacts should be utilised alongside each other, so that pupils can combine the different historical narratives to gain the clearest picture of the past. The two types of evidence are always most effective when discussed together.

Historical investigation and enquiry skills

Pupils will investigate how artefacts, written sources, art objects and monuments (such as cathedrals, churches and houses) are all key sources of information and evidence. The pupils need to be exposed to these different types of sources and how these can be used to pose historically valid questions. Pupils will use a variety of the sources provided to investigate what everyday life may have been like for an Anglo-Saxon. The accuracy of these sources should be discussed. Comparisons should be made between Anglo-Saxon and Roman religion and art, using a variety of both primary and secondary sources. Pupils should investigate different accounts of the Anglo-Saxon settlement from different perspectives, explaining some of the reasons why the accounts may differ. Pupils will engage in the scholarly debates regarding why the Anglo-Saxons chose to settle in Britain.

455: Battle of Aegaelsthrep (Aylesford). Horsa was killed during this battle with King Vortigern. Vortigern's son, Catigern was also killed in the fighting. Hengist was victorious and declared himself King of Kent.

556: Seven Kingdoms are created across Britain.

597: St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury. He helps missionaries spread the word.

597: King Ethelbert converts to Christianity.

617: Northumbria becomes the Supreme Kingdom.

731: Bede completes the Ecclesiastical History of English Peoples.

779: Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh border.

789: The Vikings begin to raid Britain.