

<p>Theme read:</p> <p>Beowulf (Usborne) by Rob Lloyd Jones & Victor Tavares</p> <p>King Arthur and the Knights of the Round Table by Marcia Williams</p> <p>Anglo-Saxon Boy by Tony Bradman</p> <p>How To Be an Anglo-Saxon in 13 Easy Steps by Scoular Anderson</p> <p>Men, Women and Children in Anglo-Saxon Times by Jane Bingham</p> <p>You Wouldn't Want to be an Anglo-Saxon Peasant! By Jacqueline Morley & David Antram</p>	<p>Year 4 (Spring): Enquiry Question</p> <h2 style="text-align: center;">Why is St Frideswide the patron saint of Oxford?</h2> <p>Key driver: Confidence</p> <p>Key skills:</p> <p>Year Enquiry: When did we become British?</p> <p>Topics: The Anglo Saxons</p>	<p>Resources</p> <ul style="list-style-type: none"> • https://www.ashmolean.org/learning-resource-anglo-saxons • https://www.ashmolean.org/anglo-saxon-chronicles-887-ad • Alfred the Great and the Anglo Saxons by David Gill • King Arthur and the Knights of the Round Table by Marcia Williams • Illustrated Tales of King Arthur by Sarah Courtauld & Natasha Kuricheva • The King Who Threw Away His Throne by Terry Deary • https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-anglo-saxon-britain/zdh2t39
<p>Key Vocabulary:</p> <p>Wessex, Northumbria, Mercia, East Anglia, Kent, lyre, axe, shield, sword, helmet, Christianity, thatched house, coins, thane, churl, Witan, wergild, oath helper, trial by ordeal, Lindisfarne, Canterbury, Augustine, Synod of Whitby, Offa</p>		<p>Pupil Pledge</p>

<p>Launch</p> <p>What is the story of St Frideswide and what is her importance in the history of Oxford? Who were the characters in the story? Who were the Anglo-saxons?</p> <p>WALT: I can retell the story of St Frideswide.</p> <p>Outcome: Chdn to draw a story map/storyboard of the Frideswide story.</p>	<p>Lesson 2</p> <p>Imagine you are an Anglo-Saxon brought in to repel the Scots but now you want to stay and make this your country. How can you convince the people to let you?</p> <p>WALT: I can describe who the Anglo-Saxons were and why they invaded Britain.</p> <p>Outcome: Chdn make an Anglo Saxon passport, saying where</p>	<p>Lesson 3</p> <p>Where did the Anglo-Saxons settle? What were the 7 kingdoms of Anglo-Saxon Britain? What did they name the places they settled in? How has this influenced English language and place names?</p> <p>WALT: I can understand the locations of the Saxon kingdoms and settlements.</p>	<p>Lesson 4</p> <p>What was Anglo-Saxon village life like? What jobs did people do?</p> <p>WALT: I can describe life in an Anglo-Saxon village.</p> <p>Outcome: Chdn to draw and label a diagram of what an Anglo-Saxon village would be like.</p>	<p>POP Quiz</p> <p>Children complete a passport application to show their understanding so far of what it was to be an Anglo-Saxon settling in Britain.</p>
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	they've come from and what they are in Britain for.	Outcome: Complete maps showing Anglo-Saxon patterns of settlement, labelling the Seven Kingdoms.		
<p>Lesson 6</p> <p>Anglo-Saxon laws - kings made laws with the help of the Witan. Wergild (fine paid to family for hurting or killing a member), oath helpers and trial by ordeal.</p> <p>WALT: I can describe some Anglo-Saxon laws.</p> <p>Outcome: Chdn to make their own lists of fines for offences</p>	<p>Lesson 7</p> <p>What can Anglo-Saxon artefacts teach us about Anglo-Saxon culture?</p> <p>WALT: I can describe the significance of Anglo-Saxon artefacts found by archaeologists.</p> <p>Outcome: Chdn to explore and explain 'mystery objects' found at Sutton Hoo - paste into books with writing about what they tell us.</p> <p>Use Anglo-Saxon runes for writing their own names.</p>	<p>Lesson 8</p> <p>What were the religious practices and beliefs of the early Anglo-Saxons? What gods did they worship? How were the Anglo-Saxons converted to Christianity? What effect did this have on their culture?</p> <p>WALT: I can explain the importance of the Anglo-Saxons' conversion to Christianity.</p> <p>Outcome: Chdn make their own 'manuscript', with illuminated letter.</p>	<p>Lesson 9</p> <p>What is the story of King Arthur and why is it still so famous a part of British culture? What is the story of Beowulf? Why do myths like this and stories like Beowulf resonate and endure across the centuries? How do they relate to the history of the time we have been looking at?</p> <p>WALT: I can retell the story of Beowulf.</p> <p>Outcome: Chdn to draw a story map/storyboard of the Beowulf story.</p> <p>Chdn take turns in small groups to make a stop-motion animation of Beowulf using Lego minifigures.</p>	<p>Celebration</p>

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study. Construct informed responses that involve 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> Follows on chronologically from Romans in Britain in previous topic. Forms part of the wider question of how we became British. Continues focus on archaeology as a way of 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> Making Anglo-Saxon 'passports'. Use runes to write our names in Anglo-Saxon. Make a storyboard of St Frideswide/Beowulf. Make a stop-motion animation of Beowulf using Lego minifigures. 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> Compare Anglo-Saxon laws to those of today: no prison, but punishments horrific and unfair/don't make sense. Which is better? Changing religion is a serious thing to do, even more than now. Is it better to be 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> Ashmolean visit – Anglo-Saxon artefacts The Watlington Hoard, discovered in 2015 St Frideswide – established a priory built over by Christchurch College. https://www.oxford.gov.uk/downloads/file/16
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<p>thoughtful selection and organisation of historical information.</p> <ul style="list-style-type: none">• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	<p>finding out about the past.</p>	<ul style="list-style-type: none">• Chdn make their own 'manuscript', with illuminated letter.	<p>told what to do or to have the choice?</p>	<p>23/saxon and viking oxford 410 - 1066</p>
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