

Our School Values– History	
Love	investigating and learning about the past and how it has shaped the world that we live in today.
Courage	challenging our own thinking as well as the actions of others in the past.
Unity	working in groups to research and found answers to our own questions.
Inspiration	encouraging others to reflect and learn from the past in order to be active global citizens.



Year 5

History

The Anglo-Saxons and Scots



NC Objective
Britain's settlement by Anglo-Saxons and Scots

Knowledge I already know

Year 3– Stone Age to Iron Age– Settlement

I know that Bronze Age roundhouses were circular structures made of wood and mud/straw.
I know that Iron Age houses were similar to those in the Bronze Age. Some roundhouses had ovens for cooking bread.
Some roundhouses were larger for more people to live together.

Year 4– Romans Invention and technology

I know that a number of Roman buildings and roads can still be seen around Britain.
I know that the Romans invented heating, plumbing, roads, newspapers, post and concrete.

Knowledge I will learn

Invasion

I know that The Scots invaded Britain from the North in 400AD.
I know that The Anglo-Saxons were not one united nation, but were made up of different tribes.
I know that they often fought against each other and they divided England into several kingdoms.
I know that The Anglo-Saxons successfully invaded England in 450AD.

Settlement

I know that the Anglo-Saxons settled near rivers and seas and named towns to include their word for town 'burh' e.g Peterborough.
The Anglo-Saxons played a crucial role in shaping the language, culture and history of Britain.
I know that The Anglo-Saxons most famous King was Alfred the Great, who fought the Vikings and made peace so that the English and Vikings settled down to live together.

Democracy

I know that the Saxons had a hierarchical society. The king was at the top. Early were the next most important and governed large areas for the King. Thanes were local lords who helped rule the land and fight for the king. Ceorls had to fight for their thane. Slaves were at the bottom and had no freedom.

Key Vocabulary

Word	Definition
Burh (burgh)	A borough or chartered town.
Archaeology	The study of human history and pre-history through the excavation of sites and the analysis of artefacts and other physical remains.
Artefacts	Something that has been made by a human being, typically one of historical or cultural interest.
Forts	A fortified building or strategic position.
Invade	To enter a country or region with the intention to occupy it.
Kingdom	A country, state or territory ruled by a king or queen.
Monastery	A building occupied by a community of monks living under religious vows.
Pagans	A person holding religious beliefs other than those of the main world religions.
Raiders	A person who attacks their enemy in their territory
Settlement	A place where people establish a community
Sources	A place, person or thing
Scandinavia	A sub-region in Northern Europe with strong historical and cultural ties.

Chronology	Interpreting Evidence	Change and Continuity	Similarity and Difference	Significance	Cause and Consequence
Where did the Anglo-Saxons and Scots come from and when?	How, when and why did the Anglo-Saxons and Scots invade Britain?	How did the Anglo-Saxons change Britain?	What was life like in Anglo-Saxon Britain?	Who was King Alfred?	How did the Anglo-Saxon era end?
Chronology and map work	Fact file	Mind map of developments	Debate 'should Anglo-Saxon women be allowed to eat in the same place as men?'	Biography of King Alfred	Re-tell the story of the Battle of Hastings
Challenge: what is the connection between the Romans and the Anglo Saxons?	Challenge: which was the most useful source to find the information? Why?	Challenge: which of the Anglo-Saxon changes for you think is the most impactful on modern day Britain? Why?	Challenge: is a hierarchical society fair?	Challenge: do all sources suggest that King Alfred was great?	Challenge: is re-telling of the story bias to one side or the other?