Crofton Junior School

History Knowledge Organiser - Anglo-Saxons in Britain (Year 6)

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| **Unit of Work** | Anglo-Saxons in Britain |
| **Text Driver the Unit of Work Links to** | Macbeth by William Shakespeare |
| **Key Strand** | Beliefs and Cultures  Invasion and Settlement |
| **Timeline** | 2022 AD  Maya Civilisation  800000BC  Vikings  Romans  Ancient Greece  Ancient Egypt  1AD  1000BC  2000BC  3000BC  Iron Age  Bronze Age  Stone Age  7000BC |
| **Overview of the Unit of Work** | Pupils will learn about the initial invasion of the Anglo-Saxons in Britain and draw upon their knowledge of the Vikings to compare and contrast invasion and settlement. They will explore the reasons for and consequences of the formation of the seven kingdoms. They will study the conflicts between different kingdoms due to their desire for supremacy.  Pupils will explore the importance of the Sutton Hoo burial site and how this has shaped historians’ perceptions of the beliefs and cultures of Anglo-Saxon Britain. They will use their knowledge of the Ancient Egyptians in order to justify whether or not Sutton Hoo is Britain’s equivalent of the Valley of the Kings.  The pupils will learn how the Anglo-Saxon era ended through the study of the Battle of Hastings. |
| **Prior Learning** | Beliefs and Cultures – Draw upon the children’s knowledge of the Ancient Egyptians (Year 4) in order to make an informed judgement on whether or not Sutton Hoo is Britain’s equivalent to the Valley of the Kings.  Invasion and Settlement – Draw upon the children’s knowledge of the Viking’s invasion and settlement of Britain (Year 5) in order to make a direct comparison with how the Anglo-Saxons invaded and settled. |
| **Sticky Knowledge** | **Invasion and Settlement**  The children will learn:   1. When the Anglo-Saxon period took place in relation to other periods of History studied at Crofton Junior School and the significant events within the period in chronological order. 2. The reasons why and method of invasion of the Jutes, Angles and Saxons following the departure of the Roman army, marked the beginning of centuries of significant upheaval in Britain. 3. The characteristic features of Anglo-Saxon and Viking invasion and settlements: the features of the houses to understand lifestyles, the use of halls to gather for feasts, singing and storytelling and the key locations and times for settling. 4. Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders, chiefs and kings. 5. These separate kingdoms were frequently in conflict with each other, and by the beginning of the seventh century, there were seven major Anglo-Saxon kingdoms including Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent. 6. Sometimes a king would try and lay claim to the title of ‘Bretwalda’ (the overall King of England) and the overall control of Anglo-Saxon kingdoms often changed.   **Beliefs and Cultures**  The children will learn:   1. That one of the most important archaeological sites from the Anglo-Saxon era is Sutton Hoo in East Anglia, a traditional ship burial site where King Raewald was buried. 2. The discovery of weapons, gold, jewellery and artefacts allowed historians to understand and explain the complex nature of society at that time. 3. The four main contenders for the British throne in 1066 following the death of Edward the Confessor: Harold Godwinson; who was promised the throne by King Edward as a death bed declaration, Harold Hardrada; a Viking King, Edgard Atheling; the King’s nephew and William Duke of Normandy who was seeking to advance into Britain. 4. The Battle of Hastings (fought on 14 October 1066) between the Norman-French army of William, the Duke of Normandy, and an English army under the Anglo-Saxon King Harold Godwinson, beginning the Norman conquest of England and ended the Anglo-Saxon era**.** 5. That the Bayeux Tapestry is an embroidered cloth nearly 70 metres long and 50 centimetres tall that depicts the events leading up to the Norman conquest of England concerning William, Duke of Normandy, and Harold, Earl of Wessex, later King of England, and culminating in the Battle of Hastings. The children will see this first-hand during their France Residential. |
| **End of Unit Outcome** | By the end of the unit of work, the children will apply their knowledge of the Battle of Hastings, the contenders for the throne and invasion and settlement to produce a written piece reasoning whether or not the Battle of Hastings could have had a different outcome. |
| **Key Vocabulary** | **Tier 2:**   * **consequences:** results or effects * **independent:** on its own * **similarities:** a similar feature or aspect * **differences:** ways in which people or things are dissimilar * **contrast:** difference   **Tier 3:**   * **monarch:** a sovereign head of state, especially a king, queen, or emperor * **conqueror:** took control of by force * **conquest:** the act or process of conquering * **archaeologist:** a person who studies human history through the excavation of sites and the analysis of artefacts and other physical remains * **invasion:** an instance of taking over a country or region * **colonised:** settle among and establish control over * **tapestry:** It is an embroidered cloth nearly 70 metres long and 50 centimetres tall that depicts the events leading up to the Norman conquest of England culminating in the Battle of Hastings. * **Sutton Hoo:** It is the site of two early medieval cemeteries dating from the 6th to 7th centuries near Woodbridge, in Suffolk, England. Archaeologists have been excavating the area since 1938. * **Bretwalda:** given to some of the rulers of Anglo-Saxon kingdoms from the 5th century onwards who had achieved lordship of some or all of the other Anglo-Saxon kingdoms * **Thane:** a man who held land granted by the king or by a military nobleman, ranking between an ordinary freeman and a hereditary noble * **confessor:** a person who avows religious faith in the face of opposition * **medieval:** the period of European history between 476 CE and 1500 CE |
| **Post Learning** | Within the Key Stage 3 History curriculum, children will learn about the development of Church, state and society in Medieval Britain 1066-1509 |