Year: 7	Subject: History	Unit title: Anglo Saxons	Term: Autumn
Knowledge (Learn that): • Scholars know that the Anglo-Saxons arrived in England following it's Roman occupation and they lived very differently to the Romans • Scholars know that a common religion (Christianity) and a common past (Bede's Ecclesiastical History) helped to form an English identity • Scholars know that the Vikings provided a common enemy that the Anglo-Saxons could unite against • Scholars know that Alfred the Great's reign provided some of the pillars of an English nation; a common language, systems of government and a formal division between Anglo Saxons and the Danelaw • Scholars know that Alfred's descendants built upon his military successes and administration to the point where Æthelstan was declared 'First King of the English' • Scholars understand that the idea of an English nation formed over time		**Core Vocabulary:** Angles, Saxons, Jutes, Paganism, Christianity, Monastery, Burhs, Witan, Danegeld, Fyrd, Doom Book, Bretwalda, Earls, Shires, Hundreds **Vocabulary to Encounter:** Valhalla, Blood Eagle, Longboats, Illuminated Manuscripts, Anglo-Saxon Chronicle, Royal Charters **Vocabulary to retrieve:** Roman Empire, Latin, Monotheism, Polytheism, Archaeologist	Teaching Sequence: Lesson 1: The Anglo Saxons Lesson 2: Life in Anglo Saxon England Lesson 3: The Vikings Lesson 4: Alfred the Great Lesson 5; Alfred's Descendants Lesson 6: Planning Lesson Lesson 7: 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 **causation.**

Scholars will be encouraged to:

- Learn that nations are created over time rather than appearing suddenly.
- Understand how historians identify and evaluate factors that contribute to change.
- Examine how shared values, government and conflict can shape collective identities.

- Distinguish between short-term events and long-term developments.
- Use evidence to explain why some factors were more important than others.
- Construct arguments about the causes of historical change using precise historical knowledge.
- Evaluate competing explanations about what helped create an English nation.

This enquiry develops scholars' understanding of how historians build explanations about the past rather than simply describing events.

Writing curriculum:

Throughout this unit, scholars use writing to **practise historical explanation and causation**.

- Scholars are introduced to disciplinary terms such as *identity, kingdom, conversion, Danelaw, burh,* and *charter* and expected to use them accurately in writing.
- Vocabulary is continually revisited through retrieval practice and extended writing.
- Scholars regularly use structures such as 'because, but, so' to explain historical causation and consequence.
- Writing progresses from simple explanation to selecting and evaluating evidence about the development of England.
- Scholars learn to select evidence that best supports an argument and explain why particular factors mattered.
- The final essay requires scholars to explain how shared values, government and conflict contributed to the development of an English nation by 1042.

Links to other units:

Why this and why now?

The *Anglo-Saxon England* enquiry introduces Year 7 scholars to the development of English identity through a chronological and thematic study of migration, belief, leadership, and conflict. It is deliberately positioned early in KS3 to:

- **Bridge KS2 and KS3 thinking:** Scholars often arrive with some knowledge of the Anglo-Saxons from KS2, typically focused on daily life, kings, and invasions. This unit builds on that foundation by introducing causation as a disciplinary concept—exploring *why* England became a nation by 1042, not just *what* happened.

- **Establish core disciplinary habits:** The unit foregrounds structured historical writing, using claim–evidence–explanation and "because, but, so" sentence stems. These routines help scholars develop causal reasoning and prepare them for future analytical writing.
- **Introduce thematic thinking:** By organising the final essay around shared beliefs, government, and conflict, scholars begin to see history as shaped by interwoven factors, not isolated events. This thematic approach supports long-term retention and conceptual understanding.

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, Viking invasions) but reframes it through a **causation enquiry**.
- Moves scholars from what happened to why it happened, introducing the idea that **historical change is driven by multiple causes**.
- Builds on KS2 skills like chronological understanding and source use, but deepens them with explanation, thematic organisation, and structured 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 monarchy, religion, and power, by introducing the notion of an English monarchy, English government and how England became a Christian nation.
- In **Year 8,** scholars will encounter the Reformation. The knowledge of how England became a Christian nation, and how long this institution was accepted helps scholars to understand the extent of change during the Reformation.
- In **Year 9,** scholars will explore migration and the integration of societies. The migration of Angles, Saxons and Jutes, and the integration of Vikings will offer a point of reference

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

This unit aligns with the KS3 History curriculum by studying the development of Church, state and society in Medieval Britain 1066–1509. It provides depth studies of Anglo-Saxon England and the impact of Viking invasions, as well as the emergence of a unified English identity.

Moving Beyond the KS3 National Curriculum

1. Disciplinary Literacy and Structured Argumentation

- The unit doesn't just teach historical facts—it teaches scholars to **write like historians**.
- Through structured sentence stems like **'because, but, so'** and the **claim–evidence–explanation** model, scholars learn to build **reasoned arguments**.
- This supports **evaluative writing**, which is not explicitly required by the KS3 curriculum but is essential for success in KS4 and beyond.

2. Thematic Causation and Complexity

- The final essay is organised around **three interwoven themes**: **shared beliefs**, **government**, and **conflict**.
- This thematic approach encourages scholars to think **conceptually**, not just chronologically, developing a deeper understanding of how historical change happens.
- It introduces **multi-causal reasoning**, which is a step beyond the curriculum's basic requirement to understand historical events.

3. Historical Identity and Nationhood

- The enquiry question—*"What led to the development of an English nation by 1042?"*—asks scholars to explore **national identity**.
- Scholars reflect on how religion, leadership, and external threats contributed to a **shared sense of Englishness**, linking history to broader ideas of culture and belonging.

4. Bridging KS2 and KS3 with Disciplinary Thinking

- The unit builds on KS2 content (e.g. Anglo-Saxon kings, Viking raids) but reframes it through **disciplinary enquiry**.
- It shifts scholars from **what happened** to **how we know**, introducing the idea that historical knowledge is **constructed and contested**.