



# The Anglo-Saxons

## Knowing More, Remembering More

### Remembering previous learning

- ❖ How can objects help us learn about people from the past, and why is it important to use different types of sources? Objects like toys, clothes, or tools can show us what someone used or liked. Using different sources helps us learn more because one source might not have all the information we need.
- ❖ How can documents help us learn about people from the past, and why is it important to use different types of sources? Documents like letters or diaries can tell us what someone thought or did. Using different sources helps us get a fuller picture because one source might not have all the information.

## Historical Figures:



Alfred the Great

## In this unit children will...

- ❖ Find out who the Anglo-Saxons were, and why, and when they chose to settle in England.
- ❖ Discover how the Anglo-Saxons lived using archaeological evidence.
- ❖ Explain why the Staffordshire Hoard was so significant.
- ❖ Learn about some of the key documents related to Anglo-Saxons, their times and their limitations.
- ❖ Produce a valid argument about whether this period is called a 'Dark Age'.
- ❖ Understand what can be discovered about the past from archaeological remains.

## We will practise these skills:

- ❖ Develop a chronologically secure knowledge and understanding of British and world history
- ❖ Develop the appropriate use of historical terms
- ❖ Understand how our knowledge of the past is constructed from a range of sources
- ❖ Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- ❖ Note connections, contrasts and trends over time
- ❖ Regularly address and devise historically valid questions about significance.

## Key vocabulary:

Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave, goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter, argument, excavate, decay, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.

## Knowing More, Remembering More

### Knowing more in Y5

- ❖ Who were the Anglo-Saxons and why did they settle in England? The Anglo-Saxons were a group of tribes from what is now Germany, Denmark, and the Netherlands who settled in England during the early Middle Ages. They moved to England for various reasons, including the search for new land to farm and to escape conflicts in their homelands.
- ❖ What can archaeological evidence tell us about the Anglo-Saxons, and why was finding the Sutton Hoo ship burial so important? Archaeological evidence, such as tools, jewellery, and remains of buildings, helps us learn about Anglo-Saxon daily life, culture, and social structure. The discovery of the Sutton Hoo ship burial was important because it contained many treasures and showed us how wealthy and powerful some Anglo-Saxons were, giving us a lot of information about their culture and society.
- ❖ How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons? The Staffordshire Hoard was very significant because it contained many valuable and well-made items that showed us the skills, wealth, and art of the Anglo-Saxons.
- ❖ Why are the Lindisfarne Gospels, Beowulf, and Bede's History important for learning about the Anglo-Saxons, what do they tell us, and what are some limitations of this evidence? They tell us about the Anglo-Saxons' religion, stories, and history. They show us what they believed in, their heroes, and important events. But these sources don't tell us everything because they can be one-sided and might not always match up with what we find in archaeological digs.
- ❖ Why might the period be called the 'Dark Ages,' and what are some reasons it might not be called that? How can you use evidence to support both sides of the argument? The period might be called the 'Dark Ages' because there was a lot of fighting, and some knowledge from earlier times was lost. However, it might not be called the 'Dark Ages' because there were many important developments in art, culture, and technology. By looking at historical records, artifacts, and writings from the time, we can see both the struggles and achievements of the period, helping us present a balanced argument.

