Year: 7	Subject: History	Unit title: Sutton Hoo	Term: Autumn
Knowledge (Learn that): • Scholars know that the discovery of a ship burial at Sutton Hoo suggests someone important was buried there • Scholars know that the artefacts buried at Sutton Hoo provide clues to the identity of the type of person buried there • Scholars know that the archaeological finds, when cross referenced with historical documentation, suggest Raedwald is the most likely candidate to be buried there • Scholars understand that historians piece together claims based upon the evidence they have available to them		Core Vocabulary: Archaeologist, Ship Burial, Grave Goods, Pagan, Inference, Burial Chamber, Bretwalda, Raedwald, Written Sources Vocabulary to Encounter: Rivet, Feasting Items. Ecclesiastical, Chronicle, East Anglia, Rendlesham Vocabulary to retrieve: Christian	Teaching Sequence: Lesson 1: The Discovery at Sutton Hoo Lesson 2: Artefacts Lesson 3: Who was buried at Sutton Hoo? Lesson 4: Planning Lesson Lesson 5; Essay Writing Lesson (There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **evidence and how history is constructed.**

Scholars will be encouraged to:

- Learn that historians rely on surviving material (artefacts, written sources) to make claims about the past.
- Understand the concept of inference—how historians interpret evidence to build plausible narratives.
- Understand that historical knowledge is constructed and contested.
- Distinguish between *what we know* and *what we can reasonably infer*, using vocabulary like *possible*, *probable*, *certain*, and *unlikely*.
- Reflect on how new evidence can reshape our understanding of a period.
- Assess the usefulness and limitations of sources.

Writing curriculum:

Throughout this unit, scholars use writing to **practice historical communication**. The booklet is carefully structured to build scholars' ability to think and write like historians

- Scholars are introduced to key terms (e.g. *grave goods, inference, Bretwalda, artefact*) and expected to use them in written responses.
- Vocabulary is revisited across lessons to reinforce disciplinary language and precision.
- Writing tasks frequently use sentence stems like: *"Because… but… so…" and "From the evidence we can infer…"* These structures help scholars develop reasoning and express historical uncertainty.
- Scholars move from simple factual recall to constructing claims supported by evidence.
- They learn to express degrees of certainty (e.g. *likely, probable, uncertain*) and justify their reasoning.
- The essay task requires scholars to integrate archaeological and textual evidence.
- They learn to evaluate the usefulness and limitations of sources and reflect on how historians build interpretations from incomplete evidence.

Links to other units:

Why this and why now?

The Sutton Hoo enquiry introduces Year 7 scholars to the discipline of history through a rich, tangible case study that foregrounds evidence, inference, and interpretation. It is deliberately positioned early in KS3 to:

- Bridge KS2 and KS3 thinking: Scholars arrive with some knowledge of the Anglo-Saxons, often taught in KS2 through narrative and thematic approaches. Sutton Hoo builds on this by introducing disciplinary thinking—how historians use sources to construct claims.
- Establish core disciplinary habits: The unit foregrounds how historians work with material and written evidence, how they express degrees of certainty, and how they build reasoned arguments. These are foundational skills for all future historical enquiries.
- Introduce complexity and ambiguity: The absence of a body, the mix of pagan and Christian symbols, and the interpretive use of Bede and the Anglo-Saxon Chronicle all challenge scholars to grapple with uncertainty—an essential shift from KS2's more definitive narratives.

How does this speak to what came before?

At KS2, scholars typically study the Anglo-Saxons in broad strokes—migration, settlement, daily life, and kingship. This booklet:

- Revisits familiar content (e.g. Anglo-Saxon kings, religion, artefacts) but reframes it through historical enquiry.

- Moves scholars from what happened to how we know, introducing the idea that historical knowledge is constructed.
- Builds on KS2 skills like chronological understanding and source use, but deepens them with evaluation, inference, and argumentation.

How does this prepare scholars for what comes next?

This unit lays the groundwork for more complex historical thinking across KS3:

- In Year 7, it prepares scholars for future units on medieval religion, monarchy, and power by introducing concepts like kingship, belief systems, and historical significance.
- In Year 8, scholars will encounter more contested narratives (e.g. the British Empire), where interpretation and source evaluation become even more central.
- In Year 9, scholars will explore modern history where the use of evidence, argument, and interpretation becomes increasingly nuanced and politicised.

Links to the national curriculum:

This unit acts as a transitionary unit between key stage 2 and key stage 3 history. This content goes beyond the key stage two national curriculum, and helps provide context and equity (for a mixed intake of scholars) when approaching a key stage 3 history curriculum.

Linking to the KS3 National Curriculum

The National Curriculum for History at KS3 requires that scholars:

- Understand the methods of historical enquiry, including how evidence is used to make historical claims.
- Know and understand the history of Britain as a coherent, chronological narrative, including how people's lives have shaped the nation.
- Explore Britain's early medieval history, including the Anglo-Saxon and Viking struggle for the kingdom of England.

The Sutton Hoo unit aligns with these aims by:

- Focusing on a major archaeological discovery that illuminates Anglo-Saxon kingship, belief systems, and society.
- Teaching scholars how historians use material and written sources to build interpretations.
- Embedding chronological understanding through dating artefacts and linking them to known rulers.
- Introducing historical vocabulary and concepts such as *Bretwalda*, *grave goods*, and *inference*.