

## Year 4 – Autumn Knowledge Organiser

### Anglo-Saxons



Heathfield Schools' Partnership

ambitious for the future

This unit will introduce the children to what life was like in Anglo-Saxon Britain. They will learn about what happened once the Romans left Britain and where the Anglo-Saxons came from. They will use artefacts and secondary sources to find out more about the Anglo-Saxon people as well as identifying key features of homes in this time period, and how they are different to the homes we see today. The children will have the opportunity to learn about Anglo-Saxon religion and make comparisons to Roman beliefs. They will look closely at Sutton Hoo, recognise the importance of sites like this and understand why archaeologists and historians are interested in it. Finally, the children will learn about law, crime and punishment and compare these from the Anglo-Saxon period to today.

#### Key knowledge

- The Anglo-Saxons arrived in Britain in AD 449, from countries now known as Denmark, Germany and The Netherlands. The largest tribes of people living here were called the Saxons, Jutes and Angles.
- Britain was divided into seven Kingdoms: Northumbria, Mercia, Essex, East Anglia, Wessex, Kent and Sussex.
- The Anglo-Saxon people were warriors and wore helmets made from iron and bronze and strong metal armour.
- Other jobs included; farmers, metal workers and jewelers.
- Anglo-Saxon homes looked very different to the ones we live in today.
- The Chief would live in the largest house in the village along with his warriors.
- The early Anglo-Saxons were Pagans, unlike the Romans and the people living in Britain before they arrived. Eventually, most Anglo-Saxons were converted to Christianity.
- Anglo-Saxons were buried with belongings, for example knives, spears or tools for sewing.
- In 1939, archaeologists discovered a ship burial at Sutton Hoo, where they found precious objects including coins, a mask, a shield, a sword and a helmet.
- Criminals were either executed or punished with fines and for crimes like stealing they might have had their nose or hand cut off!

#### Anglo-Saxon Timeline



#### Vocabulary

<b>AD - Anno Domini</b>	The time after the birth of Jesus Christ (Year 0)
<b>BC - Before Christ</b>	The time before the birth of Jesus Christ (Year 0)
<b>BCE</b>	Before common era.
<b>CE</b>	Common era.
<b>Chief</b>	The leader of the village.
<b>Jutes</b>	Northern Danish large tribe.
<b>Angles</b>	Southern Danish large tribe.
<b>Saxons</b>	German-Dutch large tribe.
<b>Woden</b>	King of Anglo-Saxon gods. German version of Scandinavian god Odin.
<b>Thunor</b>	Anglo-Saxon god of thunder.
<b>Tiw</b>	Anglo-Saxon god of war.
<b>Frige</b>	Anglo-Saxon goddess of love.
<b>Sutton Hoo</b>	An excavation site discovered in 1939 by archeologists, in Suffolk.
<b>Cyning</b>	Anglo-Saxon word for King.
<b>Outlaws</b>	Run-aways and were living outside the law.
<b>Paganism</b>	Religion followed by the early Anglo-Saxons. They had many gods and were superstitious.

#### Monarchs

There were seven Kingdoms during the Anglo-Saxon era, meaning there were many different Monarchs. Some well known Kings from the time were King Æthelred the Unready and King Canute. King Æthelstan was the first of these Kings to unite all seven Kingdoms and is therefore known as the First King of England.

<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Know the past can be divided into different periods of time.</li> <li>• Know what the terms millennium, century, decade and year mean.</li> <li>• Place events from the time studied on a timeline.</li> <li>• Order events and objects chronologically</li> <li>• Know that time is measured from Year '0', know BC and AD</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand why people/events change/happen</li> <li>• Develop feelings of empathy and justify</li> <li>• Use evidence to reconstruct life in the period studied.</li> <li>• Look at links and effects in time studied.</li> </ul>	<p style="text-align: center;"><small>and talk about difference.</small></p> <ul style="list-style-type: none"> <li>• Understand there are primary and secondary sources. Give examples of each from the era being studied.</li> <li>• Generate questions about several historical sources that are linked</li> <li>• Sort and classify artefacts by perceived use, think about similarities and differences</li> <li>• Compare and contrast modern/ancient photos and paintings (E.G photo of Titanic v modern day ocean liner) Complete a T chart to compare</li> <li>• Ask a variety of questions from the different sources that a partner can answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Present findings on a fact sheet</li> <li>• Produce a simple powerpoint</li> <li>• Diary entries</li> <li>• Newspaper reports</li> <li>• Give presentation using a structure</li> <li>• Confidently use the correct vocabulary orally</li> </ul>
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