

Cumwhinton School Curriculum - History Y4 AUT		
Year 4	NC Content	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor The Achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China

History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history		The Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor	
Historical concepts			The Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China
Historical methods			
Historical Perspectives	Britain's settlement by Anglo-Saxons and Scots		

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - AUTUMN YEAR 4

HUMANITY - Fairness

Abstract themes across history [Historical Concepts](#) [Historical Methods](#) [Historical Perspectives](#)

Did the Anglo-Saxons act fairly by migrating to Britain?

NC

CUMWHINTON CURRICULUM

Finding out
(Facts &
knowledge)

Place the Anglo-Saxon settlements onto a timeline up to the present day, showing how long ago this took place. This should be done whole class on the working wall, gradually adding more as you progress through the topic when relevant - there is no need to put this into books, your evidence is your display but it is important that this is visited regularly during history lessons so the children understand where their learning fits into a chronological framework. Many key events take place in Britain throughout this period; just add them as you go.

What happened to Roman Britain?

In AD410, the Roman Emperor Honorius sent a goodbye letter to the people of Britain. He wrote, "fight bravely and defend your lives...you are on your own now". The city of Rome was under attack and the empire was falling apart, so the Romans had to leave to take care of matters back home. You can explain to the children that as an empire expands, it naturally has to defend more frontiers and areas - in Rome's case, there were just too many enemies and too much to defend so they had to begin giving up areas of territory, such as Britain. Recap work done earlier on Romans and why they left Britain in 410. Class consider what British inhabitants might feel about Romans suddenly leaving and any advantages or disadvantages.

Near the end of Roman rule, Britain was being attacked by the **Picts** and **Scots** from the north, and the **Anglo-Saxons** from the sea.

The Romans built **forts** to defend the coast and **Hadrian's wall** defended the north.

Saxon warriors **were invited** to Britain in around **AD380** to help the Romans fight the **Picts**.

Discuss why might the Romans have had to leave Britain? Encourage the use of the words army and battle.

The last Roman soldiers were ordered to leave in around **AD410**. Britain no longer had the strong Roman army to defend it from the invaders.

There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain.

Why did the Saxons come to England?

People move to other countries. Sometimes they go because there are problems where they are living and they want to move away. These are called PUSH factors PUSH factors are reasons why people feel they are being PUSHED out of their home country

Sometimes they are attracted to go to a particular country because it offers them something they need. These reasons are called PULL factors PULL factors explain why people move to other countries today. They are PULLED by the attractions they find there.

Now point out that when people explain why the Saxons invaded they don't just list reasons, they often divide them into push and pull factors.

Explain to the children that they are going to investigate what the push and pull factors might have been for the reasons behind why the Saxons came to England. Explain that they are going to look at some historical evidence and a couple of video clips which will give them some clues behind their reasons for their migration to England.

Watch the following short video clips about who the Saxons were and what might have motivated them to come to England.

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg>

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82>

Look at the following clues:



England's farmland 400 AD
Compared to flooded farmland in Saxony 400 AD



Suggest other clues as to why the Saxons might have migrated to England:

More land for farming

Better, milder climate

There was not enough food

They thought they could easily win any battle now that the Romans had gone and could set up their own kingdoms there

The Britons who carried on living there after the Romans left asked them to help fight against the Picts who were invading.

Ask children to work in pairs/small working groups to identify and list the push and pull factors that might have caused the migration of the Saxons to England at this point in history. The children can think about why this would happen now, in the modern world. In past times, it was often for much more simple.

Discuss whether it would be better to live somewhere you can farm, or somewhere you cannot. Who would have to come on the boat to Britain, to start a farm? Would it be ok to steal somebody else's farmland like the Vikings did? Discuss what they might need to start a farm. Discuss the type of settlement compared to a farm today.

Anglo-Saxons are Saxons that settled and lived in England.

Where else did they go to and what might their journey have been like? Map work - where they came from, where they travelled to. Calculate distances. Think about what it might have been like to travel via wooden boats compared to travelling in the modern world. (What issues might they face?) Where did they settle and how did they go about doing this?

Do you think it would have been difficult to row all the way? (Role-play this) Why do you think nobody did it before? Do you think it would be scary? What about if there was a storm? Discuss what they might need to take with them when they travel. Discuss the type of boat compared to a boat you might see today.

Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the



Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army.

From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain. By around AD600, after much fighting, there were five important Anglo-Saxon kingdoms. They were Northumbria, Mercia, Wessex, Kent and East Anglia. Sometimes they got along, sometimes they went to war.

Where did the early Anglo-Saxons live and how do we know?

Link to map showing the area where the Saxons settled in Britain in 600 AD:

<https://cosmolearning.org/images/britain-c-600-settlements-of-angles-saxons-and-jutes/>

Link to the History Association's website where you will find a large downloadable map of Anglo-Saxon England and some evidence of Anglo-Saxons in England

<https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history#briefhistory>

If the Saxons came from Germany - where do you think they settled first?

During the Roman period, Germanic auxiliary troops had formed part of the imperial army. After the end of Roman rule, more people from the Germanic areas of Europe came to settle in England. We know this because of graves and settlements which suggest that the British population was not killed or displaced, but instead came to adopt Anglo-Saxon way of life. (People moved as part of the Roman army and then started to join in with Anglo-Saxon lifestyle in Britain when the Romans left.)

Ask the children to compare why the Romans came to Britain and why Anglo-Saxons and Vikings came to Britain. Which seems more justified?

Romans who came to expand the empire or Saxons/Vikings who came for natural resources and to potentially improve their lives. (Think about the scale - the Roman Empire was vast and wanted to expand its territory but the Saxons and Vikings were simply moving from one place to another.)

Why do we remember Alfred the Great? Was he really 'Great'?

There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called 'Great'. His father was king of Wessex, but by the end of Alfred's reign his coins referred to him as 'King of the English'. He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.

Alfred became king in AD871 when his elder brother died. During his reign he was advised by a council of nobles and church leaders. This council was called the Witan. Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. He also told monks to begin writing the Anglo-Saxon Chronicle.

To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'. He also built warships to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings.

He also managed to work well with the other kingdoms he had taken over and reminded them what they had in common as Anglo-Saxons.

Above all, he was able to promote himself as defender of all Christian Anglo-Saxon areas against Viking threats which he was able to resist into the final decade of his reign.

Alfred died in 899 and was buried at his capital city of Winchester.


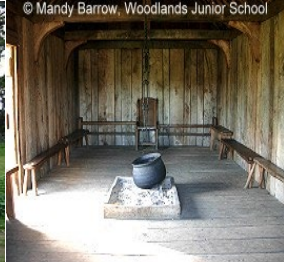
<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f>

Alfred the Great was a famous Saxon King and this is when our country first started having a monarch of all England.

What do Anglo-Saxon graves tell us?

When Anglo-Saxons died, their bodies were often cremated or buried in a grave along with some belongings.

		<p>Men's graves included knives and spears. Women's graves included tools used for sewing and weaving. High status graves had swords and precious objects.</p> <p>In 1939, an amazing discovery was made at Sutton Hoo in Suffolk. Archaeologists found traces of an Anglo-Saxon ship and many precious objects. This was the grave of a king, probably King Raedwald of East Anglia. He died around AD625.</p> <p>Click on the link below to watch Sutton Hoo artifacts video: https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcdm</p> <p>Click on the link below for information on Anglo-Saxon place names in Britain their lasting legacy http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm</p>
--	--	---

<p>Using (Applying & analysing)</p>		<p>Why did the Anglo-Saxons decide to Migrate to the UK?</p> <p>Recap the definition of migration - Human migration, the permanent change of residence by an individual or group.</p> <p>Sources say that the Saxon warriors were invited to come to the area now known as England, to help keep out invaders from Scotland and Ireland. Another reason for coming may have been because their land often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm.</p> <p>So, how similar were their reasons for coming to Britain compared to the Romans? (Similarities and differences) (source work, use of photographs)</p> <p>Recap the Romans reasons for coming to Britain:</p> <p>As the Roman Empire expanded, Britain had good land for farming food like to supply food to the empire.</p> <ul style="list-style-type: none"> · Britain was full of natural resources like wool, leather, and lead, tin, gold and silver which were all useful for the empire. · Britain had a growing population which meant a vast amount of slaves for Rome if they conquered them. · Rome sought revenge as Britain had sided with Gaul (France), when the Roman Empire tried to conquer them. · The need to expand - it was within the nature of the Empire and the Roman Emperors to continue to grow the empire and conquer as many civilisations as possible. <p>Now the children can look at the reasons why Anglo-Saxons and Vikings came to Britain and compare/contrast it to the Romans. You could pose the question, 'What is the trend/theme coming through as to why so many civilisations wanted to come to Britain?' Wealth of natural resources perhaps? or good farmland?</p> <p>Did the Anglo-Saxons live in Roman cities? (Continuity and change)</p> <p>The Anglo-Saxons did not understand the Roman ways and would not live in their towns, so the villas, streets and baths were soon forgotten. They fell into ruins and became covered over with weeds. Roman houses were made of brick or stone and had a tiled roof. They even had glass in their windows and underfloor heating. Anglo-Saxon houses were built facing the sun to get as much heat and light as possible. There was only one room where everybody ate, cooked, slept and entertained their friends.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>If you compare that to Roman villas - (Be clear that a wealthier Roman might have lived in a villa, this wasn't the general population) Ask the children, 'Is it fair to say that in terms of housing and living standards, the Anglo-Saxons regressed from where the Romans had gotten to?'</p>
---	--	---



Draw attention to the open spaces, multiple rooms, use of decorations.



British Iron Age families lived in simple one-roomed homes called roundhouses. These homes had a pointed roof, attached to circular walls. Inside there was space for storing food, beds made from straw and animal skins, and a small kiln. In the centre, you'd cook over an open fire. Records show there were also areas for smoking and preserving meat.



Had the Saxons undone the progress the Romans had made?

Were they less domesticated than the Romans were?

Did they just have less understanding of things like hygiene and living standards?

There is no right or wrong answer, it is just about the children interpreting using the evidence you have given them.

What made King Alfred so Great?

From - Charles Dickens, *A Child's History of England (1851-53)* (Secondary source - not from the time)

The noble King Alfred... in his single person, possessed all the Saxon virtues. Whom misfortune could not subdue, whom prosperity could not spoil, whose perseverance, nothing could shake. Who was hopeful in defeat, and generous in success? Who loved justice, freedom, truth and knowledge....?

As great and good in peace, as he was great and good at war, King Alfred never rested from his labours to improve his people. He loved to talk with clever men, and with travellers from foreign countries, and to write down what they told him, for his people to read.... He founded schools; he patiently heard causes in his Court of Justice; the great desires of his heart were to do right to all his subjects, and to leave England, better, wiser, happier in all ways, than he found it.

Sources of historical evidence:

Statue of Alfred the Great at Wantage by Count Gleichen (1877)



(Secondary source - not from the time)

The statue shows Alfred with a weapon in one hand and parchment in the other.

What does this suggest about him as a King?

It shows he values equal levels of military strength as well as an education/knowledge of how to effectively rule without violence. Encouraging his people to prosper - a nice example is that he translated many books from Latin to Old English so that more people could learn to read or be read to



(Primary source - from the time)

Show the children this King Alfred coin, from his period of reign, does it provide more or less information compared to the statue?

Why might the statue create a better picture of him? Even though it is not from the time?

Key points to consider with pupils are:

He was never made a saint, as other Saxon kings, such as Edmund and Edward, were.

He was the king who really started the English navy.

He was very generous to his opponents after he had defeated them.

He invented the candle clock.

His was the only surviving Anglo-Saxon province after the Vikings had taken the rest.

If he had lost England would have been run by the Vikings.

He translated the most important books of the time from Latin into Old English which more people could then read.

He re-organised the military to stop further Viking attacks.

He set up a series of forts in towns called burhs. These settlements had streets set out like grids contained within strong defences.

Because of what he did, his sons were able to conquer lands in the East and North back from the Vikings.

He set up schools for priests and did a lot to improve education.

The only reason people think Alfred is so great could be because he got a man called Asser to write only good things about him in his biography, leaving out all the bad.

It was later kings Athelstan and Edgar who really were the first kings of united England. Whilst Alfred had to fight off the Vikings, these kings were so good they were never attacked.

Coins at the time had the head of Alfred and the Mercian king on, suggesting Alfred wasn't obviously the most

He always had his people in mind and this forward thinking led to his Grandson becoming the first king of a united England.

		Children discuss in groups whether the title 'Great' was fitting for King Alfred? Encourage children to justify their reasoning by stating which of the facts drew them to their conclusions.
Concluding (Evaluating & summarising)		Recap children's learning so far Was life in Anglo-Saxon England fair on the people who lived there? Focus on children using historical evidence to justify their reasoning rather than whether they answer yes or no to the question.