

Enquiry Question		
How would the life of an Anglo-Saxon child have been different to your life?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Prehistoric Britain began when the first humans arrived in the British Isles. It ended when the Romans conquered the ancient Britons in 43 CE/AD and Britain became part of the Roman Empire. The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated but this caused fighting between tribes. (Prehistoric England, Y3)</p> <p>Claudius conquered Britain in 43 CE/AD. (Romans, Y3)</p> <p>Romans in Britain were Christians. (Romans, Y3)</p>	<p>The Romans left Britain in 41 CE/AD because Britain no longer had a strong Roman army to defend it from attack. The Anglo-Saxons were made up of three tribes: Angles, Saxons and Jutes that came from Germany and Scandinavia.</p> <p>Many Anglo-Saxons were farmers and life was hard. Children were deemed to be adults at the age of 10</p> <p>Anglo-Saxon England was divided into seven kingdoms. Each kingdom had its own leader and there was often fighting between the different kingdoms. The names of many places in Britain came from Anglo-Saxon words. We know about life in Anglo Saxon times due to the writing of a monk called Bede and also from archeological finds. They liked to tell stories.</p> <p>King Alfred was an Anglo-Saxon king. In 1939 CE/AD archaeologists discovered Sutton Hoo.</p> <p>The Anglo Saxons made jewellery, instruments and toys.</p> <p>Early Anglo-Saxons were pagans but they converted to Christianity in 600 CE/AD as they wanted to unite their country. Monasteries were the only schools in Anglo-Saxon England.</p>
Disciplinary Knowledge		
Chronology	Place events, artefacts and historical figures on a timeline using dates. Use BCE/CE and BC/AD.	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).
Evidence & Interpretation	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources.
Cause & Consequence	Suggest the causes and consequences of change.	Suggest the causes of invasion in Britain and what the consequences were.
Change & Continuity	Begin to explain the concept of change over time.	Explain the concept of change over time and represent this with evidence.
Similarity & Difference	Describe the social and cultural diversity of the past.	Describe the social, ethnic, cultural and religious diversity of the past.
Historical Significance	Suggest suitable evidence to find out about significant people/events.	Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

## Big Idea Knowledge

- **Community:** Communities grow where people settle together. People settle near natural resources.
- **Human Rights:** Children's rights were very different in Anglo-Saxon times.
- **Stewardship:** The Anglo-Saxons lived sustainably.
- **Resilience:** Early farming communities had to be resilient to drought and famine.
- **Health:** The Anglo Saxons had medicines and ways of healing people.
- **Wonder:** The Anglo Saxons were amazing craftsmen.
- **Technology:** The life of an Anglo Saxon was similar to the life of a Celt.
- **Equality:** Women were treated very differently to men by the Anglo Saxons.

## Vocabulary

kingdom, era, period, withdrew, invasion, warriors, settlement, Christianity, surrender, gods, goddesses, religion, saints, beliefs, practices, pagan, worship, festivals, empire, hostile, native, migration, Kingdom, pillage, priory, raid, rebellion, tribes, archaeological, events, artefacts, historical figures, BCE/CE, BC/AD, sources, reliability, consequences, cause, change, evidence, social, ethnic, cultural, religious

## Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

## Learning Questions

When and why did the Anglo-Saxons come to England?

How was Anglo Saxon England ruled?

What was life like in Anglo Saxon times?

What was Anglo-Saxon art and culture like?

What did the Anglo-Saxons believe?

How would the life of an Anglo-Saxon child have been different to your life?

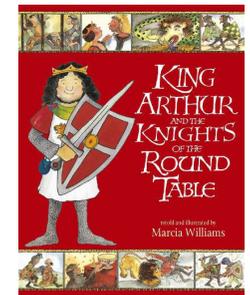
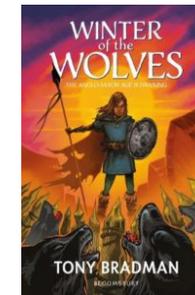
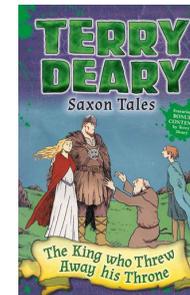
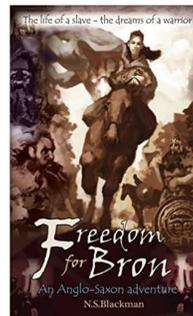
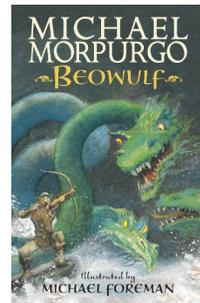
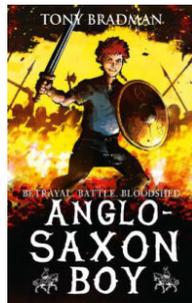
## Mastery Key

- Can understand and explain how the life of an Anglo-Saxon child compares to a child's life today.

## Gateway Key

- ❖ Can give examples of 4 things in the life of an Anglo-Saxon child

## Recommended Reads





Enquiry Question		What impact did Francis Drake have on life at home and abroad in Tudor times?	
		Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	In the late 18th century (after the Tudor Period) Captain Cook was a British sailor with the Royal Navy. His ship was called the HMS Endeavour. He 'discovered' Australia which is one of seven continents on planet Earth. He called Australia New South Wales. Life on board the Endeavour was hard. It took one and a half years to sail to Australia. (Explorers, Y1)		The Tudor period was named after Henry Tudor who invaded England and won the Battle of Bosworth in 1485 becoming King. The Tudor period ended when Elizabeth 1 died in 1558 CE/AD having never married or produced an heir. The Tudor period was one of great exploration, an activity that could provide both increased trade and new colonies. Other European countries such as Spain and Portugal also colonised countries. Life as a Tudor sailor was difficult and dangerous but could be well rewarded for those that were brave. Explorers often helped themselves to valuables that did not belong to them when they discovered new places. The Mary Rose was launched in 1511CE/AD. In 1545 CE/AD she was part of the defence against a French invasion fleet, but sank just off the Isle of Wight. The wreck of the Mary Rose was located in 1971 CE/AD and was raised in 1982. The remains of the ship included a wealth of Tudor artefacts including weapons and personal items belonging to the crew. Francis Drake (c 1540 - 1596 CE/AD) circumnavigated the globe between 1577 and 1580 in his ship The Golden Hind. He is also renowned for his part in fighting against the Spanish Armada (1588) and for his various acts of plunder against Spanish ships and settlements in the Americas. Spanish sailors were captured by Drake and held at Torre Abbey in Torquay.
	In London in the 1660s life was different (Great Fire of London, Y2)		
Disciplinary Knowledge			
Chronology	Place events, artefacts and historical figures on a timeline using dates. Use BCE/CE and BC/AD.	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	
Evidence & Interpretation	Use more than one source of evidence for historical enquiry.	Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources.	
Cause & Consequence	Suggest the causes and consequences of change.	Suggest the causes of Tudor exploration and what the consequences were.	
Change & Continuity	Begin to explain the concept of change over time.	Explain the concept of change over time and represent this with evidence.	
Similarity & Difference	Describe the social and cultural diversity of the past.	Describe the social, ethnic, cultural and religious diversity of the past.	
Historical Significance	Suggest suitable evidence to find out about significant people/events.	Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).	

## Big Idea Knowledge

- **Community:** New British colonies were set up on the land that was claimed by Drake and other explorers such as Raleigh.
- **Human Rights:** Francis Drake did not respect the Human Rights of the indigenous people living on the land that he claimed.
- **Stewardship:** Exploration led to the exploitation of natural resources that negatively impacted the land that was claimed.
- **Resilience:** Explorers and sailors would be at sea for months and sometimes years.
- **Health:** The sailors lived in very unhealthy conditions on board ship and this led to many of them becoming sick.
- **Wonder:** Imagine being in the middle of the ocean and not knowing where you were going!
- **Technology:** Circumnavigation and marine engineering developed significantly during the Tudor period.
- **Equality:** Tudor exploration brought much wealth to England but this was not fairly distributed and some people became very rich.

## Vocabulary

monarch, exploration, fleet, globe, Spanish Armada, Plymouth Hoe, wealth, prosper, exploration, culture, world, navigation, compass, indigenous, colonisation, circumnavigate, The Mary Rose, The Golden Hind, period, BCE/CE, BC/AD, valuables, wreckage, remains, sank, events, artefacts, historical figures, timeline, sources, reliability, consequences, causes, change, evidence, diversity, social, ethnic, cultural, religious, significant

## Teaching Sequence

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## Learning Questions

- Who were the Tudor family and when did they rule Britain?
- What was it like to be a sailor in Tudor times?
- What happened to the Mary Rose?
- Who was Francis Drake and what did he do for England?
- How did Spanish sailors end up in Torre Abbey?
- What impact did Francis Drake have on life at home and abroad in Tudor times?

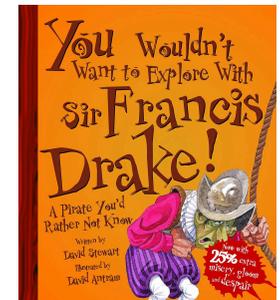
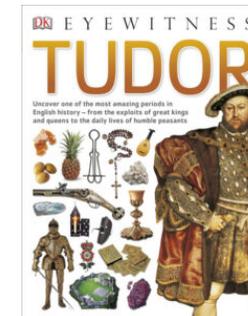
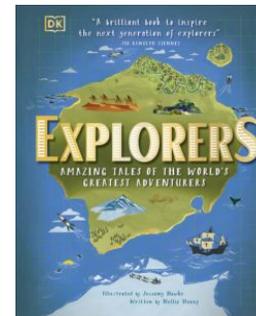
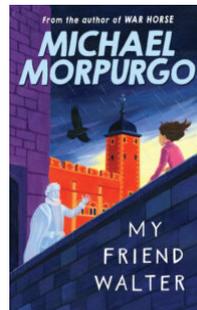
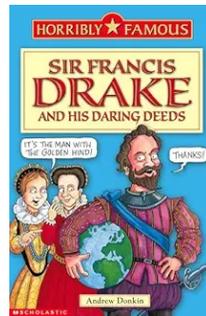
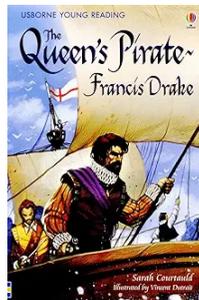
## Mastery Key

- Can understand and explain the impact Francis Drake had on life in Tudor times.

## Gateway Key

- ❖ Can say who Francis Drake was and what he did in Tudor times

## Recommended Reads





Enquiry Question		What is colonisation and why did it lead to the development of the Slave Trade?	
Substantive Knowledge		Required Prior Knowledge	Knowledge to be taught
<p>Captain Cook found Australia and his soldiers fought with the Aborigines (Explorers, Y1)</p> <p>The journey across the Atlantic was long and treacherous (Titanic, Y2)</p> <p>The Tudor period was one of great exploration, an activity that could provide both increased trade and new colonies. Explorers often helped themselves to valuables that did not belong to them when they discovered new places. Other European countries such as Spain and Portugal also colonised countries. (Tudor Exploration, Y4)</p>			<p><b>It is important that people are not referred to as slaves but as ‘enslaved people.’</b></p> <p>The slave trade began in the 1500s, by the 17th century. By then many countries in the Americas had been colonised by British, Spanish, French, Dutch and Portuguese explorers. This is why they still speak Portuguese in Brazil today.</p> <p>Millions of enslaved black african people were transported across the Atlantic Ocean as part of the Atlantic Slave trade. Their human rights were not considered. It was the second of three stages of the so-called triangular trade, in which arms, textiles, and wine were shipped from Europe to Africa, enslaved people from Africa to the Americas, and sugar and coffee from the Americas to Europe.</p> <p>The slave trade had devastating effects on Africa as usually the youngest and fittest men and women were enslaved which led to population decrease and starvation for many of those left behind in the African countries.</p> <p>The journey across the Atlantic, known as the Middle Passage, was brutal and unsanitary. in which hundreds of Africans were packed tightly into tiers below decks for a voyage that could last several months. It was very hot and the air quality was poor. Historians estimate that between 15 and 25 percent of the enslaved Africans bound for the Americas died aboard slave ships. The writing of Oludah Equiano in 1789 CE/AD documents much of the suffering endured. William Wilberforce was a prominent politician who successfully campaigned for the abolition of the slave trade and slavery in the 1800s.</p>
Disciplinary Knowledge			
Chronology	Place events, artefacts and historical figures on a timeline using dates. Use BCE/CE and BC/AD, with support.	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) (BC/AD).	
Evidence & Interpretation	Use more than one source of evidence for historical enquiry.	Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources.	
Cause & Consequence	Suggest the causes and consequences of change.	Suggest the causes of the Slave Trade and what the consequences were.	
Change & Continuity	Begin to explain the concept of change over time.	Explain the concept of change over time and represent this with evidence.	
Similarity & Difference	Describe the social and cultural diversity of the past.	Describe the social, ethnic, cultural and religious diversity of the past.	
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## Big Idea Knowledge

- **Community:** The Slave Trade robbed many African communities of their people which led to famine and instability.
- **Human Rights:** Freedom is a basic human right and slavery opposes human rights.
- **Stewardship:** The overproduction of land that resulted from slavery destroyed many habitats.
- **Resilience:** Enslaved people demonstrated incredible resilience to the way in which they were treated.
- **Health:** The health of enslaved people was rarely considered by those responsible.
- **Technology:** Advances in marine engineering and ocean navigation enabled the Slave Trade to develop.
- **Equality:** People of colour have not always been treated equally to white people.

## Vocabulary

colonisation, colony, agreement, enslaved people, labourers, indigenous people, population, traders, transatlantic slave trade, middle passage, abolition, triangular trade, exploitation, events, artefacts, historical figures, timeline, sources, consequences, causes, change, evidence, social, ethnic, cultural, religious, significant, period, BCE/CE, BC/AD

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## Learning Questions

**What is the Transatlantic Slave Trade?**

**What were conditions like on board ship?**

**What happened when enslaved people arrived in the colonies?**

**How was the slave trade abolished?**

**What has been the impact of the Transatlantic slave trade?**

**What is colonisation and how did it lead to the development of the slave trade?**

## Mastery Key

- Can understand and explain how colonisation during Tudor times affected people.

## Gateway Key

- ❖ Can understand and explain what the Transatlantic slave trade was.

## Recommended Reads

