Anglo-Saxon

raiders and settlers

SECOND EDITION

Teacher's Resources

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Curriculum Visions

Contents

Background and photocopiable worksheets

Introduction

Each spread of the student book is supported by background information and photocopiable worksheets in these *Teacher's Resources*. They have been designed to be a fast and efficient way of working through the study of Anglo-Saxons.

Variety and selection

Each photocopiable worksheet is supported by information on its facing page which includes a resources list (where appropriate), suggestions on how the worksheet may be used and outcomes that may be achieved. There are probably more worksheets than you would use with any particular class, so it is important to have a look through them all, and select which ones you wish to use to support your approach to the study of Anglo-Saxons.

Linking background and worksheet to the student book

Each section of background information and each worksheet has been given a unique number which is in a circle at the top of the page. This is related to the number of the spread in the book. For example, pages 4 and 5 are spread ❶ and pages 6 and 7 are spread ❷. If there is more than one worksheet per student book spread, then they are labelled A, B, and so on. At the head of each worksheet are the relevant pages of *Anglo-Saxon raiders and settlers* for easy reference for students. They may find it useful to look back in the student book to help them with the activity on the worksheet. If the worksheet is testing understanding or evaluation of the information based on the spread, it will be essential for the students to use the student book with the worksheet. Some of the worksheets provide instructions for practical activities which support the topic covered in the spread.

A closer look at the worksheets
Cross-curricular work

The worksheets provide a wide range of activities for the students. The aim of the worksheets is to help the students appreciate what it was like to live in Anglo-Saxon times.

Some of the worksheets look at how we gather evidence using simple archaeological investigations and how the results of these investigations can be interpreted.

The purpose of the archaeology worksheets is to build on this interest and show in the context of the Anglo-Saxons how some archaeological techniques help us make discoveries about the past.

Following many discoveries, experiments are made to test ideas. These are also featured on some of the worksheets to allow you to do some cross-curricular work with science, technology and English. Indeed, in a packed curriculum, it is often difficult to find time to explore some topics like the Anglo-Saxons, in the way you wish. We hope by providing a variety of worksheets, which you can also use for addressing literacy, science and geography, that you can make studying Anglo-Saxons a rich experience for your students.

Useful map

0   50   100 km

● York

London ●

Winchester ●

Canterbury ●

Organising an Anglo-Saxon day

An Anglo-Saxon day at school can be an enjoyable, memorable and educational experience for the students (and teachers and support staff!). It needs plenty of planning to run smoothly so if you are considering having an Anglo-Saxon day as part of your coverage of teaching 'Anglo-Saxon raiders and settlers' we hope that these notes will help you have a successful day.

Support from home

You will need support from home for the making of costumes and the making of an Anglo-Saxon meal so a pleasant letter to homes explaining your plans will help start the project moving. You may find that some parents and carers are very enthusiastic and may volunteer ideas and resources.

Costumes

Information about Anglo-Saxon costumes is found on **15A** to **15B**. It would be useful to have two or three basic costumes made by you or the school staff for students who for any reason do not have a costume on the day.

You will also need to consider when the costumes are worn. Do you want them to wear the costumes all day and go out at breaks and lunch-times in them? Do you want them to be worn after morning break, through lunch-time to afternoon break or do you just want them to be worn in the afternoon?

Food

The students could make up an Anglo-Saxon lunch box and bring it to school. Here are some suitable foods: chicken legs, ham, beef, boiled eggs, cheese, strips of celery and carrot, unsliced, wholemeal bread. If your school policies allow, the students may be able to bring in vegetable soup in thermos flasks from home. Vikings drank beer, wine and cider; the students could drink apple juice.

Activities on the day

First session

This session could look at the way Anglo-Saxons spoke and wrote and this could be compared with the speaking and writing of the culture they displaced – the Celts.

Speaking Anglo-Saxon (activity **15C**).
Runes (activity **6D**).

You may like to develop the idea that the Anglo-Saxons moved into lands occupied by the Celts and look at how they wrote and spoke. For this you need:

Celtic Oghams (activity **6E**)
and from *The Romans in Britain* in this series Speaking Celtic (activity **2C**).

▲▶ Working on Sutton Hoo masks and Anglo-Saxon brooches.

Second session

This session could look at evidence from graves.

Skeletons (activity **3B**).
Archaeologists at Sutton Hoo (activity **7**).
Make a helmet (activity **9**).
Make a ship burial (activity **10**).

The Anglo-Saxon lunch

Afternoon sessions

The students could break into groups and each group work on one of these activities.

You may like to enlist the help of support staff and school volunteer helpers to supervise the activities and give general help to the groups of students.

Make an Anglo-Saxon house (activity **11A**).
The hollow under a house (activity **11B**).
Make a praying cross (activity **5C**).
Make a church (activities **12A**, **12B** and **12C**) also for extension (activity **13C**).
Make a hall (activity **13A** and **13B**).
Make a small house (activity **13C**).
Make huts and fences (activities **11C**, **11D** and **11E**).

By the end of the session the students should have made an Anglo-Saxon village with several different features.
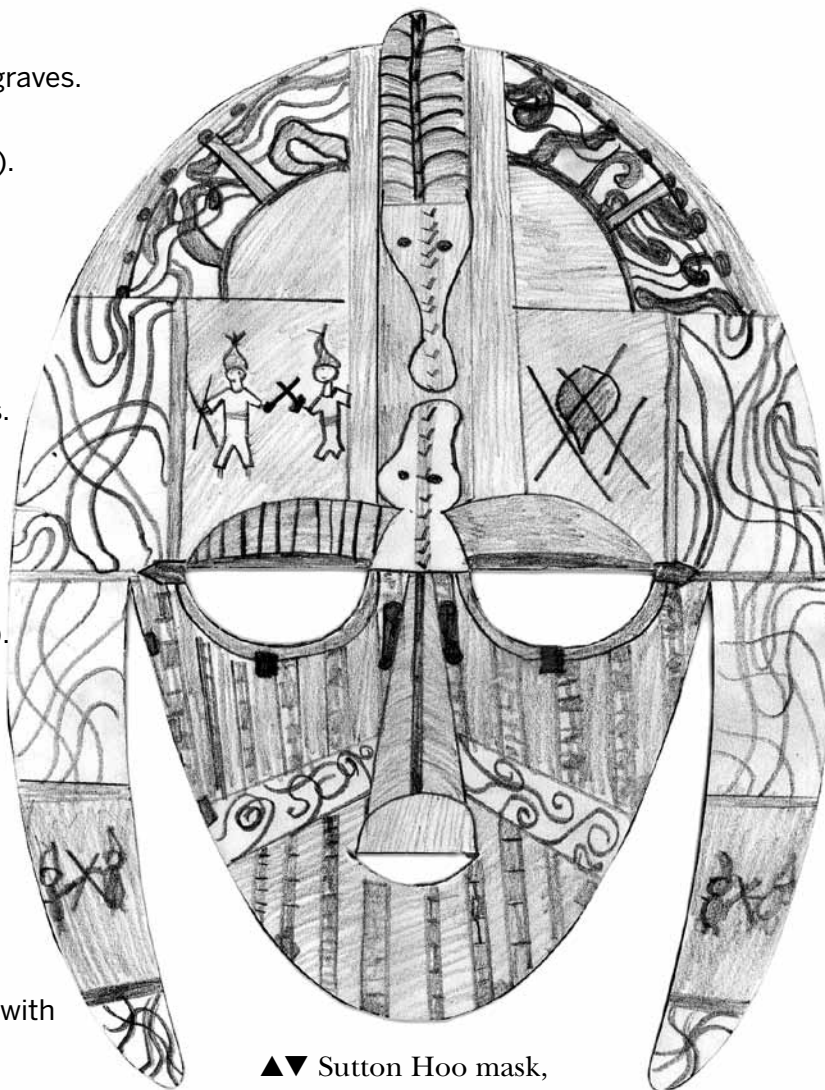
▲▼ Sutton Hoo mask, brooches and manuscript by Year 3 and 4 students.

▼ Making an Anglo-Saxon village.
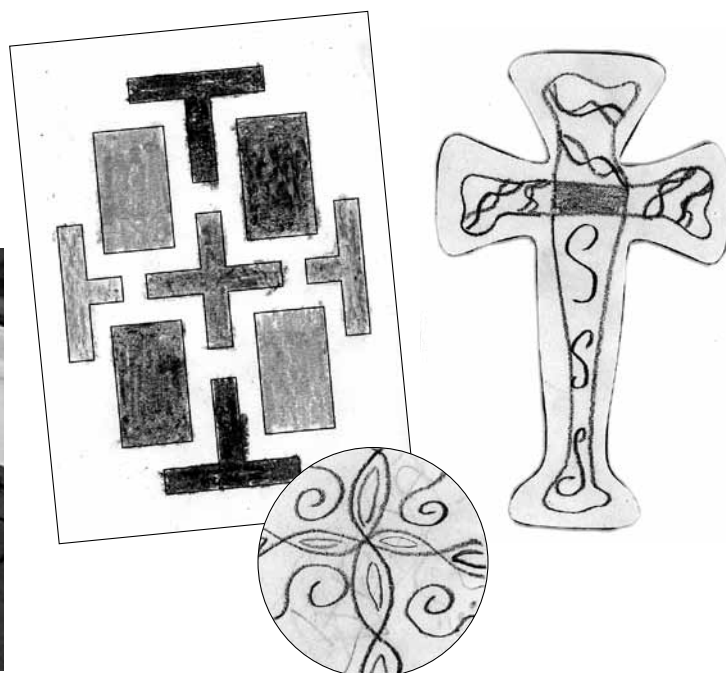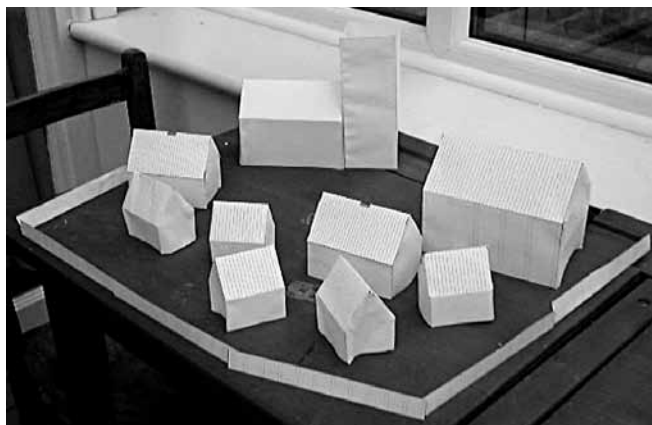
Full face Sutton Hoo mask

(for use with activity **9**)

A brief history of Anglo-Saxon times

Before explaining the purpose of each spread, it might be helpful to run through a continuous history of the period, setting a slightly wider perspective than is required by the students.

The Anglo-Saxon settlement of England was a process that took centuries and began while the Romans were still in control of Britain. They employed Germanic peoples as auxiliaries in their army and so many Germanic peoples (Anglo-Saxons) and their families lived in Britain during Roman times. So when the Romans departed, the Britis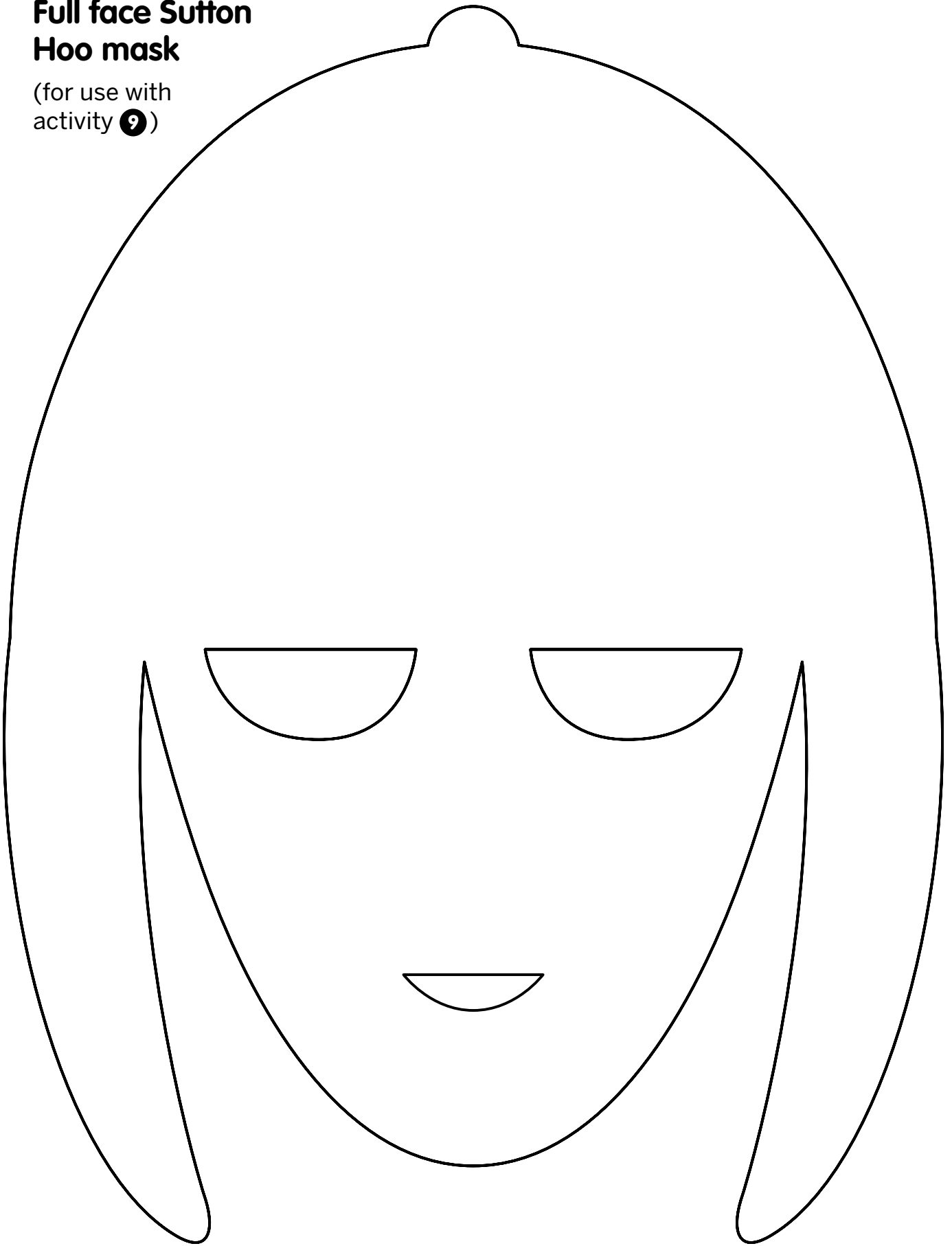h knew of the Germanic peoples and were keen to ask for their help in keeping the Picts at bay. It seems that these mercenaries did not get paid properly, or sought land instead of money, and when agreement was not reached they revolted and began to take over land for themselves. However, there are no contemporary documents for this sequence of events and so much of it may be legend rather than fact. *De Exidio Britannae*, written by Gildas in the mid-sixth century is the nearest to a contemporary source that is available.

During the fifth and sixth centuries more Germanic settlements occurred as the story of good land for the taking became widespread news in northwestern Europe. For a while the British continued to be in control, but in time the 'English' (Anglo-Saxon/Germanic) peoples become more numerous and the English language supplanted the Celtic language in all but Scotland, Wales and the southwest. Nevertheless, a few British settlements remained undisturbed in areas remote from rivers.

The British (Celtic) people used the name 'Saxon' generically to describe all of the Germanic people they met, although we know there were many tribes.

At the end of the sixth century Christianity started to become an important influence. The British were Christians, but the Anglo-Saxons were pagans and the church had been marginalised. In 597 a Christian mission sent by Pope Gregory the Great and led by Augustine landed in Kent. Augustine was quickly able to convert King Aethelberht of Kent as well as the kings of Essex and East Anglia and even King Edwin of Northumbria.

But it was a faltering start and after the deaths of the converted kings, their successors re-established paganism. The core of Christianity was left in Scotland based on Iona. But in 628 King Oswald of Northumbria was converted while in exile among the Scots and invited Iona to send him a mission. As a result Aidan's foundation of Lindisfarne was established in 635.

From this base the Irish bishops of Lindisfarne spread Christianity again. King Penda was the last great pagan ruler.

As time went on there developed two different styles of Christianity, one directly influenced by Rome and the other by Iona. The conflict was resolved at the synod of Whitby in 663 in favour of Rome.

The Anglo-Saxons divided the land into seven kingdoms (the Heptarchy), but there was always a struggle between them and the first one to achieve supremacy was Northumbria in the seventh century. This was the time when the Lindisfarne Gospels were written. The Northumbrians ruled the land between Derby and Edinburgh until the arrival of the Vikings in the ninth century.

The eighth century saw the rise of Mercia who pushed back the Northumbrians and West Saxons and took control of East Anglia and Kent. The strongest time of Mercian power was under Offa, although Mercia remained important until 874.

793 was the year of the first major raid by Vikings on the Northumbrian monastery at Lindisfarne. This was followed by major raids along the southern and eastern coasts of England. These raiders were mainly Danes.

In the ninth century Norwegian Vikings invaded the north and west of England and Scotland. Then in 830 the Danes invaded the whole of England. Their major thrust was with the 'Great Army' of 865. In the next twelve years it won battles as widely placed as Exeter and Dumbarton. This left them in control of half of the country.

Wessex began to rise during the ninth century. Initially Egbert defeated the

Mercians in 825. It was his grandson Alfred who eventually was able to confront the Vikings and prevent their continued conquest through winning the battle at Edington in 878. Wessex was now strong enough to oppose the Vikings and the result was the confining of the Vikings to the area called the Danelaw. However, this was never a settled boundary and raids continued back and forth even after the peace treaty.

In the early tenth century Norwegian Vikings from Ireland and Scotland invaded Cumbria and Lancashire. These were not compatriots of the Vikings living in Danelaw but a threat to them as well as to Wessex which had between them carved up the country. Wessex King Athelstan beat the Norse Vikings as well as Picts and Northumbrians at Brunanburgh in 937.

It was King Edgar, who came to the throne in 959, who tried to form a united England. For this purpose Edgar had to persuade all of the eoldermen to support him. Finally it was agreed that Wessex would provide the English royal family. As a result a royal coinage was minted and used throughout the country for the first time.

As England became more prosperous, it again attracted the attentions of the Norse Vikings and at the end of the 10th and into the 11th centuries they were fighting for the throne of England.

The original Vikings were now assimilated into the country so much that they became part of the English. They were then attacked by both the Norse under King Olaf and the Danes under King Sweyn.

In fact, as had happened centuries before, the Vikings were too powerful for the English and they had to be paid off with ransom money (Danegeld). Over 100 tonnes of silver was paid!

The more powerful of the kings was Sweyn whose continued attacks culminated in 1013 in his determination to win the throne of England. During the year Sweyn was recognised as king of England and Aethelred fled to Normandy.

Sweyn died in 1014 after only a few months as king. The Viking fleet immediately proclaimed his son, Canute, king, but the English recalled Aethelred.

Aethelred died in 1016 and his son Edmund held Canute to a military stalemate. As a result, Edmund held Wessex and Canute held the North. Then Edmund died in the November of 1016, leaving Canute as ruler of all England.

From this point we see the inevitable way in which events culminated in the Battle of Hastings.

Canute then married Aethelred's widow (Emma) who was the sister of William of Normandy. Canute's brother (who was king of the Danes) then died, leaving Canute as king of England and Denmark.

During this time many Danes came to settle in England. The Danish influence is seen in, for example, the change in use of the Anglo-Saxon word eolderman to the Viking word eorl.

But although Canute had brought over Danish eorls to help rule the country, by the time he died in 1035, it was old English families who held the power in the country. There was Leofric of Mercia; an English newcomer, Godwinsson of Wessex, and Siward of Northumbria.

Canute's son Hardecanute, reigned over troubled times where lack of power from the king allowed the eorls to become ever more powerful. He died in 1042. Meanwhile, Godwin of Wessex (Harold's father) had been busy securing his family position in relation to the throne. First he arranged for Edward to be crowned and then to have his daughter, Edith, married to Edward in 1045. When Edward became king he realised the power of the Godwinssons, but eventually he was forced to accept it. Then as eorls in Mercia and Northumbria died, so the Godwinssons engineered members of their family to take over, so that, when Godwin Godwinsson died in 1053 and his son Harold took over, Harold was, in fact the ruler of England, although he did not have the title.

King Edward was brought up in Normandy. During his reign many Normans came to England and Edward preferred them as advisors to counterbalance the strength of the Godwinssons. When Edward died in January 1066 he left no legitimate successor. William 'the Bastard', Duke of Normandy, claimed that Edward had promised him the kingdom as early as 1051. Harold Godwinsson, Eorl of Wessex and for many years the king's

right hand man, claimed that Edward had 'committed the kingdom' to him on his deathbed. The Scandinavian kings were also keen to try their luck in this power vacuum and so Harald Hadrade of Norway also sought the throne. In the event the eorls handed the throne to Harold Godwinsson.

Harold knew that both would attack. Because William was the most dangerous he stationed his main army along the south coast. But in September nothing had happened, so he disbanded the fyrd and returned to London. Then he learned the Norwegians had landed in Yorkshire. Within two weeks he raised an army and force-marched it from London to York. Five days later King Harold attacked the Norwegians at their camp at Stamford Bridge, taking them by surprise. Tradition has it that Harold was at a feast celebrating his victory when the news arrived that William had landed with his army at Pevensey on the morning of the 28th of September.

Within 13 days Harold had marched 190 miles back to London, raised another army, and marched a further 50 miles to a point within striking distance of Hastings where the Normans had established their base.

But the Norman scouts warned of the English approach on the morning of the 14th of October, and so it was the English who were taken by surprise this time.

Each army consisted of about 7,000 men. The English dug in on a hill and waited for the Normans to attack. Each attack was repulsed by a strong shield wall.

William's luck changed when the Anglo-Saxon right flank broke and gave chase to the Normans thinking they had killed William and won the battle. But William was not dead and he was able to destroy the pursuing Anglo-Saxons. Even so, it was only after many more repeated attacks, and the final slaying of Harold, that the Anglo-Saxon army broke and fled, leaving the English kingdom to the Normans.

Chapter 1: Introduction

Spread ❶ (pages 4–5)

The Anglo-Saxons
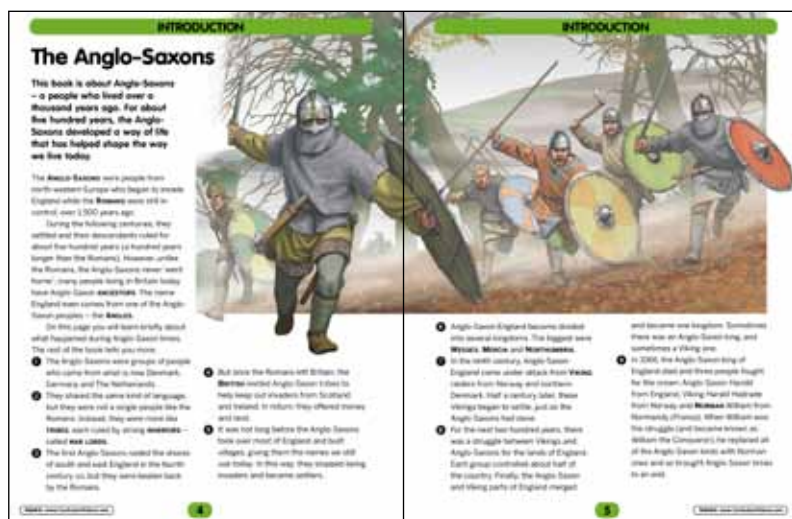
The purpose of the spread

The book starts with a simple time line. As historical facts can easily become confusing, the purpose of this spread is to produce a simple perspective so that students know where they are going.

A more complete time line is given on pages 46 to 47. In this it will be seen that the British Isles were a place where a power struggle was played out in northwestern Europe for several hundred years.

The Vikings are referred to in this book, but not discussed. These can be introduced through the companion book *Viking raiders and settlers*, or in a simple way by teachers through class discussion. It will be important for students to understand the make-up of Britain before the Anglo-Saxons arrived. Historical tracts include *The Anglo-Saxon Chronicles* (see below) and so students will need to know who Anglo-Saxons were before this section is reached.

Notice how the historical continuity is maintained by referring to the demise of the Romans, the rise of the Anglo-Saxons, the struggles with the Vikings and finally the defeat of the Anglo-Saxon line by the Normans.

Background: The Anglo-Saxon Chronicles

In the ninth century (AD 800 to 900) *The Anglo-Saxon Chronicles* were begun. The chronicles were written by monks. The monks gathered information and set it out as a time line. They began at year 1 with the birth of Jesus Christ. Many of the entries in the early part of the *Chronicles* were concerned with the Romans. Mention of the Angles begins in year 446.

As few people could read and write in the first few hundred years after the birth of Christ, there were not many sources for the monks to use to gather information. This meant that many years in the *Chronicles* had simply a blank space next to them. Something important may have happened in that year but either nothing was written down or, if it was, the monks simply did not find it.

The *Chronicles* were written down by monks who lived after those in the ninth century. By then more and more people could read and write. This meant that more and more information was available to be put into the *Chronicles* and the entry for a year grew from just one or two lines to a few long paragraphs of information.

The Anglo-Saxon Chronicles were written until 1154. In this year Henry II was crowned. This was long after the Anglo-Saxon period. It was at the end of the period when England was ruled by the Normans. Henry II was the first of the Plantagenet Kings of England. No one knows why *The Anglo-Saxon Chronicles* ended but they do give historians valuable information about life in Anglo-Saxon times.

Activity: Interpreting part of The Anglo-Saxon Chronicles

Aims of the activity: Examining evidence, decoding dates written in Roman numerals, performing calculations on data, interpreting gaps in data, using empathy to explain actions described (hiding gold).

The numbers for the years in *The Anglo-Saxon Chronicles* are given in Roman numerals. Here they are:

1 = I	6 = VI	40 = XL	400 = CD
2 = II	7 = VII	50 = L	500 = D
3 = III	8 = VIII	60 = LX	
4 = IV	9 = IX	70 = LXX	
5 = V	10 = X	100 = C	

Here is some information from *The Anglo-Saxon Chronicles*. It has been made into English that is easy to read.

CDX
Rome was attacked by the Goths and the Roman army left Britain to defend the rest of their empire.

CDXVIII
Romans who still lived in Britain gathered up their gold and buried it or took it away to Gaul.

CDXLVI
The British were attacked by the Picts and asked the Romans to help them. The Romans refused. The British asked the Anglo-Saxons to help them.

CDL
Three longships of Anglo-Saxons arrived to help King Vortigern defend England. He gave them some land. The Anglo-Saxons defeated the King's enemies but they thought the king owed them more.

CDLV
The two leaders of the Anglo-Saxons, Hengest and his brother Horsa and their men fought King Vortigern and his men. Horsa was killed.

CDLVI
Hengest and his son Aesc fought the British and took Kent from them.

1. What are the years described in the text.
2. Why do you think the Romans gathered up their gold and hid it after the army had left?
3. According to the *Chronicles* how many years were there between the British asking the Anglo-Saxons for help and the Anglo-Saxons arriving?
4. If there were visits of the Anglo-Saxons in the years between the British asking and the Anglo-Saxons arriving why were they not put in the *Chronicles*?
5. How long was it after the Anglo-Saxons arrived that they took over Kent?
6. The Roman numeral for 1,000 is M. If *The Anglo-Saxon Chronicles* were still being written today what would this year's number look like in Roman numerals?

Who were the Anglo-Saxons?

Some of these sentences about Anglo-Saxons are true and some are false. Read each sentence, decide if it is true or false and then tick a box.

1. Anglo-Saxons lived in villas. ....True ☐ False ☐

2. Anglo-Saxons lived in huts. ....True ☐ False ☐

3. Churches were built in Anglo-Saxon times. ....True ☐ False ☐

4. Anglo-Saxons wore togas. ....True ☐ False ☐

5. Anglo-Saxons wore helmets with horns ....True ☐ False ☐

6. Anglo-Saxons made beautiful brooches
    with gold and silver. ....True ☐ False ☐

7. Anglo-Saxons were farmers ....True ☐ False ☐

8. Anglo-Saxons made straight roads
    across the countryside..True ☐ False ☐

9. Anglo-Saxons made pots from clay...................................True ☐ False ☐

10. Anglo-Saxons travelled to Iceland and Greenland. ....True ☐ False ☐

11. Anglo-Saxons used runes for writing. ....True ☐ False ☐

12. Anglo-Saxons used ordinary letters for writing...............True ☐ False ☐

13. Anglo-Saxons fought the Romans.....................................True ☐ False ☐

14. Anglo-Saxons fought the British..True ☐ False ☐

15. Anglo-Saxons fought the Vikings......................................True ☐ False ☐

16. Anglo-Saxons divided up England into kingdoms............True ☐ False ☐

17. Anglo-Saxons were ruled by an emperor.........................True ☐ False ☐

18. Boudicca was an Anglo-Saxon..True ☐ False ☐

19. Some kings of England were Anglo-Saxon ....True ☐ False ☐

20. Anglo-Saxon times ended in 1066. ....True ☐ False ☐

Who were the Anglo-Saxons?

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
If you have studied Romans and Vikings before studying Anglo-Saxons you may like to use this activity as a brief form of revision of Romans and Vikings as well as an introduction to the Anglo-Saxons. If you are beginning your study of settlers with Anglo-Saxons you may still use the activity as the students may already know a little about Romans and Vikings from other areas of study. The aim of the activity is to build up some information about Anglo-Saxons and perhaps dispel any stereotypes such as them being crude, unintelligent people. You may like to use the activity either before or after reading the spread in the student book.

Younger students
You may like to use this activity before opening the student book and see who is an 'expert' on Anglo-Saxons. When the students have had their answers checked they can decide how much they know about Anglo-Saxons which can then lead them to find out more in the introductory spread.

Answers
1. False (Romans).
2. True.
3. True.
4. False (Romans).
5. False (Vikings did not wear them either).
6. True.
7. True.
8. False (Romans).
9. True.
10. False (Vikings).
11. True.
12. True.
13. True.
14. True.
15. True.
16. True.
17. False (Romans).
18. False (British – Celt).
19. True.
20. True.

Outcomes
The students:
- Can distinguish facts about Anglo-Saxons, Romans and Vikings.

Older students
You may like to explore the idea of stereotyping people from history. If the students have already studied the Romans and the Vikings you may like to ask them for five facts about each. Depending on the students' studies and interpretations they may characterise the Romans as being very civilised (but they put thousands to death in 'entertainments' in amphitheatres) and the Vikings as being violent (but they were also farmers and fishermen). You may begin by asking the students for their ideas about the Anglo-Saxons then move to the worksheet to firm up the facts.
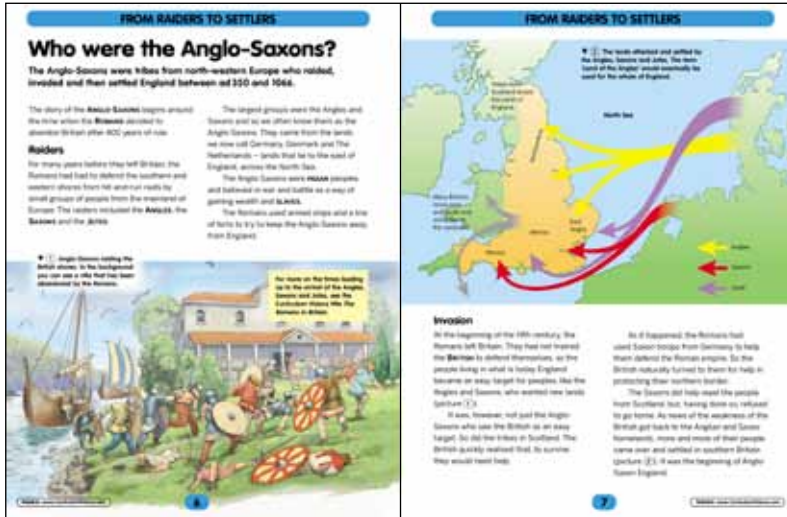
Outcomes
The students can:
- Explore stereotypes.
- Distinguish facts about Anglo-Saxons, Romans and Vikings.

Chapter 2: From raiders to settlers

This chapter introduces the Anglo-Saxons in their homelands and considers their way of life, beliefs, clothes, gods and values.

Spread ❷ (pages 6–7)

Who were the Anglo-Saxons?

The purpose of the spread

This spread sets the scene for the study of Anglo-Saxons and introduces the geographical location of the homeland countries. Students should be shown how England is close to all of the Anglo-Saxon homelands.

The early history of the Anglo-Saxons is complex and is hinted at in the text. You may wish to develop ideas of what happens when there is a power vacuum in a country, such as happened when the Romans left.

Students should understand that the Anglo-Saxons (barbarians to the Romans) were already raiding the shores of England in small war parties long before the Romans left. This very early period (350-450) is not, however, really Anglo-Saxon times.

The change occurred when the British, left with no way of defending themselves, were threatened by peoples from all sides. The British (Celtic peoples) decided the greatest threat was from the Picti and Scotti, and so tried to buy mercenaries to help.

The mercenaries they chose were, of course, the Anglo-Saxons. These people did help repel the northern raiders, but they also saw how rich England was and so could then not be persuaded to leave, or to remain subservient to the British.

As news of the wealth of the English land spread back to mainland Europe, so more and more tribes tried their luck.

Children should remember that at this time England was still very sparsely populated and much of it was forest. The Romans had opened up some land and made some roads, but most of the land was wilderness. The British lived in very small village communities and so, when equally small parties of Anglo-Saxons appeared, there was no means or time to raise an army to repel them.

Struggles must therefore have been on a local scale.

Invasion was not sudden and dramatic, but gradual and perhaps almost imperceptible. But what did change was that the small numbers of British were outnumbered by the new arrivals and so the nature of society changed forever, the British fleeing west, being made into slaves, or very occasionally being left alone to live side by side with the new arrivals.

Background: Anglo-Saxon pottery

The everyday materials which are of most use to archaeologists are those that do not decay in the soil. One of the best materials is pottery. It can remain unchanged in the ground for thousands of years. One of the most useful items of pottery made by the Anglo-Saxons are the pots used to hold the ashes of people who were cremated. The Anglo-Saxons did not bury their dead. They cremated them, then gathered up the ashes and put them in a pot. The pot was then buried.

Different regions of the Anglo-Saxon homelands produced different styles of pots. For example, in one region the Angles produced pots with simple lines around the wide low neck of the pot and down its sides, while in another region the Saxons made pots with high narrow necks with complicated carvings.

When the Anglo-Saxons settled in England they continued to cremate their dead and bury the pots full of ashes. They kept the style of the pots that they made in their homelands. When archaeologists dug up pots in Yorkshire they found that they were a similar style to those made by the Angles in their homeland. This suggested that the Angles settled in Yorkshire. When pots were dug up in Bedfordshire they looked similar to those found in the homelands of the Saxons. This suggests that the Saxons settled in Bedfordshire.

Activity: Matching cremation pots

Aims of the activity: Demonstrating how archaeological evidence can be used to show where people travelled. Using simple materials and equipment safely.

1. Draw six cremation pots. They look a little like goldfish bowls in shape. Cut out and arrange in three pairs. Draw the same design on each pair. Make it different from the designs of the other pairs.
2. Bury one of each pair in a separate dish of sand. Place the three dishes in different parts of the room.
3. Place the other one of each pair on a different part of a large table.
4. Show your friends the pots on the table and say that the table represents a country and each pot represents the pots made in the different areas of that country.
5. Now ask your friends to look for sites where pots are buried. When they find one they carefully move the sand away with a spoon to take out the pot.
6. Your friends then match each pot with one of the pots on the table. Tell your friends that this is how archaeologists can tell where people have moved to and settled in other parts of the world.

Where did the Anglo-Saxons come from?

1. Look at a map of Europe and find these places in Denmark – Holstebro, Alborg and Randers. These towns were near an area where the Jutes came from. Label them on the map.

2. Look at the map again but this time find the south coast of England. Find Dover and Portsmouth and mark them on the map These towns are in areas where the Jutes came to live in England. Draw arrows from the homeland of the Jutes to where they came to live in England.

3. Look at a map of Europe and find these places in northern Germany – Flenburg and Kiel. These towns were near an area were the Angles came from. Label them on the map.

4. Look at the map again but this time look at England. Find Newcastle, York, Coventry and Norwich and mark them on the map These towns are in areas where the Angles came to live in England. Draw arrows from the homeland of the Angles to where they came to live in England.

5. Look at a map of Europe and find these places in Germany – Hamburg, Bremmen and Lübeck. These towns were near an area were the Saxons came from. Label them on the map.

6. Look at the map again but this time look at England. Find London and Reading and mark them on the map. These towns are in areas where the Saxons came to live in England. Draw arrows from the homeland of the Saxons to where they came to live in England.

Where did the Anglo-Saxons come from?

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, a world atlas.

Using the worksheet
You may wish to use this worksheet before the students read the spread. They can then compare their arrows with the ones in the student books. The purpose of the activity is to consider the regions from which the various invaders and settlers came and where they settled. The use of towns and cities is just to locate these areas and not to imply that they came from or went to only those towns and cities. The towns and cities should be featured on a general map of Europe in a world atlas and there should be no need to look in detail in any of the countries to find them.

Younger students
Some students may need help in locating the towns and cities but should be encouraged to draw their own arrows between the areas.

Outcomes
The students can:
- Locate towns and cities on a map.
- Label towns and cities on a map.
- Draw arrows linking different regions on a map.

Older students
The students should be able to locate the places on the map on their own. You may like to make the labelling exercise more difficult by covering up the dots on the map on the worksheet which represent the towns and cities.

Outcomes
The students can:
- Locate towns and cities on a map.
- Label towns and cities on a map.
- Draw arrows linking different regions on a map.

The Roman defences

This map shows the forts, signal stations and large fortresses of the Roman legions in England.
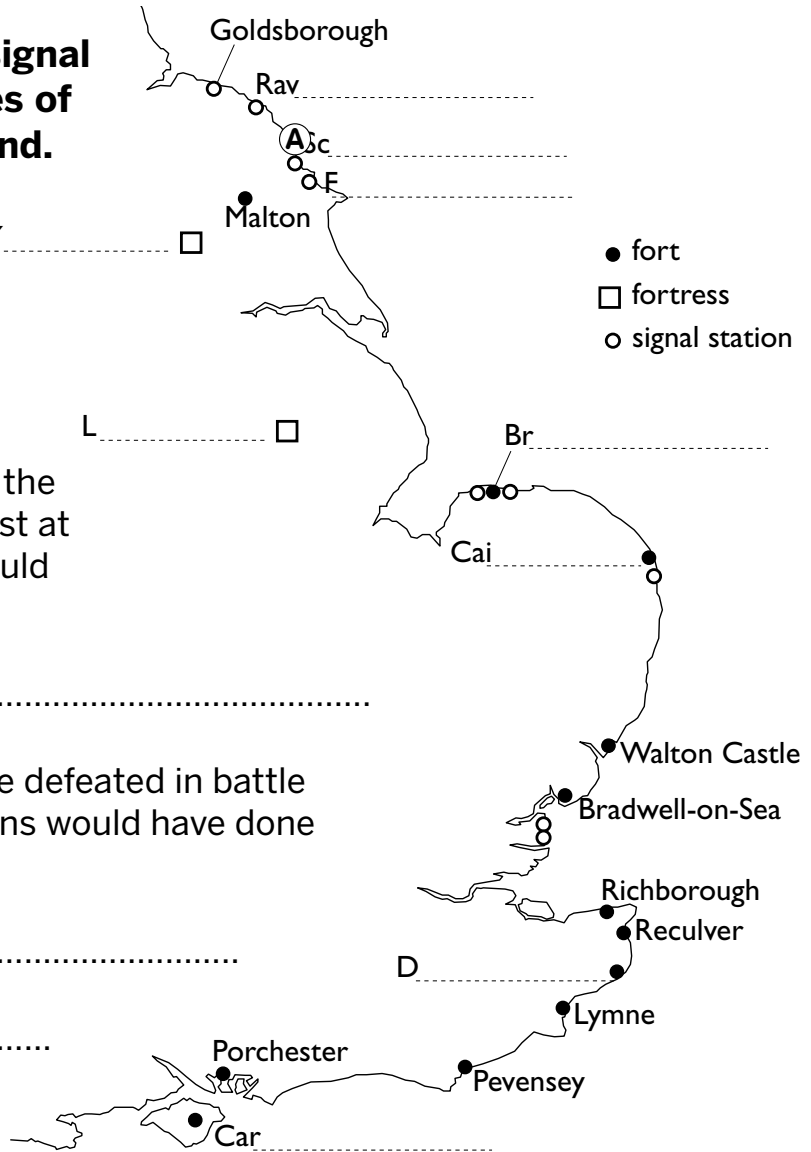
1. Use maps of England to find the places that are incompletely labelled on this map.

2. If the Roman soldiers in the signalling stations had seen the raiders approaching the coast at **A** what do you think they would have done?

   ✎ ....

3. If the soldiers at Malton were defeated in battle what do you think the Romans would have done next?

   ✎ ....

   ✎ ....

4. Which forts defended the coast of East Anglia?

   ✎ ....

5. What other buildings were on this coast to help the Romans detect raiders?

   ✎ ....

6. When the Jutes invaded the south coast which Roman forts did they pass by? (Look at your work in activity **2A** to help you answer).

   ✎ ....

Map labels:
Goldsborough
Rav
A Sc
F
Malton
Y
L
Br
Cai
Walton Castle
Bradwell-on-Sea
Richborough
Reculver
D
Lymne
Porchester
Pevensey
Car

• fort
□ fortress
○ signal station

The Roman defences

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, an atlas of the British Isles.

Using the worksheet
The aim of this activity is to show that England had good defences under the Romans. The coasts were attacked by raiders such as the Picts. When the Romans pulled out of England they left an infrastructure of defences behind. The Romano-British people left behind could not develop the organisation to use it. However its presence was enough to make the people believe that England could be defended and this is further developed in the next activity. This is leading up to the fact that the Romano-British were not overwhelmed at first by the invaders and it took a long time for the whole of the country to fall to them. Here there is a sense of the invaders sweeping over the Roman defences like a wave on the beach passing through a row of sandcastles. The places on the map may be the site of a Roman building or close to it for simplicity.

Younger students
Some students may need help in locating the places on the map.

Answers
1. The missing places are (from top to bottom): Ravenscar, Scarborough, Filey, York, Lincoln, Brancaster, Caistor, Dover, Carisbrooke.
2. Signalled to the fort at Malton for soldiers to come and attack the raiders.
3. Sent more soldiers from the larger fortress at York.
4. Brancaster, Caister on sea.
5. Signal stations.
6. Carisbooke, Porchester, Pevensey, Lymne, Dover, Reculver, Richborough.

Outcomes
The students can:
- Locate towns and cities on a map.
- Label towns and cities on a map.
- Imagine how the Romans defended England.

Older students
The students should be able to locate the places on the map on their own. The students could decide which parts of the coast they could land on without being attacked. They may suggest the region around the mouth of the river Humber south of Malton or the Lincolnshire coast further south. However the raiders would not have got far inland before they met the might of the legions based at York and Lincolnshire respectively.

Outcomes
The students can:
- Locate towns and cities on a map.
- Label towns and cities on a map.
- Imagine how the Romans defended England.
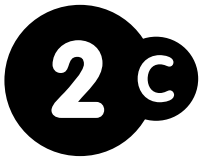
Fighting the invaders

The Romans lived in England for almost 400 hundred years. They had some Anglo-Saxon soldiers in their army to help them defend England. The Romans took their army away from England in 410 to defend Gaul. Some time after they left, a man called Vortigern became the ruler of England. The Picts began to attack England and Vortigern asked for more Anglo-Saxons to come and join his armies to fight them.

An army of 150 Anglo-Saxons arrived in three ships. They were led by a man called Hengest. They settled in the Isle of Thanet and defended the coastline from the Picts. Hengest asked Vortigern if he could bring over some more Anglo-Saxons to help him. Vortigern agreed and forty ships full of soldiers arrived to help Hengest.

After some time Hengest asked Vortigern for a reward for him and his men for their work. Vortigern and his men refused. The Anglo-Saxons then attacked villages and towns. Vortigern and his men met Hengest and the Anglo-Saxons to discuss the problem but the Anglo-Saxons killed all Vortigern's men. Only Vortigern was spared but he never led another army.

The Anglo-Saxons only lived in a small part of England at first but later began to spread out. A British leader called Ambrosius took over from Vortigern and fought the Anglo-Saxons. It is thought that Ambrosius was from a Roman family and used a Roman way to fight. He used soldiers on horses called cavalry. The Anglo-Saxons did not ride horses in battle. This meant that the British on horses were faster than the Anglo-Saxons who walked or ran. The British fought by charging down groups of Anglo-Saxons before they could form an army. After an attack they galloped away before any Anglo-Saxons left could kill them. These battles stopped the Anglo-Saxons from spreading quickly over England.

After Ambrosius it is thought that the British were led by a soldier called Arthur. He and his men had many battles with the Anglo-Saxons but eventually the Anglo-Saxons killed him. After Arthur, the British did not have any strong leaders and the Anglo-Saxons defeated them and spread through the country.

Fighting the invaders

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet (optional with younger students).

Using the worksheet
This activity follows on from activity **2 b** to show how the British defended England against the Anglo-Saxons. It also introduces a leader called Arthur who was made a hero and became King Arthur of myth and legend. The questions (and answers) to accompany this comprehension are given below.

Questions (and answers)
1. Why did the Romans leave? (To defend Gaul).
2. Who was the ruler of England after the Romans? (Vortigern).
3. Who was the leader of the Anglo-Saxons who came to help the English? (Hengest).
4. How many soldiers do you think might have been in each of the three ships? (50).
5. How many soldiers do you think the forty ships brought to England? (2000)
6. Why did the Anglo-Saxons attack villages and towns? (Because they were not rewarded for their work).
7. What was Ambrosius's cavalry? (Soldiers on horses).
8. Why did the Anglo-Saxons find it difficult to fight the cavalry? (The cavalry were faster. They could charge up and attack, then gallop away).
9. Did the Anglo-Saxons first come to England when Vortigern asked them? (No. Some came to England with the Roman army).
10. Name three leaders of the British after the Romans left. Arrange them as they would appear in a time line.
   (a) Vortigern (425 to 460s).
   (b) Ambrosius (460s to 470).
   (c) Arthur (About 500).

Younger students
You may like to read the text on the worksheet to the students and then ask the students the questions above.

Outcomes
The students can:
- Name leaders of the British who fought the Anglo-Saxons.
- Perform simple calculations.
- Extract information from a text.
- Make a simple time line.

Older students
You may like to write the questions on the board and let the students work through them on their own and put the answers in their books.

Outcomes
The students can:
- Name leaders of the British who fought the Anglo-Saxons.
- Perform simple calculations.
- Extract information from a text.
- Make a simple time line.

Spread ❸ (pages 8–9)

Where did the Anglo-Saxons settle?

The purpose of the spread

This spread relates to the early part of the Anglo-Saxon period. The key element in this spread is to explain that the Anglo-Saxons brought with them a new form of settlement to England – the village. The British had not been involved in the town and city building of the Romans and mainly lived in loose collections of huts, often comprising dwellings for no more than a few families.

The Anglo-Saxons arrived as tribal units – much larger than most British units – and their way of living was much more aggressive, and their culture was based on conquest. So they set up villages which, at least in the early days, had to be defensible as well as practical.

They did not re-occupy the old Iron Age defensive sites, but instead looked for places suited to farming and to trade.

The early sites had to involve an element of defences, although this seems less important as the ages went on. It was impossible to find a good defensive site for every village and so protection changed to involving a defensive tower (see page 26 in the student book).

This spread also gives the chance to involve local studies by introducing the idea of names. Use the *Oxford Dictionary of Place Names* to find the origin of the places close to you, perhaps adding the meaning to an overlay of a local map.

The British, essentially descendants of the Celtic culture that existed before and through Roman times, find themselves in among a folk movement of people who progressively outnumber them and who are also more aggressive in nature – a warrior culture.

Students can be reminded that the British initially invited the Anglo-Saxons in to the country as mercenaries, but soon they were offering land as payment in addition to money. So, in this sense, some Anglo-Saxons never invaded at all. But as word got out, so more tribal groups tried their luck at securing a new piece of territory.

As a result the British were literally outnumbered. Some British survived in their traditional localities because they occupied lands that the Anglo-Saxons did not feel they needed. There was, after all, still a huge amount of land to go around and most of the country was still densely forested. Some would have been beaten in skirmishes and taken into slavery. Some would have migrated further west, to Devon and Cornwall or Wales.

The historical evidence of the British comes in a few place names, where the Anglo-Saxons have taken over the Celtic name for a place. In some Anglo-Saxon graveyards there are also Celtic burials, indicating that some at least lived in a form of peace.

Background: An Anglo-Saxon kiln

When the Anglo-Saxons settled into an area they made their own pots from the materials around them. They used clay mixed with sand and chopped up grass. They also added manure from animals. This helped to strengthen the mixture and prevent it cracking when it was heated. In the early part of Anglo-Saxon times pottery was made by making the clay mixture into a long sausage shape then coiling it round. In the middle of Anglo-Saxon times the potter's wheel was introduced and pots were shaped from a wet lump of clay spinning in the wheel's centre.

In some settlements a circle of scorched earth has been found about a metre across. Around the edge of the circle was the remains of a wall made of basketwork coated in clay.

At one part of the wall was a gap and next to it a small piece of ground from which earth had been removed to make a hole.

By studying the ground closely archaeologists have discovered that the hole and the circle are the remains of a pottery kiln. The pots were placed inside the circle and a dome of basketwork coated in clay was built up over them. A fire was lit in the hole and the hot air from it was drawn through a hole into the dome and then escaped through a hole in the top. The hot air baked the clay items and turned them into pieces of pottery.

When the fire had died down and the kiln had cooled down, the dome was broken open to remove the pots.

Activity: Make an Anglo-Saxon pot

Aims of the activity: Repeating a procedure used in the past. Making an item used in Anglo-Saxon times.

1. Take a lump of Plasticine and roll it out to make a long thin sausage shape.
2. Coil the clay sausage round to make a flat disc. This is the base of the pot.
3. Take another lump of Plasticine and roll it out to make another sausage.
4. Put this sausage around the edge of the disc and build up the wall of the pot.
5. Make more sausages and curl them round on top of the small wall to make the sides of the pot.
6. When the pot is about ten centimetres high smooth the coils of sausages so that there are no gaps between them.
7. Try to make the outside of the pot smooth then use a pencil to carve a design in it.
8. Compare your pot and its design with the pots made by your friends.

Moving in

Most of England was covered in woodlands and forests. One of the easiest ways to move around was on rivers. Imagine you are with a group of Anglo-Saxons who have quietly sailed up a river without being detected by the British. The map shows an island in the river, the woodland and a village and paths. The island has a small rocky hill with two trees on it.
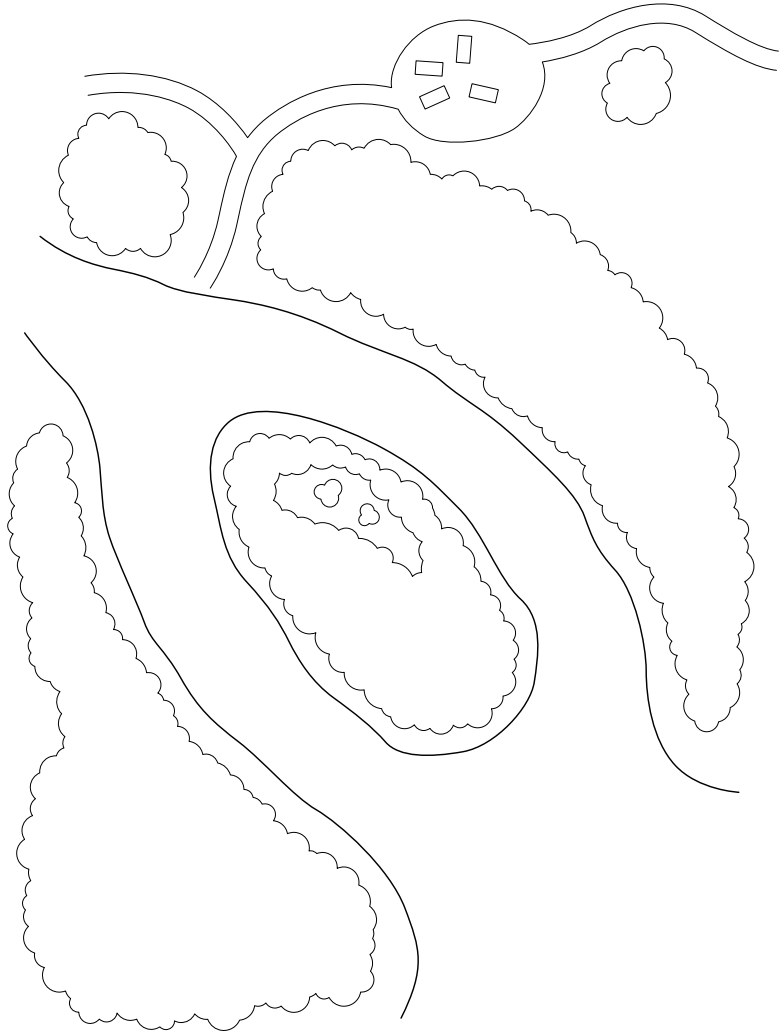
1, Where will you make your camp? Explain your answer.

✎ ....

✎ ....

✎ ....

✎ ....

✎ ....

2. How will you make your camp?

✎ ....

✎ ....

3. You want to set up a farm in the area. How will you do it?

✎ ....

✎ ....

Moving in

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
You may develop this activity into a role play situation. Tell the students that the island is 50 metres long and 20 metres wide. Let them measure this out on the playground or sports field. Select ten students to be the Anglo-Saxons and let the rest of the class be the villagers and set up a village site away from the 'island' using the map for reference. Let the Anglo-Saxons paddle up river in an imaginary boat and land on the island. Let them decide where to make the camp, and how to approach the villagers. You may let the Anglo-Saxons be half way through building their camp on the island when you let one of the villagers see them. Let the 'villagers' decide what happens next.

Younger students
The students can work on their own or in groups with the worksheet. You may ask the students why an island was selected and look for an answer about the river providing a means of defence. You may need a few helpers for the role play exercise.

Outcomes
The students:
- Know that Anglo-Saxons used rivers for travel.
- Know that a river can be used to defend a camp.
- Can use their imagination when considering events in the past.

Older students
The students can work on their own to answer the questions and then compare their answers. You may find that some students are peace makers who wish to share the land to the right or left of the village. They may decide that the forest to the left of the island could be cut down and developed into farm land. Others may go for a more direct approach and scare away the villagers and take it over. They may also decide that some of the villagers could be captured and used as slaves.

Outcomes
The students:
- Know that Anglo-Saxons used rivers for travel.
- Know that a river can be used to defend a camp.
- Can imagine how the Anglo-Saxons devised a strategy to set up their homes.

Skeletons

Anglo-Saxon graves have been found with skeletons in them! Learn the bones of the skeleton then cut them out and bury them in a dish of sand. When you dig them up carefully as an archaeologist might do, identify each bone as you find it.

Skull

Jaw bone

Collar bone

Ribs

Arm bones

Hip bone

Hand bones

Foot bones
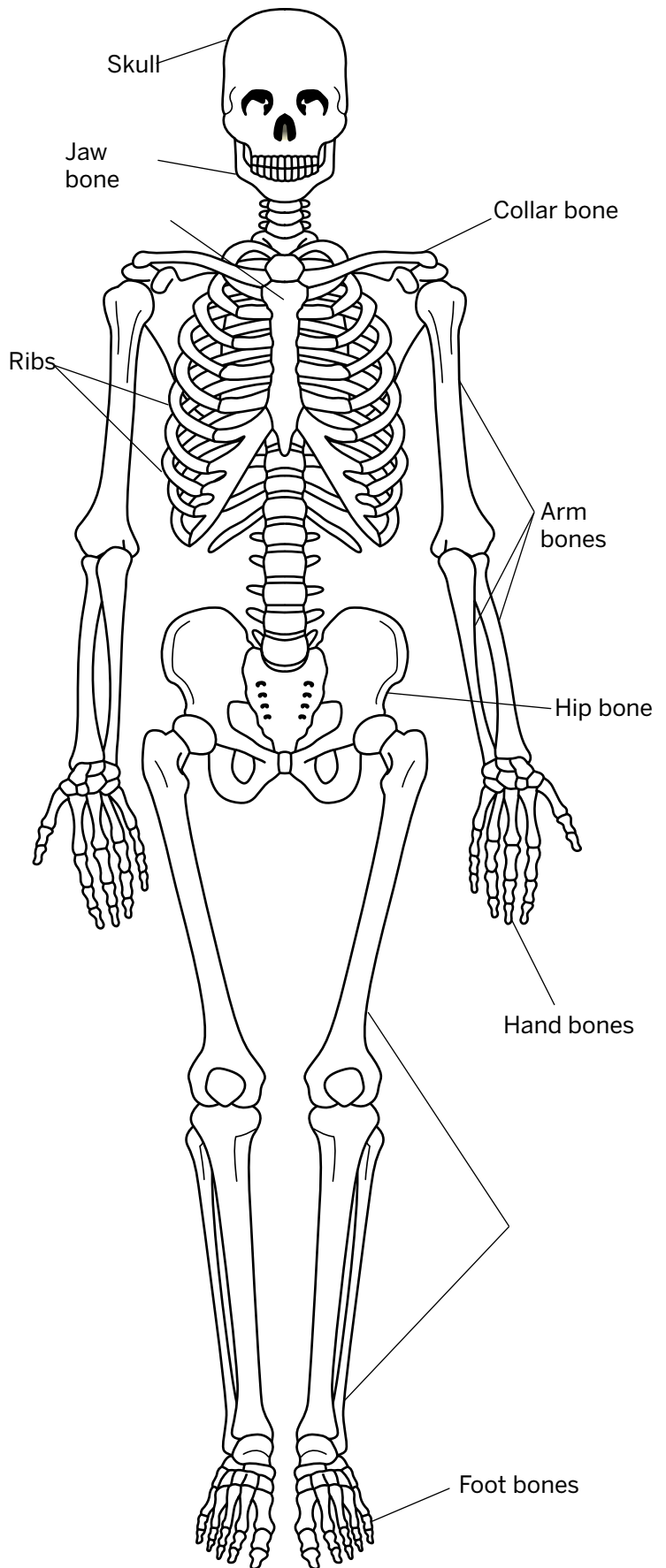
Skeletons

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, dishes of sand, teaspoons, paint brushes. Model skeleton (optional).

Using the worksheet
Many Anglo-Saxon (and British) graves have been found with skeletons in them. In this activity the students can behave like archaeologists and carefully remove the bones. After the children have learnt the names of the bones, get them to cut up the skeleton into lower and upper arm and leg, hands, feet, skull, rib cage, part of the backbone and pelvis. If you have a model skeleton you may like to use it to reinforce the work on learning the names of the bones. The students need to make a grave in the sand which is longer and wider than the skeleton. They can then lay the bones in and cover them up.

Younger students
The students can work on their own or swap graves and open one made by a friend. They should be reminded to use the spoon and brushes to carefully remove the sand so as not to damage the bones.

Outcomes
The students can:
- Identify the bones in the human skeleton.
- Carefully extract the bones from a model grave.

Older students
Many Anglo-Saxons died in battle and their injuries sometimes damaged their bones. You may like the students to be not only archaeologists but also forensic scientists by 'damaging' the bones in some way before burying them. The 'damage' could be drawing cracks on the skull (beaten with a club), cracked ribs (hit with an axe or sword) broken arms or legs (hit with axe or sword) damaged

neck bones (head chopped off). The students could then swap graves and have to identify the injuries and speculate on the cause of death of the person as they carefully remove the bones. Some students enjoy this approach but if you feel it is too gruesome you could let the students follow the work for younger students above.

Outcomes
The students can:
- Identify the bones in the human skeleton.
- Carefully extract the bones from a model grave.
- Identify injuries to a skeleton and speculate on the cause of death.

Spread **4** (pages 10–11)

Our Anglo-Saxon place names

The purpose of the spread

Of all the things the Anglo-Saxons left us, the most tangible is the location of most of the villages and, to a large extent, their names.

On this spread you will find some of the names of places, and a key to explaining some of the reasons the words were chosen.

The information provided here will help students to find out about the Anglo-Saxon landscape they live in. The definitive key for finding out this information is the *Oxford Dictionary of Place Names*.

In addition to the names mentioned in the student book, you may care to note these more complex names. Place names with a Latin element indicate that contact between settlers and Latin speakers was still taking place. Wic (vicus, meaning small settlement), ecles (ecclesiastica, church) and funta (fontana, fountain) are examples of these. About three quarters of all places with wic in their names are close to Roman roads.

Just a few town, port and fortress names of Roman origin were taken over with little modification or the name of the kind of settlement used. Castra (fort) is one common one. It later became either cester or chester. Places ending in burgh, borough, brough, bury and berry were forts.

Background

When the Anglo-Saxons arrived they divided up England into seven kingdoms. In the north of England was the kingdom of Northumbria. This was the land that was to the north of the river Humber and so became North- umb- ria.

A very large kingdom which covered what is called the Midlands today had its eastern borders on the east coast of England and its western border on the border of Wales. This kingdom was called Mercia. It was settled by Angles who sailed up the mouth of the Humber then moved into other rivers, tributaries of the Humber, which took them into the centre of England. One group of these Angles became known as the frontier people because they pushed further west than other groups. The Old English for 'frontier people' is Mercians and their kingdom became known as Mercia.

Angles also settled in the land that is now the counties of Norfolk and Suffolk. This kingdom was called East Anglia as it was in the east of England. The Saxons settled further south and set up the kingdoms of Essex (the East Saxons), Sussex (the south Saxons) and Wessex (the west Saxons). The seventh kingdom was Kent. This kingdom's name is not Saxon but comes from the Britonic language. This is the language spoken in England

before the time of the Roman invasion. Kent means land belonging to the Cantii – a tribe of ancient Britons.

Although the seven kingdoms eventually became one, the names of some of the counties of England are Anglo-Saxon. For example, Bedfordshire means Beda's ford, Buckinghamshire means the land of Bucc's people, Warwickshire means a dairy farm by a dam in a river. Many towns and villages have Anglo-Saxon names, too.

Activity: Comparing communities

Aims of the activity: Using a map to look for evidence. Comparing Anglo-Saxon towns and villages in two areas of England. Testing a prediction.

The Anglo-Saxons entered England from the East and South and pushed many of the people who were living there to the west and north or settled among them. Some of the English resented the invasion of the Anglo-Saxons and fought them. This slowed down settlement in the west while in the east large numbers of Anglo-Saxons settled down to form towns and villages.

1. Find Norwich and Newquay on a map of England.
2. Predict which place may have more place names around it which end in -ing, -ingham and -ington. These are Anglo-Saxon and mean follower or home of an Anglo-Saxon leader.
3. Explain why you made your prediction.
4. Use a road map of the area around Norwich and Newquay to look closely for the names of towns and villages ending in -ing, -ingham or -ington. Make a total of the names around each place.
5. Compare your totals with your prediction. Was your prediction correct?

Anglo-Saxon place names

The map shows places named by the Anglo-Saxons. At the bottom of the sheet are the meanings of the names. Imagine that you walked along the path marked on the map from Pike to Whittlefield. What do the names tell you about the places in Anglo-Saxon times.
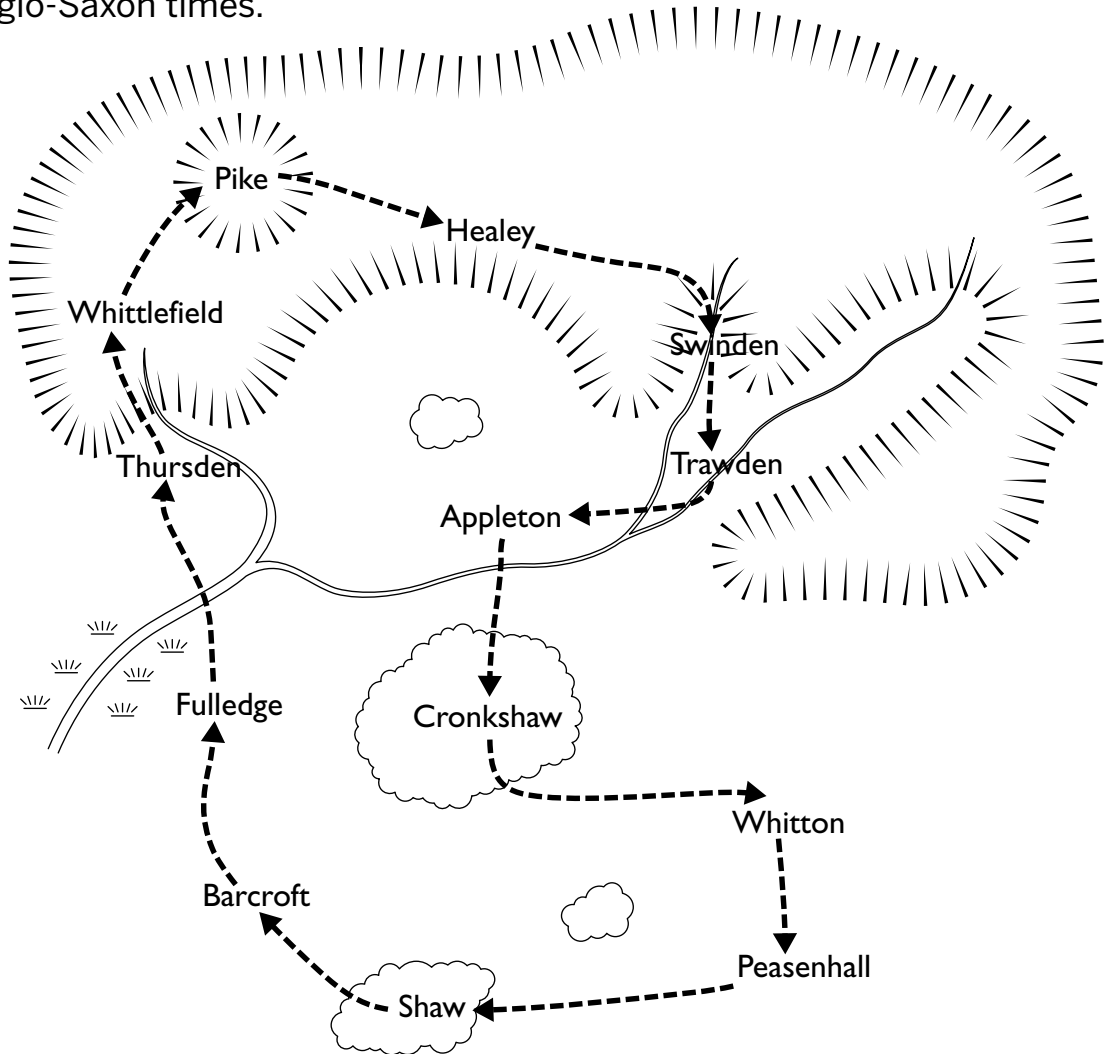
Appleton	A farm where apples are grown.
Barcroft	A farm where barley is grown.
Cronkshaw	A crane wood.
Fulledge	A muddy stream and boggy ground.
Healey	A field high on a hill.
Peasenhall	A place where peas are grown.

Pike	A hill top.
Shaw	A wood.
Swinden	A valley where pigs are kept.
Thursden	A valley where a giant lives.
Trawden	A valley shaped like a trough.
Whittlefield	A white field on a hill.

Anglo-Saxon place names

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Local maps (optional with younger students).

Using the worksheet
The map on the worksheet is fictitious but it is made up from real Anglo-Saxon place names. The aim of the activity is to let the students infer what the countryside was like in Anglo-Saxon times.

Younger students
The students should work on their own or in pairs. They can write a story about the walk through the countryside. It should start something like this. We started walking on the hill top and came down a field on the hillside into a valley where pigs used to be kept. You may like to show the students a local map and help them to identify places with Anglo-Saxon names.

Outcomes
The students:
- Know that Anglo-Saxon place names give information about the place in the past.
- Can write an account using information from a map.

Older students
The students can work through the sheet on their own. They should write an account as described for younger students. The students could look at local maps on their own and identify places with Anglo-Saxon names.

Outcomes
The students:
- Know that Anglo-Saxon place names give information about the place in the past.
- Can write an account using information from a map.
- Can identify places with Anglo-Saxon names on a real map.

Who named the places?

The places on this map have been named by Celts, Anglo-Saxons and Vikings. Identify each one from the lists below by writing a C, A or V in the square next to them.

Celtic names (C)		
Calder	Ightenhill	Pendle
Quickly flowing water	Hill covered in gorse	Hill

How ☐

Rake ☐

Clifton ☐

Booth ☐

Ightenhill ☐

Dyneley ☐

Calder ☐

Holme ☐

Toft ☐

Briercliffe ☐

Pendle ☐

Thwaite ☐

Walshaw ☐

Normanby ☐
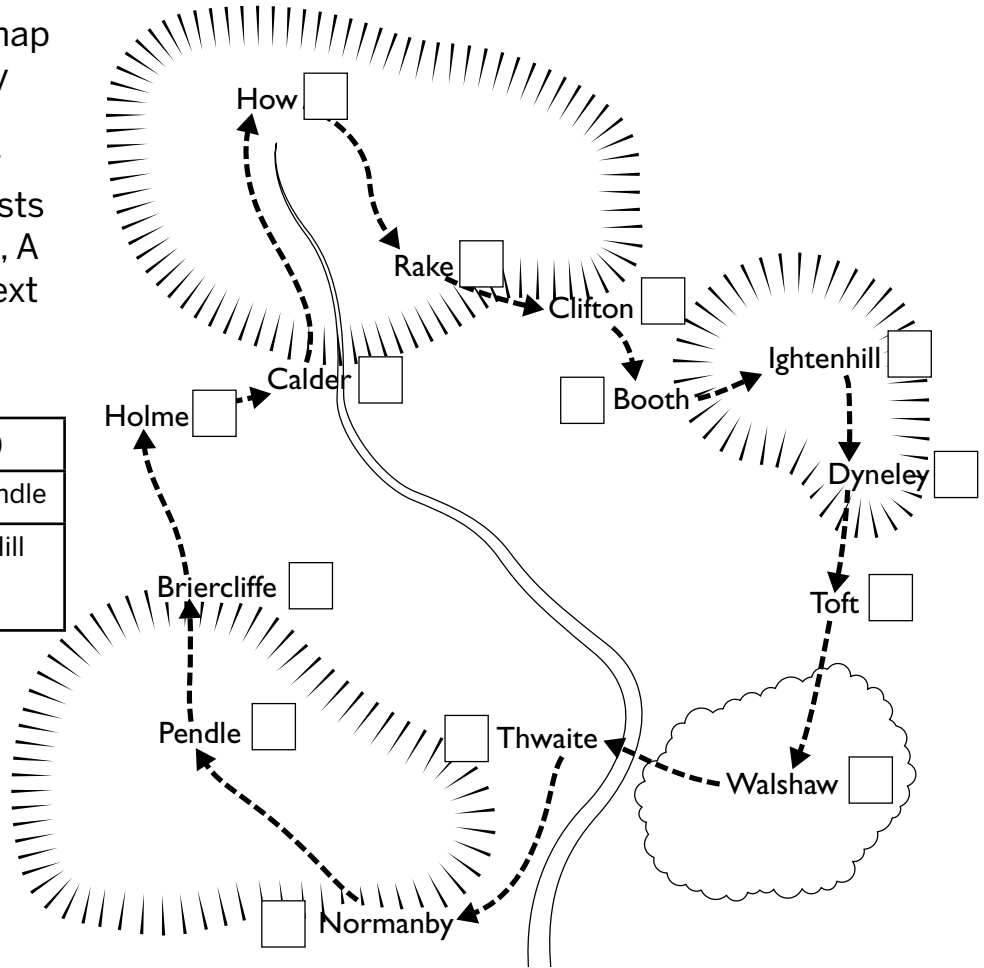
Imagine that you took a walk from How to Ightenhill. What do the names tell you about the places in the past?

✎ ....

✎ ....

✎ ....

Who named the places?

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Local maps (optional with younger students).

Using the worksheet
The map on the worksheet is fictitious but it is made up from real Anglo-Saxon, Celtic and Viking place names. The aim of the activity is to show that the place names on a map are given by different cultures at different times but they all may be used today.

Younger students
The students should work on their own or in pairs. They can write a story about the walk through the countryside. It should start something like this. We started our walk on a hill and came down a path to a hamlet. You may like to show the students a real map which features place names from Celtic, Anglo-Saxon and Viking cultures and help the students to identify them.

Outcomes
The students:
- Know that places may have been named by the Celts, Anglo-Saxons or the Vikings.
- Can identify place names from different cultures.
- Can write an account using information from a map.

Older students
The students can work through the sheet on their own. They should write an account as described for younger students. The students could look at real maps which show places named by the three cultures and identify them.

Outcomes
The students:
- Know that places may have been named by the Celts, Anglo-Saxons or the Vikings.
- Can identify place names from different cultures.
- Can write an account using information from a map.
- Can identify the origin of place names on a real map.

Spread ❺ (pages 12–13)

From pagans to Christians

The purpose of the spread

This spread is concerned with the conversion of early pagan Anglo-Saxons to Christian Anglo-Saxons at the end of the 6th century.

Although the Romans had been converted to Christianity before the collapse of the empire, and many of the British had also become Christian, the 'barbarian' Anglo-Saxons were still pagans.

From an archaeologist's point of view, this was helpful because it meant that grave goods continued to be buried – artefacts that are invaluable in deciphering the nature of Anglo-Saxon times.

Background

If you have studied the Vikings as well as the Anglo-Saxons you will have seen that both kinds of people were pagans and that they eventually converted to Christianity. Vikings and Anglo-Saxons lived in northern Europe and shared many of the same gods. Paganism was not just found in northern Europe but throughout the world. The people in different parts of the world and in different times worshipped different gods but the gods had some things in common. They could be divided into groups according to their activities.

Each pagan religion had a god which was thought to have created the world or ruled it.

In ancient Egypt this god was called Atum. In ancient Greece this god was called Zeus. The supreme god of the Incas was called Viracocha, while the chief of the gods in northern Europe was Odin.

Around the world the people of Polynesia worshipped Tangaroa as their supreme god. In Africa, Unkulunkulu was worshipped, while the Aztecs of Central America worshipped Quetzalcoatl.

The other gods in a pagan religion could be put in the following groups – Sun gods, gods of the sky, earth and the sea, gods of plants and animals, gods to help in childbirth, gods of the family, gods of the home, gods of arts and crafts, gods of knowledge and justice, gods of war and peace and gods of mischief and death.

Christians believe in one God and his Son Jesus Christ from which the name Christian is made. From the very beginning of Christianity, Christians spent time telling other people about their beliefs and trying to convert them to their religion. By the time the Anglo-Saxons had settled in England, the Christian church was well organised in Rome. The Pope sent out missionaries to convert the Anglo-Saxons.

This also had its advantages for historians because it meant that monks began to record the history of Anglo-Saxon times.

The change from pagan to Christian beliefs was slow and often took the form of a superficial acceptance of the belief, combined with a deeper need to retain some elements of the older religion. We see much the same in current ideas of superstitions and so on.

To make Christianity acceptable, many aspects of pagan celebrations were incorporated into the way that the Christian religion was served up to the people. Furthermore, many pagan temple sites were used as gathering places for the early Christians.

Children can easily appreciate the need to have some symbol of the religion set up as quickly as possible. Hence a cross was placed where the temple had been. The cross would have been very brightly painted, quite unlike how we are used to seeing it today.

Note that this spread and the next have very important links to the curriculum requirements for religion as they outline the early history of the church and show how many of the features that we see in more recent churches came into being.

A number of early artefacts show the way that the recently converted Anglo-Saxons sometimes hedged their bets, retaining some beliefs from the old while using beliefs from the new if that turned out to be the most useful.

Activity: A guardian god and a guardian spirit

Aims of the activity: Comprehension.

Pagans had gods and spirits that protected them. In northern Europe one god that gave protection was called Heimdall. His senses were so keen that he could hear grass growing in a field and wool growing on a sheep's back. He could see for over a hundred kilometres. The north European pagans believed that there was a place called Asgard, where the gods lived. It was connected to the rest of the world by a rainbow bridge. Heimdall was the sentry. He watched out for the enemies of the gods called the frost giants. He had a horn called Gjall which he blew to alert the gods to danger.

Heimdall was the son of nine large waves of the sea. He was good and mixed with humans. He had three sons. Each son had children. The children of Thrall became serfs or slaves. The children of Karl became freemen and farmers, the children of Jarl became warriors and chieftains.

In eastern Europe a family was believed to be guarded by a Domovoy. This was a spirit who lived in the house, perhaps near the fire or by the door. It protected the family and all its possessions from harm as long as the family worked hard, behaved well to others and left out some food for it every night.

The Domovoy was almost always invisible but occasionally it would appear and take the form of an old man covered in fur. If the family did not follow its rules the Domovoy would knock on the walls of the house, throw plates or annoy farm animals. If a person felt a soft touch it was believed to be the Domovoy telling that person that something good was going to happen. If the person felt as if they were touched by a cold, hard object, it was believed that something bad was going to happen.

1. In what ways were Heimdall's senses keen?
2. Where did north European pagans believe the gods lived?
3. What was the purpose of the rainbow bridge?
4. What was Gjall and what was it used for?
5. If you were a farmer which son of Heimdall were you descended from?
6. What did you have to do if you wanted a Domovoy to protect you?
7. How did a Domovoy warn its family about the future?

Anna the pagan Anglo-Saxon

"Hello. I am Anna. I am a pagan Anglo-Saxon. We pagans believe that our lives are controlled by gods and goddesses. We believe that we can get the gods and goddesses to help us by worshipping them. We worship in wooden temples. Sometimes, as part of our worship, we sacrifice an animal such as a goat or an ox."

"There is one god who is more important than all the other gods and the father of them all. He is called Woden. Wednesday is named after him. We believe that our world was made by Woden. He and his two brothers, Vili and Ve, had a fight with a frost giant called Ymir. The giant was killed and his body was cut up to make the sky, the clouds and the mountains. The giant's blood was used to make the oceans. Woden is the god of wisdom, magic and poetry. He lives in the world of the gods called Asgard where he rides an eight legged horse called Sleipnir. Woden can visit our world. When he does, he looks like an old, one eyed man with a beard. He wears a wide brimmed hat and a coat with long flowing sleeves."

"Tiw is a god of battles. He has other names such as Tyr, Tiv and Tiwaz. His name is also used for a rune letter that looks like a spear. My father has written this letter on his sword to help him fight in battle. Tuesday is named after Tiw."

"Thunor is the god of thunder. He is a very powerful fighter and uses a hammer to defend the other gods from their enemies such as frost giants. When he uses his hammer in battle it makes thunder and lightning. Thursday is named after him."

"Frigg is a goddess. She helps women when they have babies. My mother worshipped Frigg when she was having me and she had an easy and safe birth. Friday is named after her."
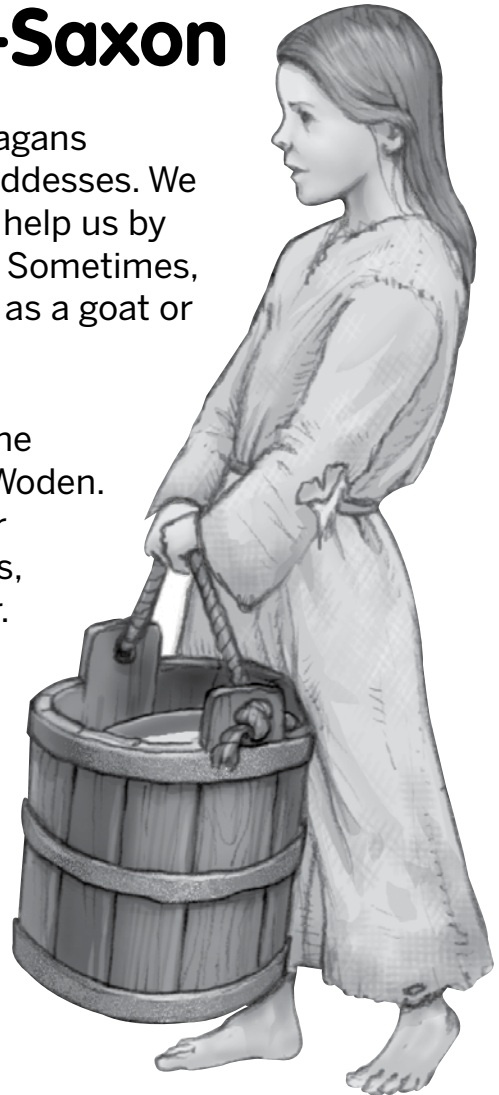
Anna the pagan Anglo-Saxon

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
The text gives a brief outline of paganism in Anglo-Saxon times. A character is used to give the text an 'everyday' approach to show that paganism seemed quite natural to Anglo-Saxons. Paganism also involved human sacrifice and magic and the casting of spells, which you may or may not wish to mention. If you are carrying out some role play work you may like to ask a girl to read out from the worksheet and let the class answer the questions from the board. You could follow this activity with activity **5 B** in which an Anglo-Saxon Christian tells about his experiences.

Younger students
The students should work on their own or in pairs. Write the questions below on the board.

Questions (and answers)
1. Who did the Anglo-Saxons believe controlled their lives? (Gods and goddesses).
2. What animals were sacrificed in pagan worship? (Goats and oxen).
3. Some places are named after gods. Which god do you think Wednesfield is named after? (Woden).
4. Who would a pagan woman worship if she was about to have a baby? (Frigg).
5. If you were a pagan, who would you believe had made the sky and mountains? Explain how it was done. (Woden. An ice giant was cut up and parts of his body made the sky and mountains).
6. If you were a pagan warrior, why would you want a letter like a spear on your sword? (It stands for Tiw who is the god of battles. He will protect you if the letter is on your sword).

Outcomes
The students:
- Know that pagans worshipped a number of gods and goddesses.
- Know that pagans made animal sacrifices in their worship.
- Can use a source to find information.

Older students
The students can work through the sheet on their own. Write the questions above on the board.

Outcomes
The students:
- Know that pagans worshipped a number of gods and goddesses.
- Know that pagans made animal sacrifices in their worship.
- Can use a source to find information.

Wulfrum an Anglo-Saxon Christian

"Hello. I am Wulfrum. I am an Anglo-Saxon Christian. I live in Kent and Aethelberht is my king. We were all pagans once. Then a group of about forty monks visited the king. They had come from Rome and had been sent by the leader of the Christian Church called Pope Gregory."

"In the pagan religion there is magic and people can cast spells. Magic works best inside a house or a hall but does not work in the open air. King Aethelberht thought the Christians might use magic and cast spells so he told them to meet him in the open air. You could hear the monks singing a long way off as they came towards us. As they got closer, you could see a monk at the front carrying a cross. Behind him was a monk carrying a painting of Jesus Christ. Next came the leader of the monks. He was called Augustine. Behind him were the rest of the monks. They were singing. All the monks wore fine clothes called vestments. Later, when we got to know them better, we found they wore plainer clothes for most of the time."

"We all stood around as Aethelberht and Augustine had their meeting. The King learnt that the Christians did not use magic and spells and that they did not sacrifice animals in worship as pagans do. He learnt that Christians worship a god called God and his Son called Jesus Christ. The king decided to stay a pagan but let Augustine and his monks set up a church in Canterbury."

"Some of us wanted to learn more about Christianity so we went to the church in Canterbury. After we saw the Christians worship we decided that we wanted to become Christians too. Augustine made us into Christians by sprinkling water on our heads. This is called baptism. From then on we learnt more about Christianity and went regularly to the church services. Eventually King Aethelberht became a Christian too."

"Later, Augustine and his monks made their way through England. They carried small crosses with them and set them up on stones when they wanted to worship. When people changed from being pagans to being Christians, the monks took the figures of their pagan gods, called idols, from their temples. They changed the temples into churches."

Wulfrum an Anglo-Saxon Christian

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
The information given here has been gathered from a number of sources and simplified to give an impression of what it might have been like when a pagan king met a Christian monk. You may like to use the text in a role play activity and invite a boy to read it out. The class could then answer the questions from the board. You may like to use this activity after activity **5A** where a pagan girl tells of her beliefs.

Younger students
The students should work on their own or in pairs. Here are the questions to write on the board.

Questions (and answers)
1. Who was the leader of the Christian church? (Pope Gregory).
2. Where did the leader live? (In Rome).
3. Who was the leader of the monks who met the king? (Augustine)
4. Why did the king want to meet the monks in the open air? (He thought they might be able to perform magic and cast spells on him. Pagans believed that magic does not work in the open air).
5. Why do you think the monks made a procession in fine clothes? (They wanted to impress the King and his followers).
6. Did all the pagans change to Christianity straight away? Explain your answer. (No. Wulfrum tells us that only some of the people went to Canterbury, so others must have remained pagans. The King remained a pagan for a while after the meeting).

Outcomes
The students:
- Know about how Christianity was brought to the Anglo-Saxons.
- Can answer questions about a source.

Older students
The students can work through the sheet on their own. The questions above should be written on the board.

Outcomes
The students:
- Know about how Christianity was brought to the Anglo-Saxons.
- Can answer questions about a source.

Make a praying cross
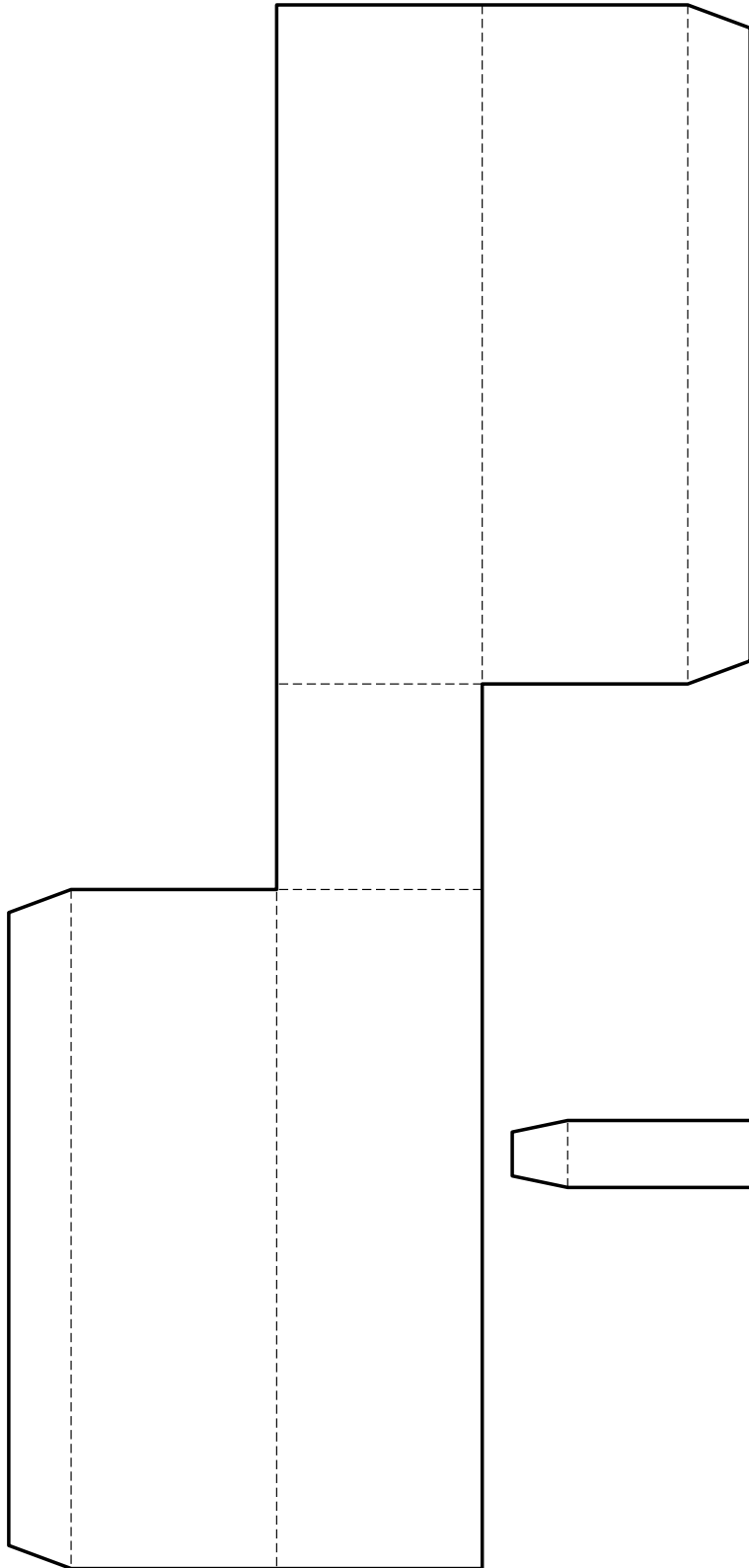
When Anglo-Saxons became Christians they put up stone crosses in the countryside. They gathered around the crosses to pray. They decorated the crosses with carvings.

Cut out this cross. Decorate it before you stick it together.
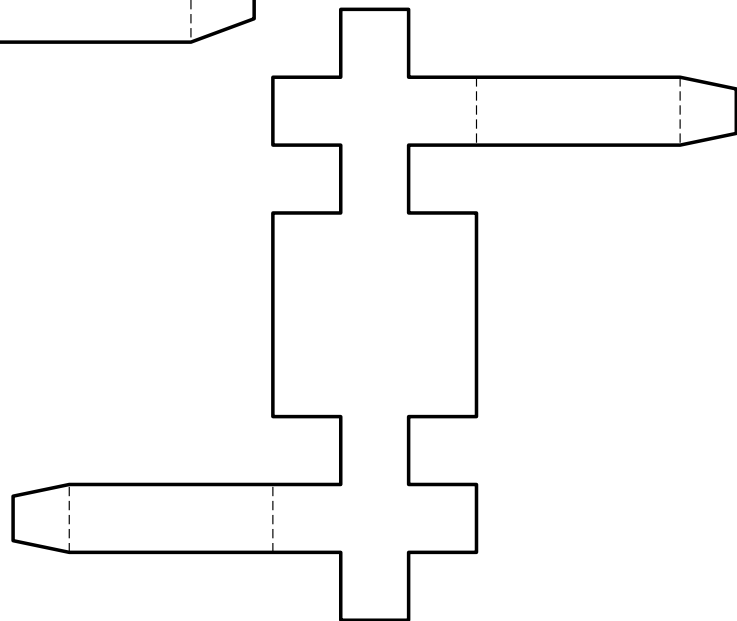
Make a praying cross

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, scissors, coloured pencils, glue. Secondary sources showing praying crosses.

Using the worksheet
Before churches were erected, the Anglo-Saxons set up praying crosses. They were carved with Christian words and pictures. The crosses today are only in the colour of the stone from which they are made. In Anglo-Saxon times they were brightly coloured to make them stand out.

Younger students
You may let the students simply colour the sides of the cross before they stick the sides and top together. Alternatively you may let them carry out the activity as described for older students.

Outcomes
The students:
- Can use simple materials and equipment safely.
- Can assemble a model.
- Know where praying crosses were set up.

Older students
The students can use secondary sources to find out about the carvings on the crosses. They can then use this information to make their own designs on the sides of the pillar and the cross before they assemble it.

Outcomes
The students can:
- Use secondary sources for research.
- Make a design based on information from research.
- Make a model.

Spread ❻ (pages 14–15)

Learning about the early Anglo-Saxons from records

The purpose of the spread

This spread provides an opportunity for children to think about how reliable the records from this period were. Students should realise that many of these accounts are written hundreds of years after the event and that their purpose was not primarily to convey an exact record of events.

Background

De Exidio Britannae, written by a man called Gildas in the mid-sixth century, is the nearest to a contemporary source that is available. Little is known about Gildas. It is thought that he may have come from Strathclyde in Scotland. He did not write about what he saw but wrote down his opinions about what was happening. For example, he did not like the kings who ruled in the south west of Britain and used words such as senseless and wickedness to describe them and their actions. It is not certain if Gildas was a monk but after his death he was made a saint.

The Historia Brittonum by Nennius is the second British source. Nennius was probably writing in the ninth century.

Bede finished his *The Ecclesiastical History of the English People* in 731. This was a well researched and corrobrated account of events – from the invasion of the Romans in Britain up to the arrival of St Augustine in AD 597 – as far as Bede could acertain. Bede primarily used Gildas for his early history, adding additional data from king lists that were available to him. He was the first person to set up a time line starting with the birth of Christ.

Bede was born in 673 in the kingdom of Northumbria. It is thought that his parents were thanes – members of the upper class of Anglo-Saxon society and landowners. At the age of

seven Bede went to live in the monasteries at Wearmouth and at Jarrow and remained there for the rest of his life. At the age of nineteen Bede became a deacon. This was unusual because monks did not become deacons until they were about six years older. It suggests that Bede was very hard working. When Bede was thirty he was made a priest. He died in 735 and became known as the Venerable Bede in respect of his great works. In 1899 he was made a saint.

The Anglo-Saxon Chronicles was compiled in the court of King Alfred the Great of Wessex late in the ninth century. All of the

descriptions from before this time are writings of oral accounts put into the form of a diary. The factual appearance of this material does not, however, give it the authority that its plain statement style would suggest. Once it is written contemporaneously, it is a better source of information.

The Vita Sancti Germani tells of the visits of Germanus to Britain in the 440s and so gives a contemporary picture of the early years. It was still then governed by the British. Anglo-Saxon raids were under way, but the British did not think they faced defeat.

Activity: Comparing observations

Aims of the activity: Assessing two reports of observations of the same event.

When two people take part in the same event they may not make the same report of it. This can give people reading the report only part of the information that could have been written down. See how two people report the same event with this activity.

1. Go for a walk with your friend around the school. Think about the things you see, hear and smell as you make your trip.
2. When you get back to your classroom make a list of all the things you saw, heard or smelt in the order that they occurred on your walk.
3. Compare your report with your friend's report.
4. If you read about something that was written as a report a long time ago, how accurate do you think it might be?

Reading old documents

The Anglo-Saxon Chronicles was begun by monks living in the time of King Alfred. It is a document that is like a diary but each entry in the document is for a year and not a day. Here are some entries for the years 625 to 644.

625   Justus the Archbishop of Canterbury made Paulinus the bishop of Northumbria.

626   Paulinus baptised Eanflaed the daughter of King Edwin. The king ordered that a large stone church should be built at York to replace a small wooden one.

627   Paulinus baptised King Edwin. Archbishop Justus died. Paulinus made Honorius Archbishop of Canterbury at a service in Lincoln.

628   King Penda fought Cynegils and Cwichelm at Cirencester then made peace with them.

633   Penda and Cadwallon killed King Edwin at Hatfield Chase. Edwin had reigned for seventeen years. Penda and Cadwallon went through Northumbria attacking and killing people. Paulinus took Edwin's widow, Aethelburgh, and travelled by ship from Northumbria to Kent. Archbishop Honorius made Paulinus bishop at Rochester.

634   Bishop Birinis held a Christian religious service in the kingdom of Cynegils.

635   Bishop Birinis baptised King Cynegils at Dorchester.

636   In Dorchester Cwichelm was baptised. He died later that year.

639   Bishop Birinis, at Dorchester, baptised King Cuthred.

640   King Eadbald who ruled Kent died. He had been king twenty four years.

641   Penda killed King Oswald of Northumbria. Cenwath became the king of the West Saxons. He reigned for three years less than twenty four. Oswin became king of the Northumbrians. He reigned for twenty eight years.

644 Bishop Paulinus died.

Reading old documents

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Maps of England (optional with older students).

Using the worksheet
The information provided in the worksheet has been simplified from the text of *The Anglo-Saxon Chronicles* to make it easy to read. Even so the passage has been selected to show some Anglo-Saxon names which may be difficult to pronounce. Also the way of recording kings' reigns by referring back in time and using the device of knocking years off a larger number have been retained to make the text more authentic. Although *The Anglo-Saxon Chronicles* was started by monks in the reign of King Alfred (871 to 899) they had to find information about earlier times and write it down. This section comes from a time over two hundred years before Alfred's reign. You may wish to tell the students about this or simply use it as a diary of events.

Younger students
The students should work on the following questions. They are straight forward questions. The questions for older students involve a little more thought. You may wish to use them with your more able students.

Questions (and answers)
1. Who made Paulinus bishop of Northumbria? (Justus).
2. Who was Eanflaed? (Daughter of King Edwin).
3. When and where was Honorius made Archbishop of Canterbury? (627, Lincoln).
4. When did King Edwin begin his reign? (616).
5. Why did Paulinus and Aethelburgh travel by sea and not by land when they went to Kent? (To avoid being attacked by Penda and Cadwallon).
6. How long was Paulinus bishop at Rochester? (11 years).

Outcomes
The students can:
- Extract information from a source.
- Perform simple calculations on information from a source.

Older students
The students should work on the following questions. You may wish to use some of the questions for younger students with some of your less able older students. Some of these questions ask the students to comment on the information and infer things from it just as historians do. The older students could use maps of England to find out where the events took place.

Questions (and answers)
1. Do you think Cwichelm was a king? (Yes. The others mentioned seemed to be either kings or bishops. As he was fighting with King Penda he too was probably a king).
2. What do you conclude about King Penda from the information on the sheet? (He was a violent king who wanted to take over other kingdoms).
3. Who do you think probably baptised Cwichelm? (Birinis. He baptised the other kings at Dorchester).
5. How many years did King Cenwath reign? (21).
6. When did King Oswin's reign end? (669).

Outcomes
The students can:
- Extract information from a source.
- Perform simple calculations on information.
- Can make inferences from the source.

6 B

Name:... **Form:**....................
Based on **pages 14 and 15** of Anglo-Saxon raiders and settlers

Keep a diary

Keep a diary of events that happen in a week. You may use national or local newspapers to record a few events for each day.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Keep a diary

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. National and local newspapers.

Using the worksheet
You may like to use this activity after activity **6A**. Its aim is to show how a record of events over a week depends on the selection and interest of the person making the record. In a similar way the people who made the Anglo-Saxon record were also selective. But they were also less able to gather all the news of the times. By comparing this activity with the previous one, the students can assess the reliability of documents like *The Anglo-Saxon Chronicles* in providing a complete picture of life in Anglo-Saxon times.

Younger students
The students should work on their own or in pairs. Newspapers can be brought into school or the work can be set as a homework with parental support. In the following week the students should compare their records and see how many had recorded the same events. They could also see which record gave the widest information on events in the world. Ask the students what extra information they would have liked recorded in the *Chronicles* to give them more information about life in Anglo-Saxon times.

Outcomes
The students can:
- Keep a diary of events in the world.
- Select information to record.
- Assess the reliability of others' records to provide a picture of events in the world.

Older students
The students can work through the sheet on their own. They should try the activity as a homework for a week perhaps with parental support. You may also keep a diary of what you consider to be the major events of the week around the world and let the students compare their records with yours. Ask the students to assess *The Anglo-Saxon Chronicles*, from their activity in **6A** as giving a full account of life in Anglo-Saxon times over almost twenty years.

Outcomes
The students can:
- Keep a diary of events in the world.
- Select information to record.
- Assess the reliability of their record as giving a broad picture of world events.
- Assess the reliability of a source in providing a wide range of information about a time in the past.

Anglo-Saxon book design

Many books had beautiful designs.

Here is a simple design for the first spread of a book for you to cut out.

Look at pictures of Anglo-Saxon books then add to this design and colour it in.

Write something simple about today.

Anglo-Saxon book design

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, coloured pens and pencils. Secondary sources showing Anglo-Saxon books open.

Using the worksheet
Books were greatly treasured in Anglo-Saxon times and the pages were adorned with complicated designs. The students can get a sense of what it was like to make such books by performing this exercise. If you were to have an Anglo-Saxon day and some of the students were dressed as monks they could work on this activity for part of the time.

Younger students
Some students may simply colour in the design that is already present while others could look at other sources and decide on a more complicated design.

Outcomes
The students can:
- Produce a design for an Anglo-Saxon book.
- Use secondary sources to help them with a project.

Older students
The students can examine a range of sources and work out a design they would like to use on rough paper first then apply it to the worksheet,
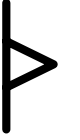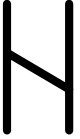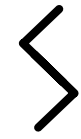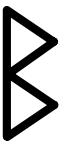
Outcomes
The students can:
- Produce a design for an Anglo-Saxon book.
- Use secondary sources to help them with a project.

Runes

The Anglo-Saxons used runes to write words.

Here is the runic alphabet Notice that one rune may be used for two letters.

ᚠ	ᚢ	ᚦ	ᚪ	ᚱ	ᚲ	ᚷ	ᚹ
f	u	th	a	r	k or c	g	w or v

ᚺ	ᚾ	ᛁ	ᛃ	ᛇ	ᛈ	ᛉ	ᛋ
h	n	i	j or y	ei	p	z	s

ᛏ	ᛒ	ᛖ	ᛗ	ᛚ	ᛝ	ᛞ	ᛟ
t	b	e	m	l	ng	d	o

Anglo-Saxons used animals to represent courage and evil. Here are some names of animals that Anglo-Saxons used. The names are written in runes.

1. Use the alphabet above to work out the names of the animals in English.

ᛗᚠᚷᛁᛖ   ᛞᚱᚠᚷᛟᚾ

....

ᛋᛖᚱᛈᛖᛗᛏᛏ   ᛒᛟᚠᚱ

....

2. On a separate sheet, write in runes the names of some animals that people keep as pets today.

Runes

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. National and local newspapers.

Using the worksheet
You may like to add extra interest introducing the rune letters by name. The names have been recreated by studying other languages. There is no strict guidance on how they are pronounced so you may pronounce them phonetically. These names match the order of the letters on the worksheet. Fehu, Uruz, Thuisaz, Ansuz, Raidho, Kenaz, Gebo, Wunjo, Hagalz, Nauthiz, Isa, Jera, Eihwaz, Perthro, Algiz, Sowilo, Tiwaz, Bearkano, Ehwaz, Mannaz, Laguz, Ingwaz, Dagaz, Othala.

The students may extend the activity by writing their own names in runes.

Younger students
Some students may need help in matching the runes in the words to the runes in the table. They may also need help in selecting runes to make the names of animals and their own names. The activity could be extended by the students writing down the name of their street or town.

Answers
1. Eagle (courage).
2. Dragon (evil).
3. Serpent (evil).
4. Boar (courage).

Outcomes
The students can:
- Translate a runic message into English.
- Translate an English message into runes.

Older students
The students can work on their own. The answers are given in the section for younger students. The activity could be extended by the students writing down the names of five things they can see from their desk or table.

Outcomes
The students can:
- Translate a runic message into English.
- Translate an English message into runes.

e a g l e

d r a g o n

s e r p e n t

b o a r

Ogham alphabet (left column):
a, b, c, d, e, f and v, g, h, i, l, m, n, o, q, r, s, t, u, z, ng

Celtic Oghams

The Celts were the people who lived in England before the Anglo-Saxons and the Romans invaded and settled. They are sometimes called the British. They had a way of writing down words. This way was called Ogham. In Anglo-Saxon times the Celts lived in Wales and Ireland. They wrote messages on stones in Ogham.

◄ **Here is the Ogham alphabet.**

1. Down the right hand side are three names written in Ogham.

    A is the person the Celts believed invented Ogham.

    ✎ ....

    B is a king in Celtic legends.

    ✎ ....

    C is a goddess of the Celts living in the North of England in Roman times.

    ✎ ....

    Use the Ogham alphabet to find their names in English.

2. On a separate sheet of paper, write a few words in Ogham then ask a friend to tell you what they are.

A Inv

B A k

C A C the

Celtic Oghams

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
If you have studied activity **6D** about runes you may wish to consider what alphabet the Celts, who lived in Wales, used. You may do the activity now or use it when considering the Welsh in the spread on King Offa of Mercia on pages 34 to 35 of the student book to reinforce the difference between the two cultures.

Younger students
Some students may need help in matching the letters in the words to the letters in the table. They may also need help in selecting letters to make words. Make sure the students realise that all the letters of the English alphabet are not represented and they must select words which have the letters shown in the table.

Answers
1. Ogma.
2. Arthur.
3. Brigantia.

Outcomes
The students can:
- Translate words in Ogham script into English.
- Translate an English message into Ogham script.

Older students
The students can work on their own. The answers are shown in the section above for younger students. Make sure the students realise that all the letters of the English alphabet are not represented and they must select words which have the letters shown in the table.

Outcomes
The students can:
- Translate words in Ogham script into English.
- Translate an English message into Ogham script.

Chapter 3: The grave at Sutton Hoo

Spread ❼ (pages 16–17)

Learning about the Anglo-Saxons from the grave at Sutton Hoo

The purpose of the spread

This spread begins a major section on the grave goods at Sutton Hoo.

The first idea discussed is the concept of a burial ship (this will be looked at in more detail on the last spread). The photographs show the beauty and magnificent quality of the grave materials.

The coins, blanks and ingots were found inside the leather purse with its bone ivory lid covered with jewels.

Students can say something about the nature of the person who is buried by looking at the value of the goods.

They can also be shown how dateable artefacts such as coins allow archaeologists to get close to the time of the burial and thus get close to identifying the individual whose grave this was.

Background

When the people had made their farewells to their dead king, the great boat was covered in soil. A huge mound was made, then people went back to their daily lives. Soon grass grew in the soil and the mound blended in with the fields around it. Under the soil changes began to take place.

The wood of the ship became damp and mould ate away at its fibres. In time all the wood rotted away. The planks of the ship were held together by nails. The nails were made of iron. The surface of the iron turned to flakes of rust. The flakes fell away and new iron was exposed to the damp soil. In time the nails rusted away but flakes of rust remained in the places where the nails had been.

The fibre in cloths rotted away completely, leaving no trace. So did the parts of the king's body. Only traces of minerals like calcium were left in the soil to show where the bones had been.

Silver becomes covered with a layer of tarnish if it is not kept clean. This layer provides some protection to the metal

beneath. If you have some silver in your home it may become coloured brown or black with tarnish but it can be polished to make it clean again. Silver items in the boat became tarnished, too. Gold items remained the same over the centuries. Gold does not react with substances in the soil or in the air.

When archaeologists investigate a site, such as Sutton Hoo, they remove the soil carefully and make a note of everything that they find in it. They also take photographs of the objects they find lying in the soil. When they uncovered the hull of the boat very carefully, they found the rust where the nails had been making a pattern, which showed them how the boat had been built. The other metal objects had remained intact because they had not rusted.

Activity: Comparing decay

Aims of the activity: Making predictions and testing them, comparing materials, predicting which materials in use today will be of use to archaeologists in the future. Check with your school policies to make sure that the activity fits within your guidelines.

1. A piece of newspaper, a piece of woollen cloth, an iron nail, a piece of aluminium foil, a lolly stick, a piece of plastic carrier bag, a glass marble.
2. Make a table with three columns. Write the name of each item in the left hand column.
3. Predict how each item will appear after being left in the soil for ten weeks and write your prediction in the middle column.
4. Dig a trench in some soil about 12 cm deep and lay the items in it.
5. Cover the items and leave for ten weeks.
6. After ten weeks carefully remove the soil and look at the items in the trench.
7. Write down in the third column of the table how the items appear.
8. Compare your predictions with the results of the experiment.
9. Which materials in use today would you expect to survive a long time under the soil and be of use to archaeologists in the distant future?

Archaeologists at Sutton Hoo

The archaeologists measured a mound of earth at Sutton Hoo and found it to be thirty metres long and almost three metres high at its centre. It looked like a long upturned boat. The archaeologists started to carefully remove the soil from the ends of the mound. They found rows of rusty fragments in the soil where nails had been. The wood that the nails had held together had rotted away. The remains of the nails showed the arrangement of the pieces of wood. They were planks forming the hull of a ship. The planks ran along the hull. The archaeologists also found that there had been some pieces of wood that ran across the hull. They supported the planks and made the hull stronger.

After a month, the archaeologists reached the centre of the mound. When they dug down, they found a pit with some pottery in it. The pottery was from the sixteenth century. They also found some more traces of wood. This time the wood looked as if it had formed a hut at the centre of the ship. As they carefully dug down, the archaeologists found the tops of many objects. The archaeologists removed the soil from around the objects and lifted them out.

They found a silver dish, a gold buckle, a purse lid covered in jewels and some gold coins from the seventh century. There was also an iron sword and drinking horns and wooden cups. These had rims made from decorated metal. There were bronze bowls and silver bowls and spear heads. There was a large whetstone which was decorated at each end. A whetstone is used to sharpen swords and axes but this one had never been used. The archaeologists believed that it was a special ornament to show that its owner was very important. There was also a long metal rod with a point on one end. At the other end were decorated pieces of metal and a ring supporting a metal stag with huge antlers. This object was also thought to show that its owner was very important. There were also two spoons which were similar to spoons given to people who had been baptised into the Christian religion.

There were other pieces of jewellery and the remains of a fine metal helmet. Under the objects there were more nails which suggested that a coffin had once been present but there were no bones or teeth to be found.

Archaeologists at Sutton Hoo

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
The text describes in simple terms the major activities and finds at Sutton Hoo. There are a number of mounds, called barrows, at the site and some have been plundered by robbers in the past. This one has also been dug into during the sixteenth century but the robbers did not dig deep enough to discover anything. The soil in the mound is particularly acidic and it is believed the acidity of the soil has caused the body to completely decompose. Note that teeth are made from enamel which is the hardest substance in the body and sometimes teeth are found even though the rest of the skeleton has broken up. The burying of objects with bodies is a pagan custom. Even Anglo-Saxons who became Christians kept some of their pagan ways. The objects were thought to help the person in their life after death. This activity sets the scene for the next three activities and you may like the students to use it for reference when trying activity ❿. When the students have read or listened to the text you could take them into the hall and mark out thirty metres so they can see the length of the mound. You could also show three metres on the wall of the hall to help the students realise the maximum height of the mound. The purpose of some of the questions is to make the students suggest ideas about the finds just as archaeologists do.

Younger students
You may read the story to the younger students or let them read it in pairs. Here are some questions for them to answer. You may simply ask the class the questions or write them on the board.

Questions (and answers)
1. Why was the soil carefully removed. (To protect any objects from being broken up by spades and trowels).
2. Why did the archaeologists think the pit was dug in the sixteenth century? (Because pottery from that date was found).
3. Why do you think the pit was dug? (The people at that time wanted to know what was inside the mound).
4. Pagans buried dead people with objects. What else do the objects in the ship tell about the person who was buried there? (The number of fine objects indicates the person was rich. The rod with the stag and the whetstone indicate that the person was very important and the spoons suggest that the person might have been a Christian as well as a pagan).
5. Which end of the metal rod do you think was put in the ground and why do you think the rod was important? (The pointed end. You may like to help the students by drawing the rod on the board from the description. If the students have studied the Romans they may see that it is like a standard carried by the Roman legions and decide that this was a standard of the person and perhaps the person was a king).

Outcomes
The students can:
- Answer questions based on a source.
- Use their imagination or other knowledge to suggest ideas to explain the finds.

Older students
The students can read the worksheet on their own. Write the questions in the previous section on the board and let the students answer them. You may like the students to reflect on what a rich and powerful pagan might put in their grave today.

Outcomes
The students can:
- Answer questions based on a source.
- Use their imagination or other knowledge to suggest ideas to explain the finds.

Spread 8 (pages 18–19)

Learning about the Anglo-Saxons from the grave at Sutton Hoo (continued)

The purpose of the spread

This page shows two more groups of artefacts, a shield and some bowls and spoons.

The shield contains motifs that can be used to tell about the nature of life at the time. Nearly all of the symbols on the shield and the helmet (next spread) are concerned with courage, victory and valour.

Background

A few pieces of braid from Anglo-Saxon times have been found. They have patterns on them. This suggests that the Anglo-Saxons liked to decorate their clothing and that leather work and clothing may have had patterns on them too. Leather and cloth from those times rot away so there is no more evidence to support this. It is also thought that the Anglo-Saxons liked to decorate wood but as wood easily rots there is no real evidence to support this. Metal objects last much longer in the soil and some have been found from Anglo-Saxon times. One of the most common pieces of metal worn by Anglo-Saxons was the brooch. Zips and buttons did not exist in Anglo-Saxon times so brooches were used to join pieces of clothing together.

Anglo-Saxons either cremated their dead and buried the ashes in a cremation pot or they buried their dead in graves. Anglo-Saxons buried their dead with grave goods which were thought to help the dead in their life after death. They also buried their dead in their clothes and the clothes were held together by brooches. Evidence from graves suggests that almost every Anglo-Saxon had at least one brooch.

The Romans used brooches to hold their clothes together, too. They had a safety pin. Some of these brooches were taken from the Roman empire to the Anglo-Saxon homelands. Here, the brooches were copied by metalworkers and then new styles that the Anglo-Saxons liked were developed from them. One style of brooch was the quoit-shaped brooch which had an open centre and was like a flat ring. Another style of brooch was in the form of a cross. Some brooches were shaped like saucers while others had square heads or were disc-shaped. Different styles developed at different times just like the changes we see in clothes today. The Anglo-Saxons seemed to like changes in fashions.

In addition to brooches, Anglo-Saxons also made and wore necklaces.

Activity: Make a necklace

Aims of the activity: Using simple materials to make an item of Anglo-Saxon jewellery.

You will need some modelling clay, which can be baked in an oven to make it hard. Try to get different colours of clay. Roll each coloured lump into a sausage. Cut the sausage into discs about the size of a necklace bead. Use a nail to make a hole in the middle of each disc. Test the hole with a leather shoelace. See if the lace can fit through. You will be using it later to make the necklace.

Ask an adult to gently bake your beads in an oven. When they are cool string them on the lace to make a necklace. Use different coloured beads alternately or in groups to make an attractive pattern.

Finding out about grave goods

The objects found in a grave are called grave goods. The grave at Sutton Hoo contained a huge amount of grave goods. You can find out more about the items at Sutton Hoo and other graves by visiting the web site of the British Museum. Follow these instructions to find them.

1. Type **http://www.thebritishmuseum.ac.uk/** into the search engine on your computer.

2. When the home page appears click on 'Children's compass'.

3. On the 'Children's compass' page click on the 'Tours' button on the left.

4. Click on 'Anglo-Saxon England'.

5. Click on the double arrow by the 'Next' button to the right of the screen.

6. Click the helmet from the ship burial at Sutton Hoo.

7. Look at all the different grave goods then select one to download.

8. When you have downloaded it cut out the picture and stick it in the square on this sheet.

9. Select three facts from the text and write them next to the picture.
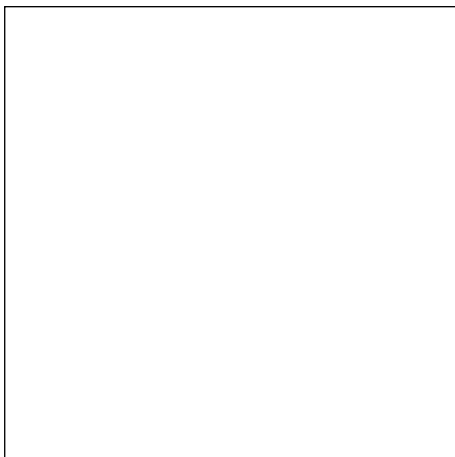
1. ✎ ....

✎ ....

2. ✎ ....

✎ ....

3 ✎ ....

✎ ....

Finding out about grave goods

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Access to a computer and printer, scissors, glue.

Using the worksheet
This worksheet follows on from the last. It shows where some of the finds described in the text in activity **7** are now displayed. It also presents text which contains the latest ideas about the finds.

Younger students
Some students may need help in following the steps to reach the web site. They may also need help in moving round the web site and selecting an item of grave goods and printing off the document.

Outcomes
The students can:
- Follow a set of instructions.
- Use a computer and the Internet to find information.
- Select information from a source for a simple presentation.

Older students
The students can work on their own to find the web site and grave goods. They should be able to print off the document and complete the task on their own.

Outcomes
The students can:
- Follow a set of instructions.
- Use a computer and the Internet to find information.
- Select information from a source for a simple presentation.

Spread 9 (pages 20–21)

Learning about the Anglo-Saxons from the grave at Sutton Hoo (continued)

The purpose of the spread

This spread contains simply the helmet with the parts that survived and the reconstruction. By placing the pictures alone on this spread students can get the full value of the wonder of the helmet.

Students may need to be taken carefully over the items that were found in order to see all of the motifs. The bird that begins on the nose and eyebrows might be particularly difficult for untrained eyes.

Students should also look very closely at the scenes of battle as this helps show what the nature of battle were like.

Background: Bird designs

Anglo-Saxons used birds in their designs. The Sutton Hoo helmet has a bird design on its front. The body of the bird is used to make a covering for the nose while the tail covers the upper lip and mouth. The bird's outstretched wings cover the eyebrows while the head of the bird points up the centre of the forehead.

There was a purse in the grave goods at Sutton Hoo. It was worn around the waist of the king just below his stomach. It is thought that the purse was worn there so that the king's subjects could see it and remind them of his wealth and the money he would give to warriors as a reward for fighting for him. The purse has a solid lid and is highly decorated. Towards the centre of the lid there are two pairs of birds. Each pair is made from a large bird and a small bird. The large bird has a hooked beak and represents a bird of prey. The small bird has a beak more like the bill of a duck.

The shield from Sutton Hoo also has a bird design on it. The bird is to the right of centre as you look at the shield from the front. It also has a hooked beak and represents a bird of prey. These birds may have been used to represent strength and courage and their

purpose on the helmet and shield may have been to bring strength and courage to the warrior using them.

Another bird found in Anglo-Saxon designs is the raven. Ravens visited battlefields to scavenge among the dead warriors. It is thought that the Anglo-Saxons believed that they were searching among the warriors to find those who had died most heroically. When they found one they would carry his soul away to the afterlife. It is thought that Anglo-Saxons believed the raven was a sacred bird and was linked to the god of wisdom called Woden.

Activity: Make a bird design

Aims of the activity: Selecting an image for a design, using a design to represent a feeling such as joy or courage.

Look in a bird book and find a bird that you think represents a particular feeling. It might be a chirpy wren or European robin representing joy and happiness, or a flamingo representing gracefulness. It could be a goose representing strength or an eagle representing courage.

Make a design of the bird you have selected to decorate the front of your history book or folder.

Make a helmet
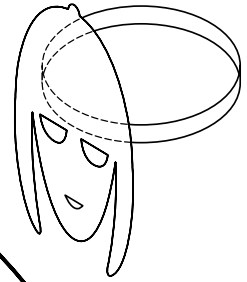
1. Roughly cut out the outline of this helmet.
2. Look at the pictures of the helmet found at Sutton Hoo on pages 20 and 21 of the student book.
3. Make a similar design on the plain side of your helmet.
4. Stick the helmet onto card (read steps 5 to 7 before sticking it down!) and cut carefully round its outline and eye hole.
5. Put a strip of card around your head and remove it by holding the place where it overlaps. Cut the strip so that there is a little of the overlap which can be stuck with sticky paper to make a ring that rests on your head.
6. Attach the front of the helmet to the cardboard strip as the diagram shows and place the helmet on your head.
7. Make sure you can see through the eye holes.
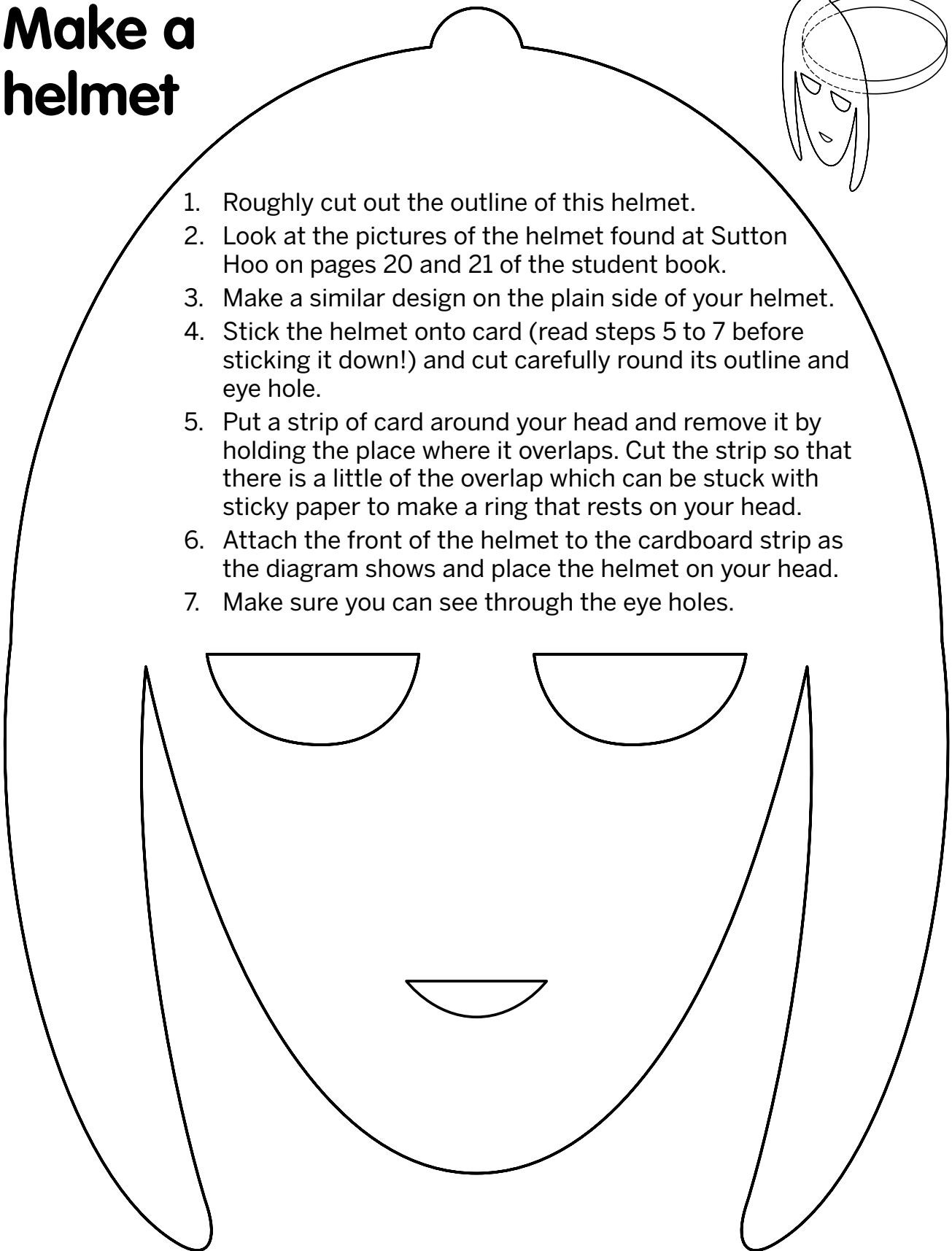
Make a helmet

Age range
- Mainly for Years 3/4 (SP4/5) but could be used with Years 5/6 (SP6/7).

Resources
Copies of the worksheet (you may prefer to give the children 'clean' copies of the helmet which can be found in the beginning section of these *Teacher's Resources*), scissors, card, long strips of card. Pages 20 to 21 of the student book.

Using the worksheet
This activity is to test observational skills and see if the students can replicate a similar design on the helmet outline. They should see the bird forming the nose and the bird coming down the top of the helmet. They should also draw battle scenes in the appropriate places and use similar but simpler designs on other parts of the helmet. If the students have made a helmet as part of their work on Vikings they may like to compare the Viking helmet with the one found at Sutton Hoo.

Younger students
The students may need help in seeing the two birds. You may have to check that the battle scenes produced by the students are not too gruesome! They may need help in making the support to hold the front of the helmet on the head.

Outcomes
The students can:
- Make observations on an artefact and record them.
- Make other designs based on observations of an artefact.

Older students
The students can work on their own. They should be able to help each other make the head bands to which the front of the helmet is attached.

Outcomes
The students can:
- Make observations on an artefact and record them.
- Make other designs based on observations of an artefact.

Spread ⑩ (pages 22–23)

Learning about the Anglo-Saxons from the grave at Sutton Hoo (continued)
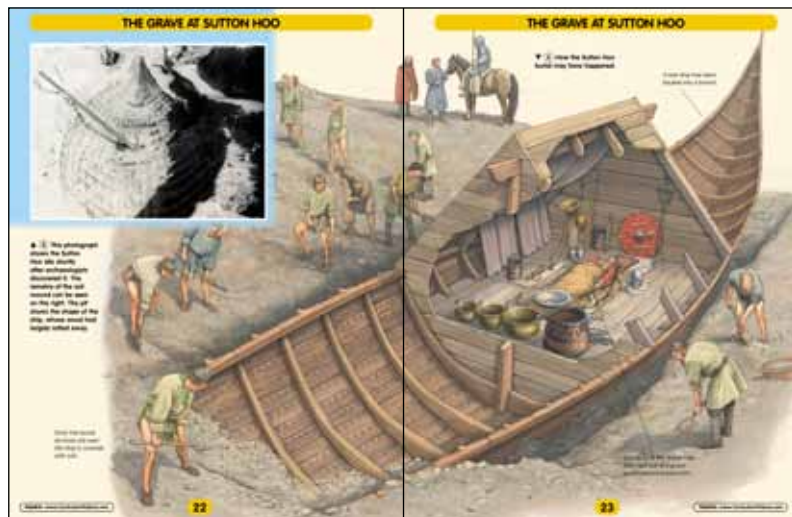
The purpose of the spread

This final spread shows the burial as it might have been. It is placed last so that the full impact of the grave goods can be appreciated by students and they can then begin to ask what the grave was like.

It may be worthwhile looking at the picture and seeing how close this burial is to Viking burials and thus showing what cultural ties existed across the North Sea.

Background

Anglo-Saxons either cremated their dead or buried them in graves. The ashes of a cremated person were put in a pot and the pot was buried. Large numbers of pots were buried together in cremation cemeteries. A cremation cemetery found in Lincolnshire had over a thousand pots buried in it. Archaeologists have used the pots in cremation cemeteries to show that people from the Anglo-Saxon homelands in Europe moved to England. Similar pots have been found both in the homelands and in England indicating that the Anglo-Saxons brought their pots with them or had them sent on afterwards after settlements had been made (see the activity in section ❷).

Anglo-Saxon cemeteries may contain just cremation pots or a mixture of cremation pots and graves or be made entirely of graves. The graves contain the skeleton of the dead person and a range of articles. The dead person was buried in their clothes. The material from which the clothes were made rots away but the brooches, which held the clothes together remain in the grave.

Sometimes a little of the cloth material may be found on the back of the brooch where the metal has corroded. Careful study of the

fibres reveals the material used for the cloth. One piece of cloth material was found to be made from linen – a material used today in tablecloths because it is hard wearing.

In addition to their clothes, a person was buried with items that they might find useful in the afterlife. Many men were buried with a spear and a shield. About one in ten men were buried with a sword while some others did not have a weapon in their grave. It is thought that the men without weapons were slaves, while the men with spears were freemen and the men with swords were leaders of their groups. Women were buried with beads and other items of jewellery. The person was also provided with an item that could be used for holding a drink such as a pot or a glass or even a bucket.

In the early Anglo-Saxon cemeteries, those made around the year 500, the graves were made pointing in any direction. The skeletons found had grave goods with them. These cemeteries were pagan cemeteries. The Anglo-Saxons of those times believed in a number of gods. In later Anglo-Saxon cemeteries, from about 700 onwards, the graves were arranged in an east–west direction and the skeletons did not have any grave goods with them. These cemeteries were Christian cemeteries. The Anglo-Saxons of those times believed in one God and his Son, Jesus Christ.

Activity: Thinking about excavating a grave

Aims of the activity: Comprehension, empathy.

Imagine that you are working on an archaeological site. It is an Anglo-Saxon cemetery. The graves are arranged in all directions. You are asked to dig out or excavate a grave. You dig away the soil very carefully with a trowel. When you have dug down about five centimetres you find a coin. It has a date on it – 1899. You put the coin in a bag and make a note then carry on carefully digging.

When you have dug quite deep you find a rusty metal object with a point at one end. You carefully remove the soil and see that the object is a bit longer and wider than a table knife and one end looks as if it might have fitted into a pole like the handle of a long brush. You remove the object and make a note, then continue to dig carefully downwards. Eventually you find a bone.

You may wish to use some of the background information in the section above to help you answer these questions:

1. Was the cemetery a pagan cemetery or a Christian cemetery?
2. Do you think that the coin was left by somebody who dug the grave? Explain your answer.
3. What do you think the metal object with a point is?
4. Would you expect the grave to be of a man or a woman?
5. What position in Anglo-Saxon society do you think the person held? Was the person a slave, a free person or a leader of a group?
6. How do you think you would feel if you continued digging out the skeleton?

Make a ship burial

1. Take the cardboard tube from a kitchen roll and cut it in half lengthways. Use one piece (diagram 1) for the main body of the ship.

I
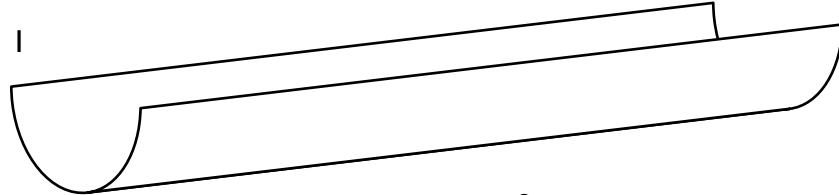
2. Cut the other piece in half crosswise. Cut out a triangle of cardboard from each piece, as diagram 2 shows. These two pieces will form the ends of the ship.

2   3

Top view (open)
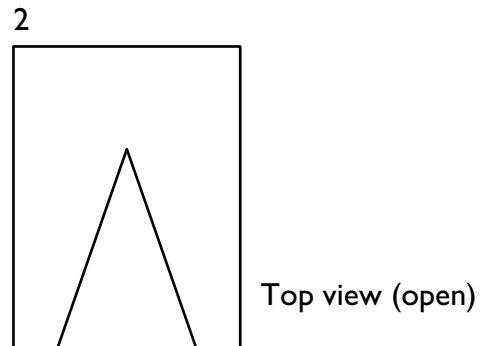
3. Fold the cut end of one of the ship ends together, as diagram 3 shows. Then tape the folded ends together with sticky paper.

3

Side view (folded)
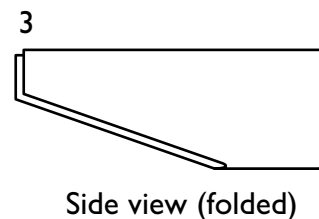
4. Stick each end in place with sticky paper, as diagram 4 shows.

4
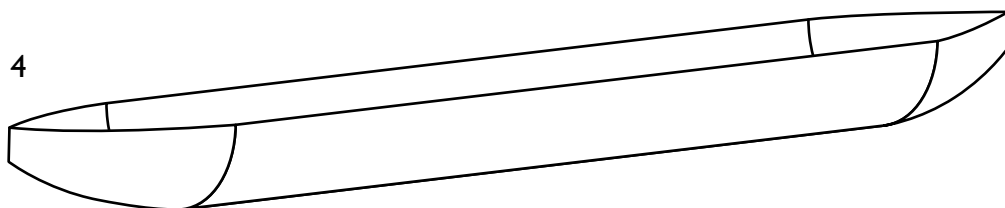
5. Make small Plasticine models of items of grave goods that you have seen on the web site in activity **8** and place them in the centre of the ship.

6. Take a box or large dish and place the ship in the bottom. Cover it with sand.

7. Now carefully remove the sand to get a sense of what it was like for the archaeologists to uncover a ship burial.

Make a ship burial

Age range
- Mainly for Years 3/4 (SP4/5) but could be used with Years 5/6 (SP6/7).

Resources
Copies of the worksheet, cardboard tubes from the centre of kitchen rolls, scissors, sticky tape, large box or dish, sand, spoons, dish to put sand in from the 'excavation', Plasticine.

Using the worksheet
The aim of this activity is to let the students sense what it was like to uncover a large and complicated piece of archaeology.

Younger students
Younger students may need help with the various stages in the ship's production. It may be useful to have classroom helpers on hand to assist. They may need help to make the items to a reasonably similar scale to the ship. They may need careful supervision when removing the sand with spoons.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Follow instructions.
- Make a model.
- Carry out an archaeological exercise.

Older students
Older students should be able to assemble the ship on their own. When they have finished the activity, they may like to re-read the text in activity **7** and compare it with their experience with the model.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Follow instructions.
- Make a model.
- Carry out an archaeological exercise.
- Compare information in text to their own experience.

Chapter 4: Anglo-Saxon life

Spread ⓫ (pages 24–25)

The Anglo-Saxon village

The purpose of the spread

This important spread shows what an Anglo-Saxon village might have looked like, including the land surrounding the village.

Much of this must be conjecture, and over the long period of Anglo-Saxon settlement, the locations and sizes of settlements changed. So this may well be taken as in the middle of the period, say the 8th century.

The main point here is that the early phase of pioneer settlement is over. England has been divided into kingdoms and a society with a set of rules and customs is in place.

Except when the people are attacked, therefore, day to day life goes on.

Students can be introduced to the significant features of the village, including the ford, from which the village might have got its name, and the church, which started as a defensive tower and had a church added on.

Students should note how the landscape was used for everything that the people wanted. They had to seek food and water, transport and fuel. And they used local resources for this.

Students can look for the mill and also the reed beds and try to think what these might be used for.

Students can also notice the land used for grazing and which is at a distance from the settlement.

Background

When we arrange to meet people we say things like, "I'll see you on Saturday morning," or "We'll meet on Monday evening". If you lived in an Anglo-Saxon village you may find arranging times a little more complicated because Anglo-Saxons thought of a day in a different way to us. We believe that a day starts at midnight and continues for the next twenty-four hours, going through the morning, afternoon and evening until the next midnight. Anglo-Saxons believed that the day began in the evening when it was known as the eve of the day and continued through to sunrise when it became the 'day' of the day. At the following sunset the next day began. For example, Monday began on what we would call Sunday evening after sunset. This time would be the eve of Monday and continue through the night until sunrise. The period of time from sunrise to sunset would then be the day of Monday but after sunset it would be the eve of Tuesday.

To make matters more complicated the Anglo-Saxons had different names for their days of the week (and different dialects, too). The days from Sunday to Saturday were often written as follows (but there were other versions):

Sunnandaeg, Monnandaeg, Tiwesdaeg, Wodnesdaeg, Thunresdaeg, Frigedaeg, Saeterdaeg.

The period of time after sunset – the eve of the day – was from our Sunday night to Saturday night:

Monnaniht, Tiwesniht, Wodnesniht, Thunresniht, Frigeniht, Saeterniht, Sunnaniht.

We can think of this more simply by dividing up our days into a day or daeg and a night or niht.

Our Sunday becomes Sunnandaeg and Monnaniht.

Our Monday becomes Monnandaeg and Tiwesniht.

Our Tuesday becomes Tiwesdaeg and Wodnesniht.

Our Wednesday becomes Wodnesdaeg and Thunresniht.

Our Thursday becomes Thunresdaeg and Frigeniht.

Our Friday becomes Frigedaeg and Saeterniht.

Our Saturday becomes Saeterdaeg and Sunnaniht.

Activity: Using the Anglo-Saxons days

Aims of the activity: Using an Anglo-Saxon system of measuring time in a present day context.

Use the text in the background information given above to help you with this activity.

1. If you arranged to meet someone on Sunday evening what day would it be if you were an Anglo-Saxon?
2. If you were to arrange to meet someone on Saturday morning what day would it be if you were an Anglo-Saxon?
3. Look at the times of your favourite television programmes. If you were an Anglo-Saxon what days would the programmes be on?
4. During the course of the week you may have a music lesson, a sports match to play or a meal at a friend's house. Write down the days on which they occur using 'our' way of naming days, then write them down using the Anglo-Saxon 'days' and eves. Use the Anglo-Saxon words for these periods of time.
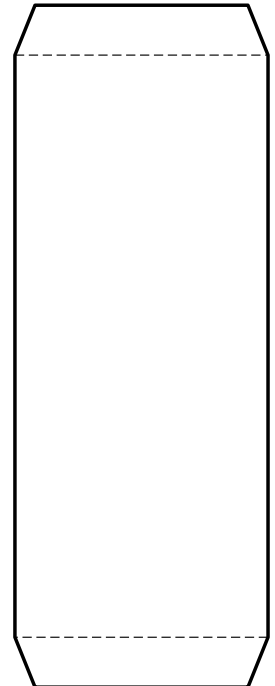
Make an Anglo-Saxon house

1. Cut out the ends of the house A and B.

2. Cut out the sides of the house C and D.

3. Bend in the flaps of C and D and glue them to the ends of the house. The house should have four walls and need a roof.

4. Cut out the roof E. Take care cutting round the flaps and cut a hole in the roof marked by the rectangle in its centre.

5. Bend the flaps and roof and make it sit on the walls.

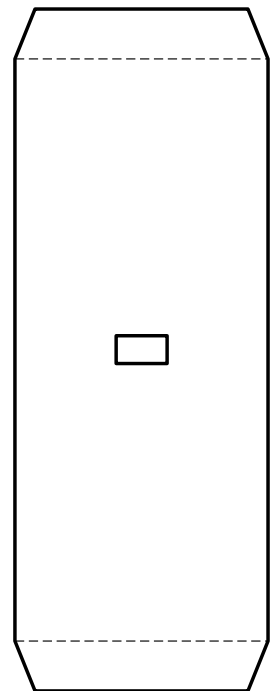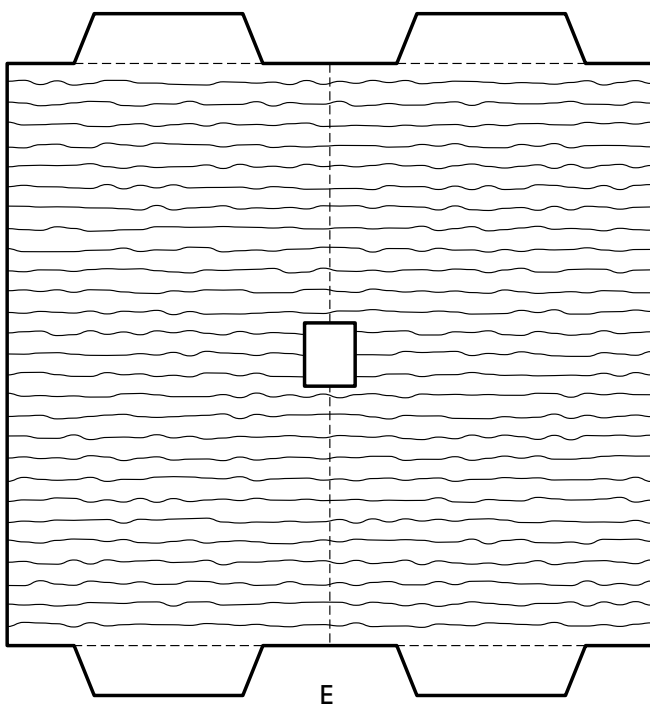6. Remove the roof, apply glue to the flaps and stick the roof in place.
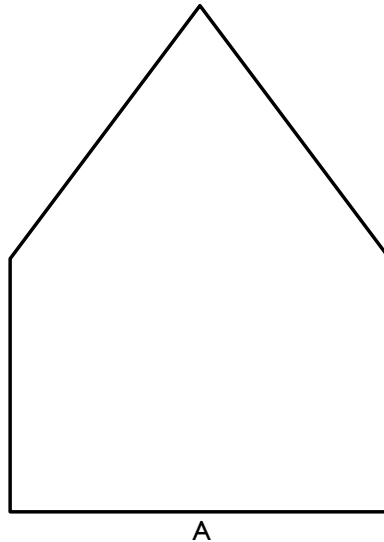
A
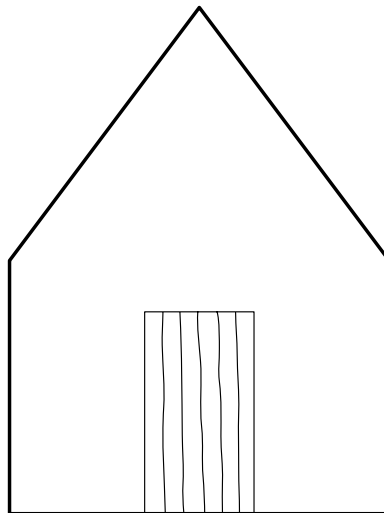
B

C

D

E

Make an Anglo-Saxon house

Age range
- More suitable for Years 3/4 (SP4/5) than Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Student book and more materials for older students.

Using the worksheet
You may find that even some students in year 3 can make this house quickly with very little help. You may like to tie in the activity with assessing how comfortable the house would be to live in. Does it have cracks between the roof and the walls? Do all four walls make contact with the ground? Wall D has a window in it. The windows were put in the walls that faced south. This is the region through which the Sun moves. You may like the students to set up their house in a similar way. They could use a compass for this but it is important to tell them that the Anglo-Saxons did not have compasses they simply looked for the brighter area of the sky. (Remember the students should NEVER look at the Sun. It can damage their eyes).

You may like one group of students to make a model church (see activities **12A**, **12B** and **12C**, while the others are making huts. Some smaller huts and fences can be made in activities **11C**, **11D**, **11E** and **13C**.

Younger students
The students could arrange their houses into an Anglo-Saxon village using pictures in the student book to help them.

Outcomes
The students can:
- Assemble a model of an Anglo-Saxon house with care and safety.
- Construct an Anglo-Saxon village.

Older students
The students can make the houses and assemble them into an Anglo-Saxon village. They may design and add smaller huts using pictures in the student book and other sources. The activity could be used in literacy with some students to follow instructions.

Outcomes
The students can:
- Assemble a model of an Anglo-Saxon house with care and safety.
- Construct an Anglo-Saxon village.

The hollow under a house

1. Take a tray or bowl and fill it with dry sand.

2. Pour water into the sand until it is firm but not soggy.

3. Put your model house from activity **11A** on the sand. Make a mark with a spoon where the walls touch the sand.

4. Remove the house and inside the markings you have made dig out the sand with a spoon to a depth of about a centimetre.
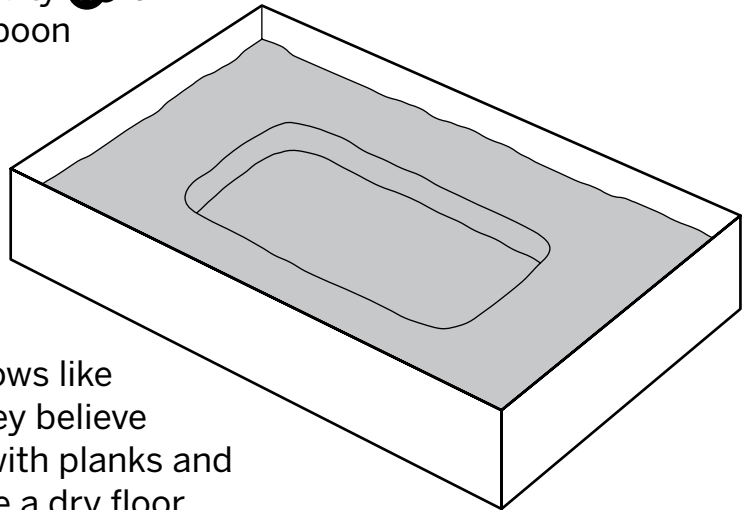
   Archaeologists have found hollows like this in Anglo-Saxon villages. They believe that the hollows were covered with planks and this gave the inside of the house a dry floor.

5. Lay lolly sticks across the hollow to make a wooden floor.

6. Put your house over the floor and you have made a model dwelling with a dry floor.

7. Why do you think the floor kept dry?

   ✎ ....

   ✎ ....

8. Can you think of any other use for the space beneath the floor?

   ✎ ....

   ✎ ....

9. Why do you think the hollows are almost all that is left of the houses today?

   ✎ ....

   ✎ ....

The hollow under a house

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, tray, dry sand, jug or water, spoon, dish (to put sand removed from tray).

Using the worksheet
You need the house from activity **11A** for this activity. Archaeologists detected the presence of some houses in a village by a hollow. At one time it was thought that the floor was sunken and the people went down into their house. Today many archaeologists believe that the hollow was covered with planks and this helped to keep the floor dry. As the floor was dry, it would also be less cold than an earth floor. This activity allows the students to recreate a house with a floor and hollow and answer a few questions about it.

Answers
7. The water in the soil could not reach the planks. Air under the planks would help to keep them dry.
8. The hollow could be used as a cellar and objects could be stored in it.
9. The rest of the materials such as wood rotted away. (Note there is also evidence of post holes which show the positions of posts that held up the walls. There is more about post holes in activity **2B** *The Romans in Britain Teacher's Resources* in this series).

Younger students
The students may work in small groups or pairs. The students may lay the lolly sticks along the length of the hollow. It is thought that the planks were laid across the width of the hollow as they would bend much less with any weight placed on them. You may point this out to the students or suggest that they break the lolly sticks in half and lay them across the width to make a more accurate model.

Outcomes
The students can:
- Follow instructions.
- Use simple materials safely.
- Suggest ideas to explain an archaeological find.

Older students
The students can work on their own or in pairs. The students may lay the lolly sticks along the length of the hollow. It is thought that the planks were laid across the width of the hollow as they would bend much less with any weight placed on them. You may point this out to the students or ask them if it would be better if the planks were arranged across the width. Look for answers about the planks bending. Ask the students how they could make the model more authentic and look for answers suggesting that the lolly sticks are broken in half and laid across the width.

Outcomes
The students can:
- Follow instructions.
- Discuss their model and make modifications.
- Suggest ideas to explain an archaeological find.

Huts and fences (i)

Cut out A, B and C. Fold in the dotted tabs. Fold down the roof and the walls. Glue A and B onto the end tabs of C.
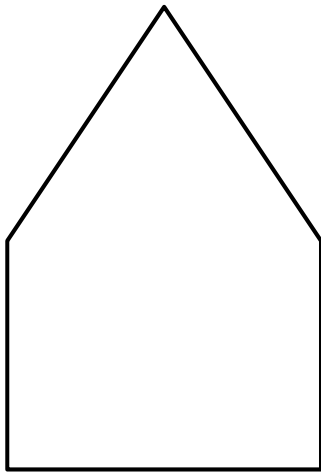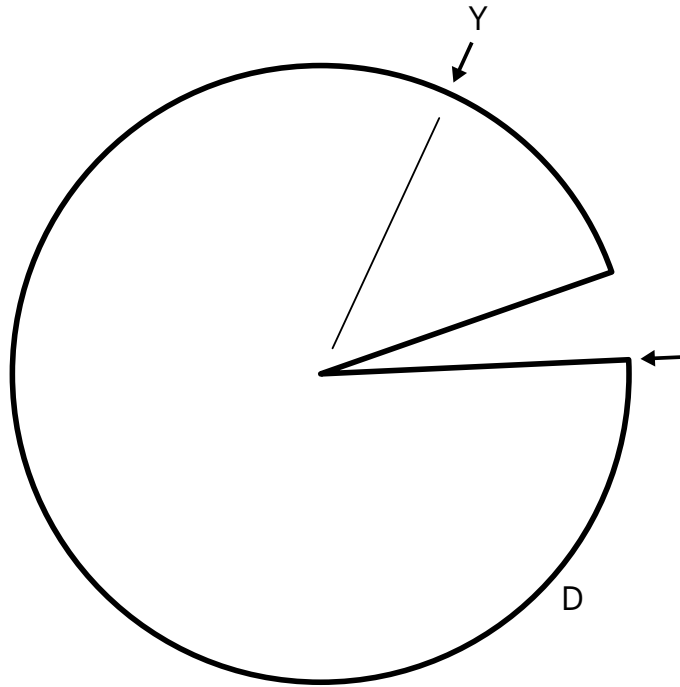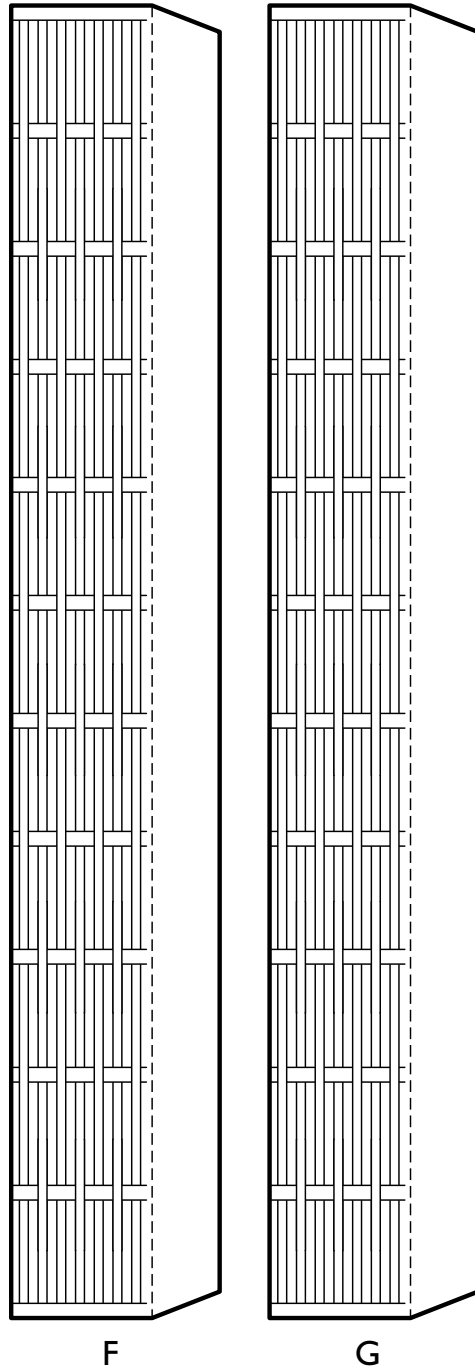
A
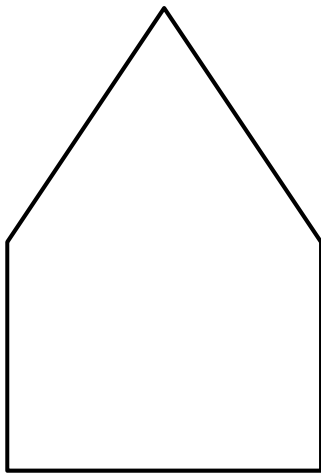
B
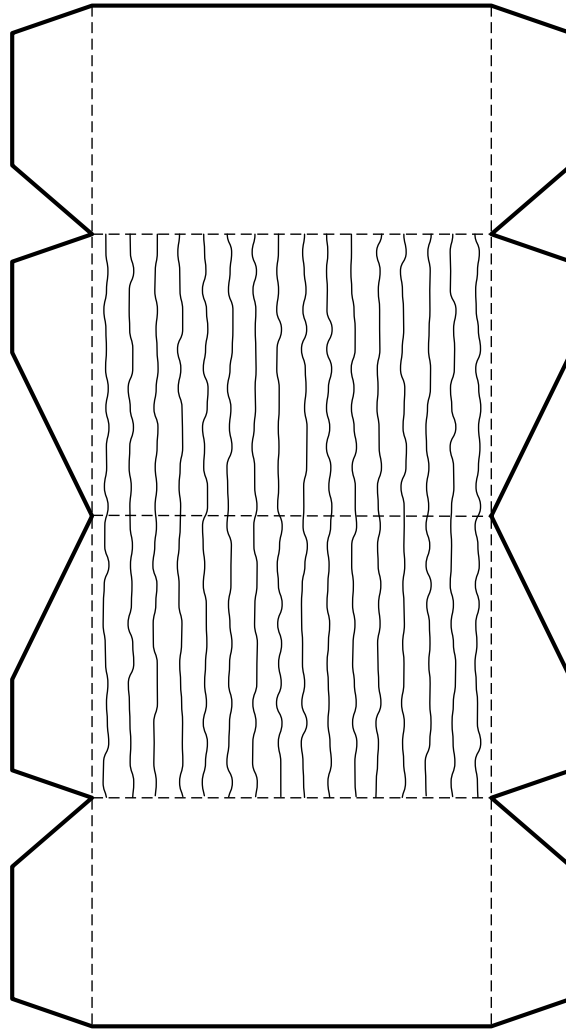
C

Huts and fences (ii)

Cut out D and E. Move X over to Y and glue it to make a conical roof. Make E round into a circle and glue the tab. Put D on E to make a hut with a conical roof.

Y

D

E
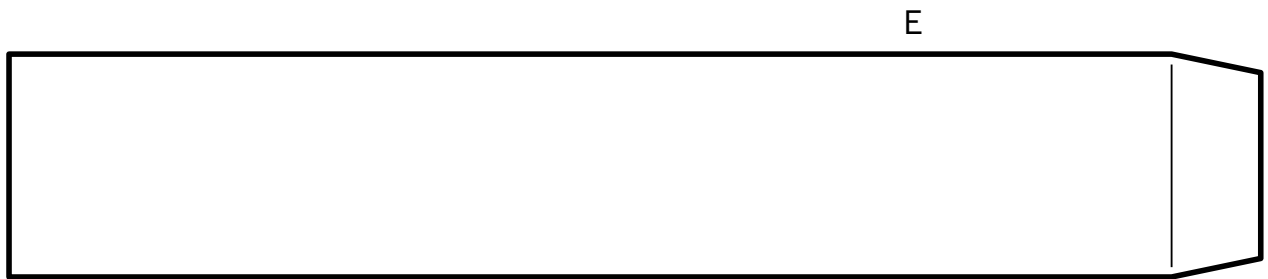
Huts and fences (iii)

Cut out F and G. Fold back the tabs to make the fences stand up.

F   G

Huts and fences

Age range
- Mainly for Years 3/4 (SP4/5) but could be used with Years 5/6 (SP6/7).

Resources
Copies of the worksheets, scissors, glue.

Using the worksheet
The aim of this activity is to let the students build up more features of a model Anglo-Saxon settlement.

Younger students
Younger students may need help making the circular walls and roof.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Follow instructions.
- Make a model.

Older students
Older students should be able to assemble all the models on their own.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Follow instructions.
- Make a model.

Spread ⓬ (pages 26–27)

Watchtowers and churches

The purpose of the spread

This spread shows the character of some early Anglo-Saxon churches. Again, as with the previous spread, it has important links with the study of religious buildings as required by the religion syllabus.

To get a perspective on the nature of these early buildings, students may need to be reminded as to how few people lived in England at this time, and how small communities were.

A village might be made of no more than a few extended families. This is important because it explains why early churches were so small. It also explains in part why, as populations grew, many Anglo-Saxon churches were demolished and rebuilt as larger buildings by the Normans and others. This in turn helps answer the question of why so little remains of Anglo-Saxon buildings today.

The spread features three churches from different parts of the country. It may be useful to emphasise that one of the churches is in Durham, in the north of England. Children may think that this part of the world – so close to York – was all Viking, whereas, of course, for hundreds of years it was Anglo-Saxon and part of Northumbria. Even the place name of Escomb reminds one of the Anglo-Saxon origins of the village in which the church still stands.

Children can learn much by looking at the shape of the church. It is very tall and narrow.

The building design of these Anglo-Saxon churches is unique and some time could be spent looking at the Anglo-Saxon tower at Earls Barton. Exposed stonework is very sparse in this tower, but the stone decoration is quite distinctive of the period. Many children will also be intrigued by the entrance door about 6 metres off the ground.

The Anglo-Saxons did not build large windows. All Anglo-Saxon windows are high up (for defensive reasons) and also small. In Escomb, the main arch seen in the picture is a dismantled Roman arch incorporated in the church.

This is also a good spread from which to begin the concept of attack and defence which we will be focusing on in later spreads.

Background

The church is the place where Christian worship takes place. The people who brought Christianity to England were monks. At first they built monasteries to live in. Here they held religious services, helped people in need and taught people who joined them how to become monks. The monks also worked as farmers by growing crops and rearing animals. They provided for their own needs.

The monks also went out from their monasteries to visit villages around them. The monks held services in the open air. Stone crosses were built at places where services were held regularly. Words and pictures about Christianity were carved into the crosses. In time the cross near a village was replaced by a building in which services could be held. This meant that the services could be carried out even in bad weather. The building was a church.

In church services people from the village were taught to follow the Christian way of life. The monks lived the Christian way of life but also spent many hours on the study of Christianity in their monasteries. Your class may be told to keep quiet by your teacher while you are studying. Quietness helps people to concentrate. Even when the monks were eating their meals someone read to them about Christianity. One leader of the monks called Saint Benedict worked out a series of signs that the monks could use while eating so they did not have to speak and interrupt the reader. Opposite are some of the signs:

Activity: Have a silent lunch

Aims of the activity: Using a monastic sign system to have a meal. Interpreting data. Comparing the effect of silence on concentration and listening.

Organise to have a lunch as if you lived in a Benedictine monastery. Read through the signs for food in the section above and choose some foods to bring in. The salt meat refers to the way meat was preserved with salt in Anglo-Saxon times. For this activity use the sign for any meat. Also note that if you bring in honey do not touch your tongue with your finger as the instruction says just in case your finger is dirty but point to your tongue instead. Bring in the foods and place them on a table. Then help each other have a meal by using the signs.

If you want to make a scientific study, you could have one lunch where everyone behaves as normal and someone reads a story. Afterwards see how much everybody remembers of the story. The next day you could have a silent lunch and someone reads another story. Afterwards see how much everybody remembers of the story. Compare the amount of information remembered.

I would like a napkin – put both hands in your lap then move them apart as if you were spreading out a cloth.

I would like a dish – lift up a hand and spread your fingers.

I would like bread – put your thumbs together, then your index fingers so that they point away from you.

I would like butter – stroke the inside of your hand with three fingers.

I would like a knife – put one finger over the other and move it as if it were a knife cutting your finger.

I would like pottage (a soup) – clench your fist then move it in a circle as if you were stirring soup.

I would like salt – put three fingers together on one hand and shake the hand as if shaking a salt pot.

I would like pepper – stick out your index fingers and knock one on the other.

I would like fish – move your hand side to side like the body of a fish when it is swimming.

I would like salt meat – use your right hand to pinch the thickest part of your left hand and then make the sign for I need salt.

I would like eggs – scrape up your left thumb with a finger.

I would like beans – put an index finger on the first joint of the thumb of the opposite hand.

I would like peas – bring the thumb and little finger together on one hand.

I would like boiled vegetables – move one hand down at your side as if you were shredding boiled vegetables.

I would like raw vegetables – put a finger on your left hand.

I would like a cup – lower your hand and spread your fingers.

I would like milk – stroke your right hand on your left finger.

I would like honey – place a finger on your tongue.

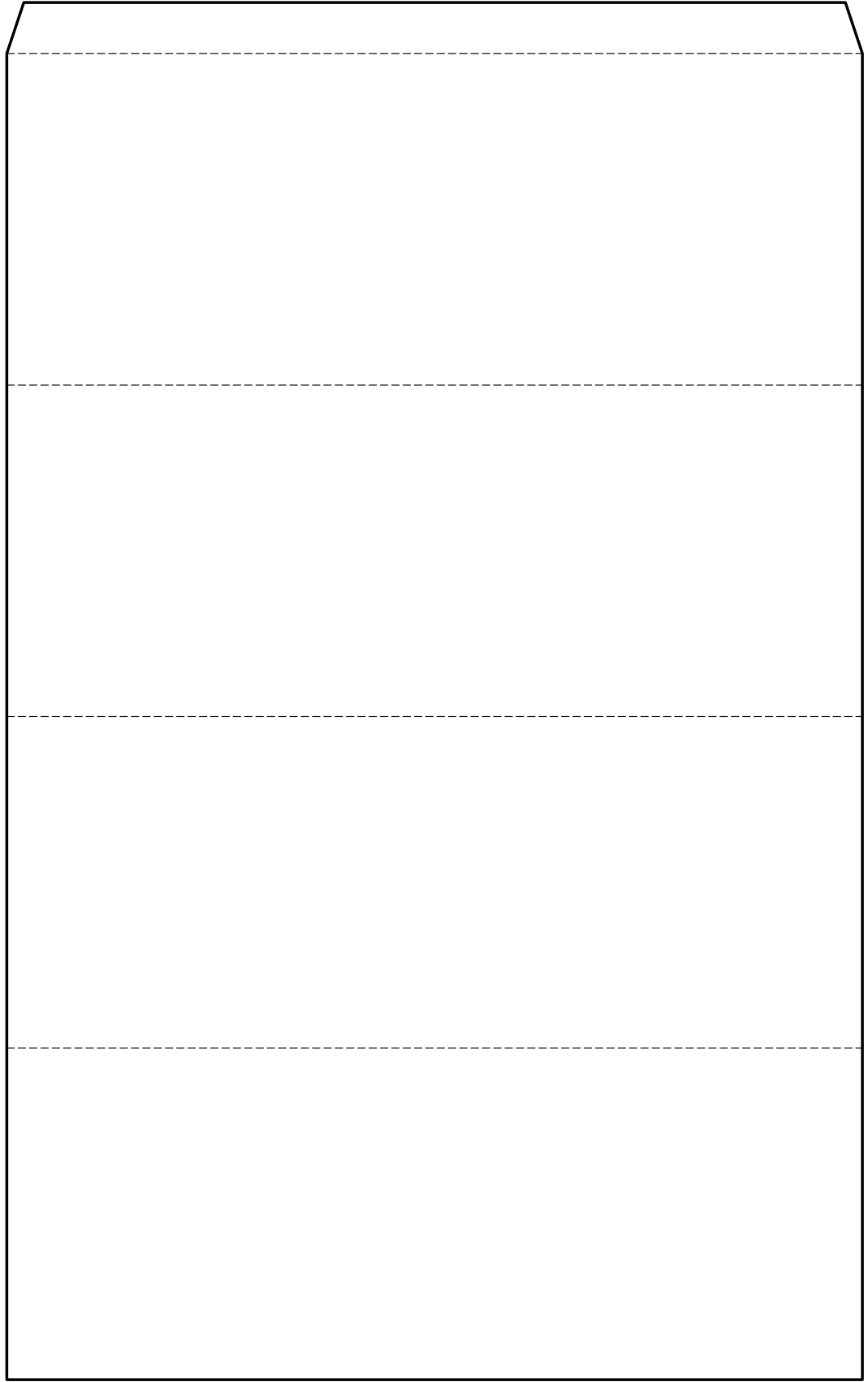I would like cheese – press your flat hands together.

I would like an apple – bend the thumb of your right hand, curl the fingers of your right hand around it, then raise your fist.

Make a church 1: The tower

Cut out the tower. Fold it to make a square hollow paper tower and glue the tab.

Make a church

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheets, scissors, glue. Secondary sources showing pictures of Anglo-Saxon churches.

Using the worksheet
If the students have made a village you may wish to add a church. You may like to introduce this activity by referring back to activity **5c** 'Make a praying cross'. You may say that Christians set up crosses where they worshipped and then built churches later. The sheets for this activity are labelled **12A**, **12B** and **12C**. You will need secondary sources showing Anglo-Saxon churches such as page 4 of the *Curriculum Visions* student book *Church*. The students can use the pictures to add windows and other features of Anglo-Saxon architecture.

Younger students
Some students may need help cutting and folding in the tabs. You may decide that a group of students could make the church while the others are making other items for the village in activities **11c**, **11D** and **11E**.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Make a model church.

Older students
One or a small group of students may work on this activity while the others are making other items for the village as shown in activities **11A**, **11C**, **11D**, **11E** and **13B**. The students may need to be made aware that the dashed lines are where folds should be made.
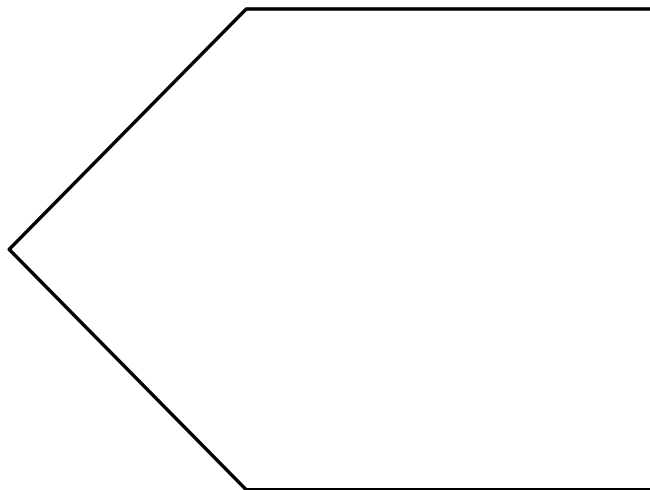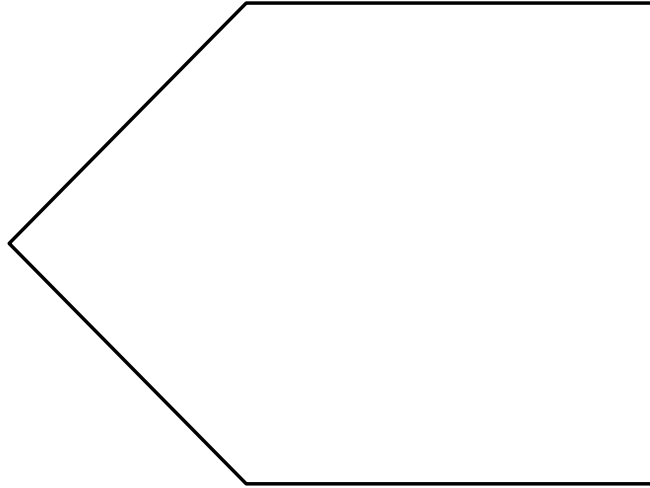
Outcomes
The students can:
- Use simple materials and equipment safely.
- Make a model church.

Make a church 2: The ends of the nave

Cut out these two ends of the nave.

Make a church 3: The roof and sides of the nave

Cut out the whole piece which contains the roof and sides. Make folds along the roof ridge and where the roof meets the walls. Bend in the tabs and glue them to the ends of the nave. You can glue one end of the nave to the tower. Make a chancel for the church in activity **13B**.
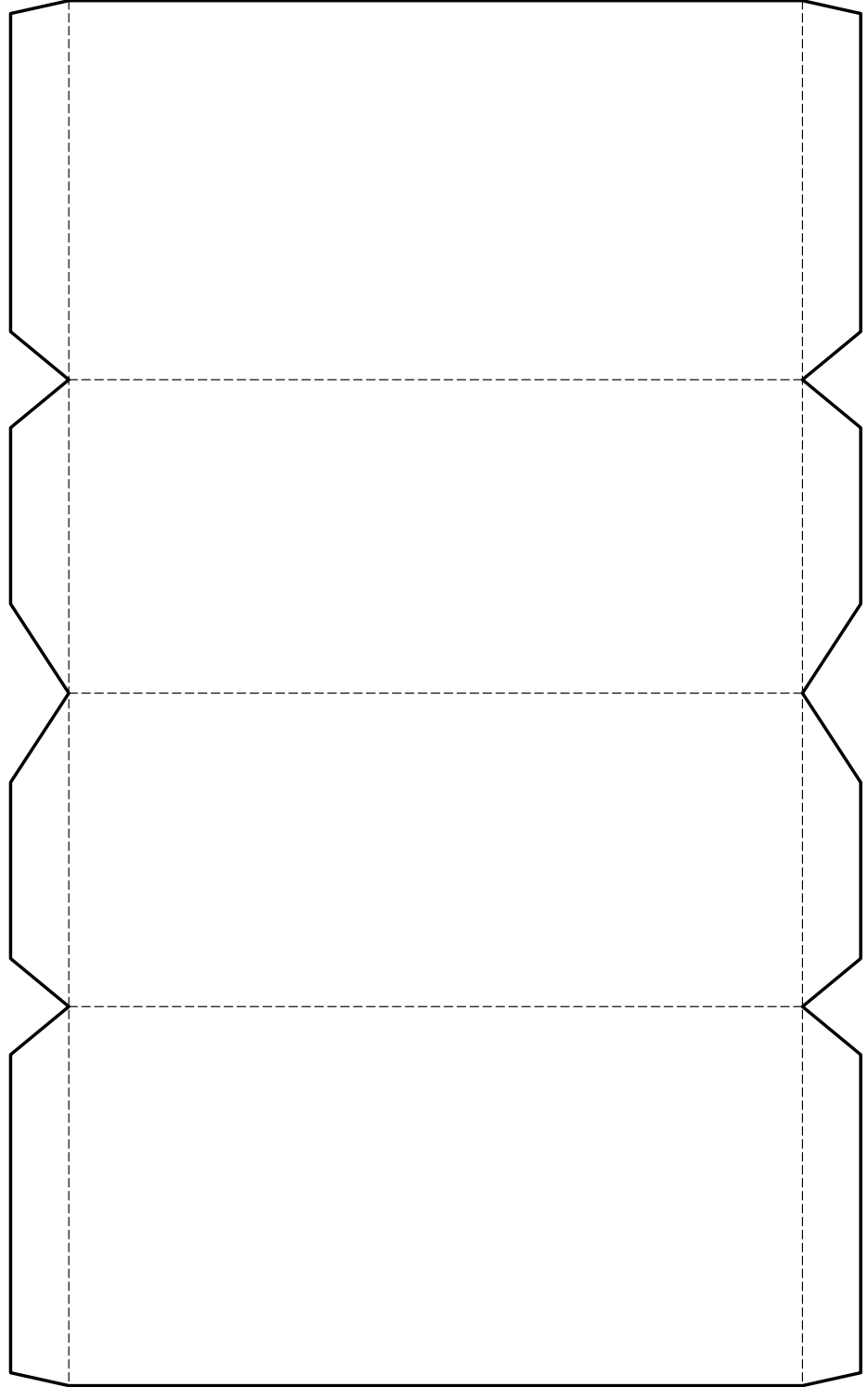
St Hilda

Saint Hilda was the head of a monastery at Whitby. She was born in 614. Her great uncle was King Edwin of Northumbria. In 627 Paulinus preached in Northumbria and converted many pagans to Christianity. He converted King Edwin and Hilda, too. Hilda had a sister called Hereswith. She became a nun in Gaul. Hilda set out to join her. She had only got as far as East Anglia when she was called back to the North by a priest called Aidan. Hilda lived in a monastery on the north bank of the River Wear then moved to a monastery at Hartlepool. The monastery at Hartlepool was a double monastery. This meant that both nuns and monks lived and worshipped there.

Hilda became ruler of the monastery. She was so successful that, with Aidan's help, she set up another double monastery at Whitby and moved there to take charge. The monastery at Whitby became famous for its Christian way of life and five monks who studied there went on to become bishops. Many priests and kings visited the monastery too. In 664 King Oswy met Wilfrid, Bishop of York there. The meeting was a special one called a synod. It was at this meeting that the pagan celebrations of springtime were replaced by the Christian celebration of Easter.

Hilda's work at the monastery helped the Christian religion replace the pagan religion of the Anglo-Saxons. In 673 Hilda became ill and never recovered from it. Despite her illness, she carried on running the monastery and helping people turn from paganism to Christianity. After she died in 680 a special Christian ceremony was performed to make her into a saint.

1. How old was Hilda when she became a Christian? ✎ ....

2. Why did Hilda want to become a nun?

    ✎ ....

3. Who called Hilda back to the north? ✎ ....

4. Where did Hilda set up a monastery? ✎ ....

5. Who lived in a double monastery? ✎ ....

6. How old was Hilda when the Synod took place? ✎ ....

7. What did Easter replace? ✎ ....

8. How old was Hilda when she became ill? ✎ ....

9. How old was Hilda when she died? ✎ ....

10. Hilda and Aidan were both made into saints. How was this done?

    ✎ ....

St Hilda

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Atlases and maps (optional for older students).

Using the worksheet
This activity provides a little more background to the establishment of Christianity in England. If the students have studied the activities for spreads **5** and **6** you may like to refer to them again here to help them build up a picture of the changes that occurred in religion in Anglo-Saxon times.

Note: There is more information on St Bede in section **6** of these *Teacher's Resources*.

Younger students
Younger students can work on their own or in pairs to answer the questions.

Answers
1. 13.
2. Her sister was a nun in Gaul.
3. Aidan.
4. Whitby.
5. Monks and nuns.
6. 50.
7. The pagan festival celebrating spring.
8. 59.
9. 66.
10. By performing a special Christian ceremony.

Outcomes
The students can:
- Extract information from a text.
- Perform simple calculations on some information in a text.

Older students
Older students can work on their own. You may like them to use atlases and maps to find the places mentioned in the text.

Outcomes
The students can:
- Extract information from a text.
- Perform simple calculations on some information in a text.

Spread ⓫ (pages 28–29)

Homes and halls
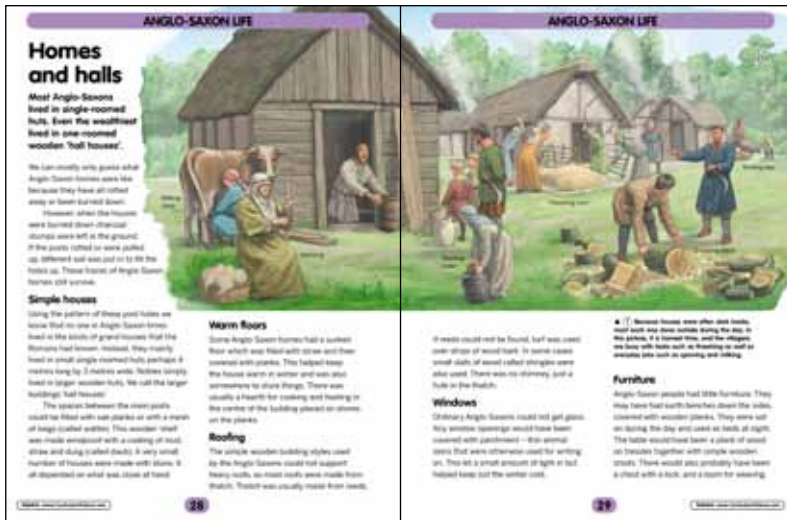
The purpose of the spread

The discussion of post holes on this spread also gives the opportunity to show how much can be made of very faint archaeological remains and tantalisingly brief descriptions. The size of the holes gives the clue to the size of the post, which in turn can be used to guess the height and further construction of the house.

Background

The Anglo-Saxons were not sophisticated builders. Students might wonder why this is.

In part the answer comes from the nature of the troubled times that occupied much of the Anglo-Saxon period.

The heroic culture that pervaded for much of the time required that the chief or king go to war to gain wealth for the people who supported him.

Even later, when wealth was collected from taxes rather than from fighting, there was an external threat from the Vikings.

This constant uncertainty meant that permanent building was not encouraged. As we have seen, the churches and monasteries were the rare exceptions to this rule.

Building materials for newly arrived people were abundant because the forest was everywhere they settled. The Anglo-Saxons were skilled woodsmen and knew how to cut trees and saw them into planks. They could select suitable natural branches and use them as the basis of cruck houses.

Thatch was used for roofing, but also bark covered with turf.

There is still much we do not confidently know about Anglo-Saxon homes. For example, we do not even know authoritatively whether the Anglo-Saxons had holes in the roof to let fire smoke out or whether they simply let it seep out beneath the rafters. In our drawings we have taken the traditional view until such times as general academic opinion becomes more confident one way or the other.

The Anglo-Saxon year

If you had lived in Anglo-Saxon times you would have used a different calendar to the one we use today but through the year there would have been celebrations taking place in homes and halls just as we celebrate events in our lives too.

The Anglo-Saxon year is organised around the winter solstice and the summer solstice. At the winter solstice (our December 22nd) the Sun stays in the sky for the shortest period of time of any day in the year. After this day the Sun spends longer and longer in the sky until after the summer solstice. At the summer

solstice (our 21st June) the Sun stays in the sky for the longest period of time of any day in the year. After this day the Sun spends less and less time in the sky until after the winter solstice. The reasons for the changes in the times the Sun is in the sky is due to the way the Earth on its tilted axis goes round the Sun. These changes in the amounts of Sun in the sky affect the weather and the growth of crops – two vital factors in the survival of the people.

The Anglo-Saxon New Year started after the winter solstice. It was in the time period of the year called Geola. This word today is called Yule. It is thought that Geola meant wheel and this could be used to describe the turning of the year at the winter solstice from a period of shorter days to a period of longer ones. This turning of the year was celebrated by burning a large log on the fire through the days of festivities following the solstice. Also the houses and halls were decorated with mistletoe and ivy. Geola was divided into two periods – Aerra Geola (which is our December) and Aefterra Geola (which is our January).

Activity: Comparing calendars

Aims of the activity: Studying the sequence of Anglo-Saxon time periods. Comparing the Anglo-Saxon calendar with events in a present day calendar.

Use information in the section above to answer the first four questions in this activity.
1. How many seasons was the Anglo-Saxon year divided into?
2. Write down the names of the Anglo-Saxon months on separate pieces of paper. Arrange them into seasons of the year.
3. Write down winter solstice and summer solstice on separate pieces of paper. Arrange three months in order before and after each solstice.
4. Write a list of the Anglo-Saxon months starting with Aefterra Geola. Next to each month briefly state any celebrations or activities that take place in that month.
5. Write down the months of our year starting with January. Next to each month briefly state any celebrations or activities that take place in your life. You may put the dates of the month if appropriate.

Aefterra Geola was followed by Solmonath (our February). In this month people made cakes and loaves and these were planted in the soil as offerings to the Earth goddess and sky god to ask for good growing conditions for the crops.

Hrethmonath (our March) was named after Hretha. She was a goddess whose name meant glory. The pagans believed that she battled with winter and defeated it. Animals were sacrificed at this time in her honour.

Eostremonath (our April) was the first month of summer. Eostre was the goddess of renewal. Pagans believed that she had the power to make plants burst into leaf and flower and to make animals breed. The egg was used as a symbol of renewal and eggs were decorated and displayed in the home. Hot cross buns were also baked as an offering to Eostre. Some were eaten and others were hung up in the home to bring good luck.

Thrimilci (our May) gets its name from the fact that cows can now be milked more often that they could in winter.

As there were two months around the winter solstice so there were two months around the Summer solstice. These were Aerra Litha (our June) and Aefterra Litha (our July). At the summer solstice people would light bonfires in honour of the Sun and decorate their homes with symbols representing the Sun.

Weodmonath (our August) was followed by Haligmonath (our September). Haligmonath means Holy Month and at this time gods and goddesses would be worshipped for providing a good harvest and the home would be decorated with fruit and leaves. Corn dollies – made from the straw of the corn were hung up in houses and harvest cakes would be baked and eaten.

Winterfylleth (our October) is thought to mean the first full Moon of winter. When the full Moon was seen Anglo-Saxons believed that winter had begun and asked their gods and goddesses for comfort in the home and protection outside during the winter months.

Blotmonath means either the month of blood or sacrifice. During this month many farm animals were sacrificed to the gods and their meat was preserved by salting or smoking for eating later in the winter.

By studying the Anglo-Saxon calendar you can see that people were busy in their homes and halls during many months of the year.

Make a hall 1: The ends of the hall
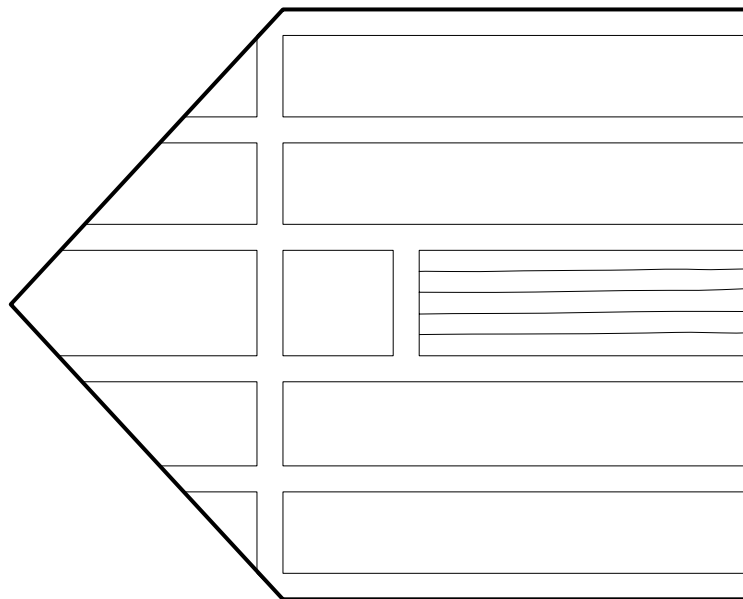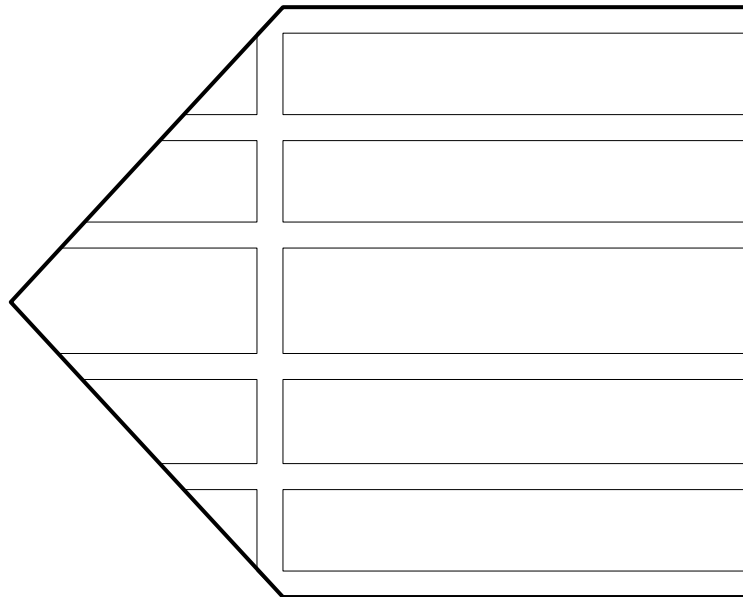
Make a hall

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheets, scissors, glue.

Using the worksheet
As villages grew a hall was built where the people could meet to discuss matters of concern to them. This building was larger than the houses. Activities **13A** and **13B** are concerned with making the hall. Activity **13C** allows you to make a smaller house which can be used with items from activities **11A**, **11C**, **11D** and **11E** to make a village. It can also be used with activities **12A**, **12B** and **12C** to make a larger church. The part of the church it makes is called the chancel. The building here does not have any features so the students can draw in appropriate features if they select it to be a hut or a chancel in a church. They should use the other huts or the church to help them draw in the appropriate features. You may set a group of students making a hall while the other students are making other items for the village. The group who have been set the task of making the church can use activity **13C** to extend it.

Younger students
Some students may need some help in cutting out the tabs and folding the walls and roof.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Make one or more models.

Older students
The students may need to be made aware that the dashed lines are where folds should be made.

Outcomes
The students can:
- Use simple materials and equipment safely.
- Make one or more models.

Make a hall 2: The roof and sides

Cut out the whole piece which contains the roof and sides. Make folds along the roof ridge and where the roof meets the walls. Bend in the tabs and glue them to the ends of the hall.
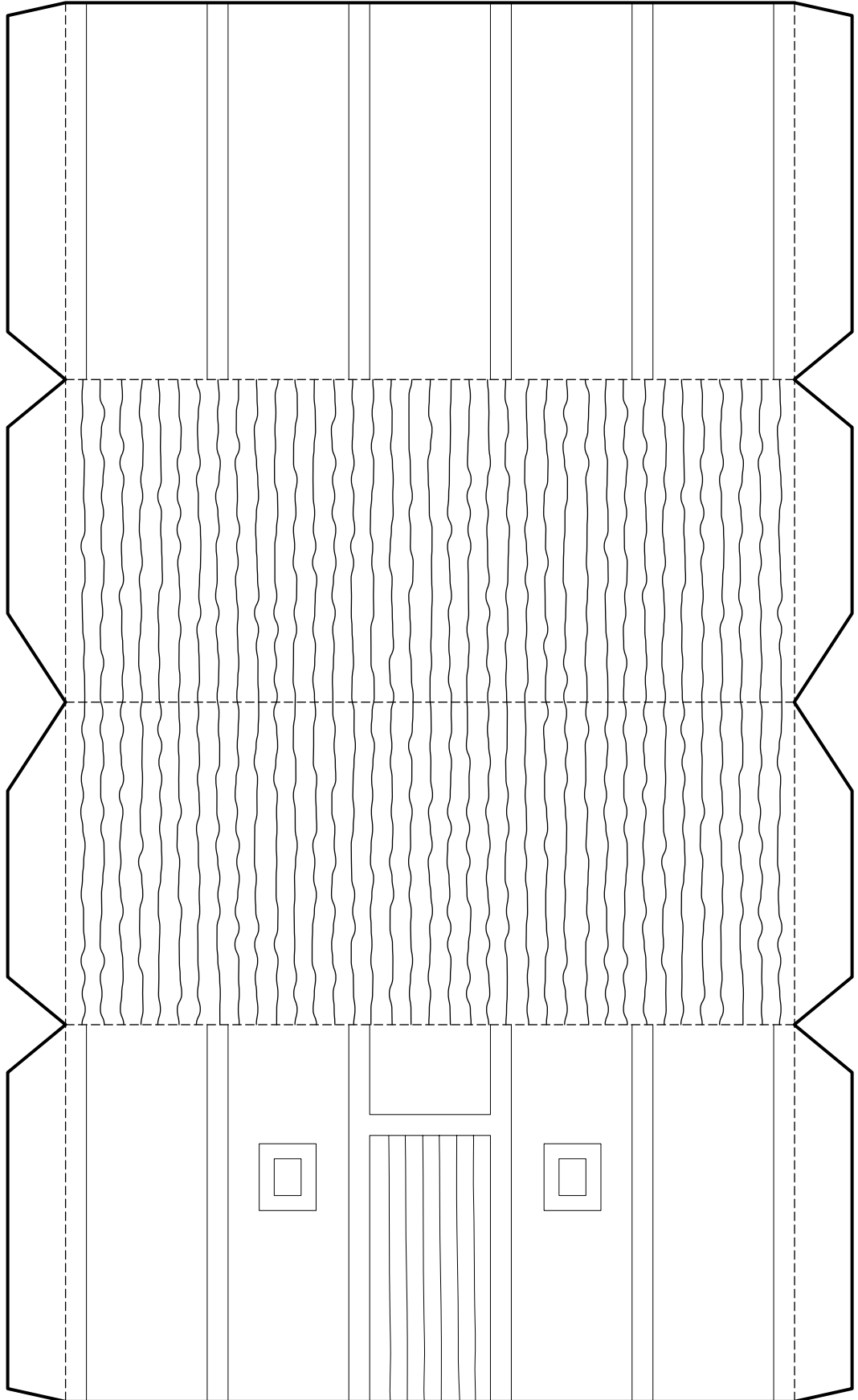
Make a small house (or chancel for the church)

1. Cut out the ends of the house A and B.
2. Cut out the sides of the house C and D.
3. Bend in the flaps of C and D and glue them to the ends of the house. The house should have four walls and need a roof.
4. Cut out the roof E. Take care cutting round the flaps. If you are making a small house, and not a chancel, cut a hole in the roof marked by the square in its centre.
5. Bend the flaps and roof and make it sit on the walls.
6. Remove the roof, apply glue to the flaps and stick the roof in place.

A

B

C

E

D
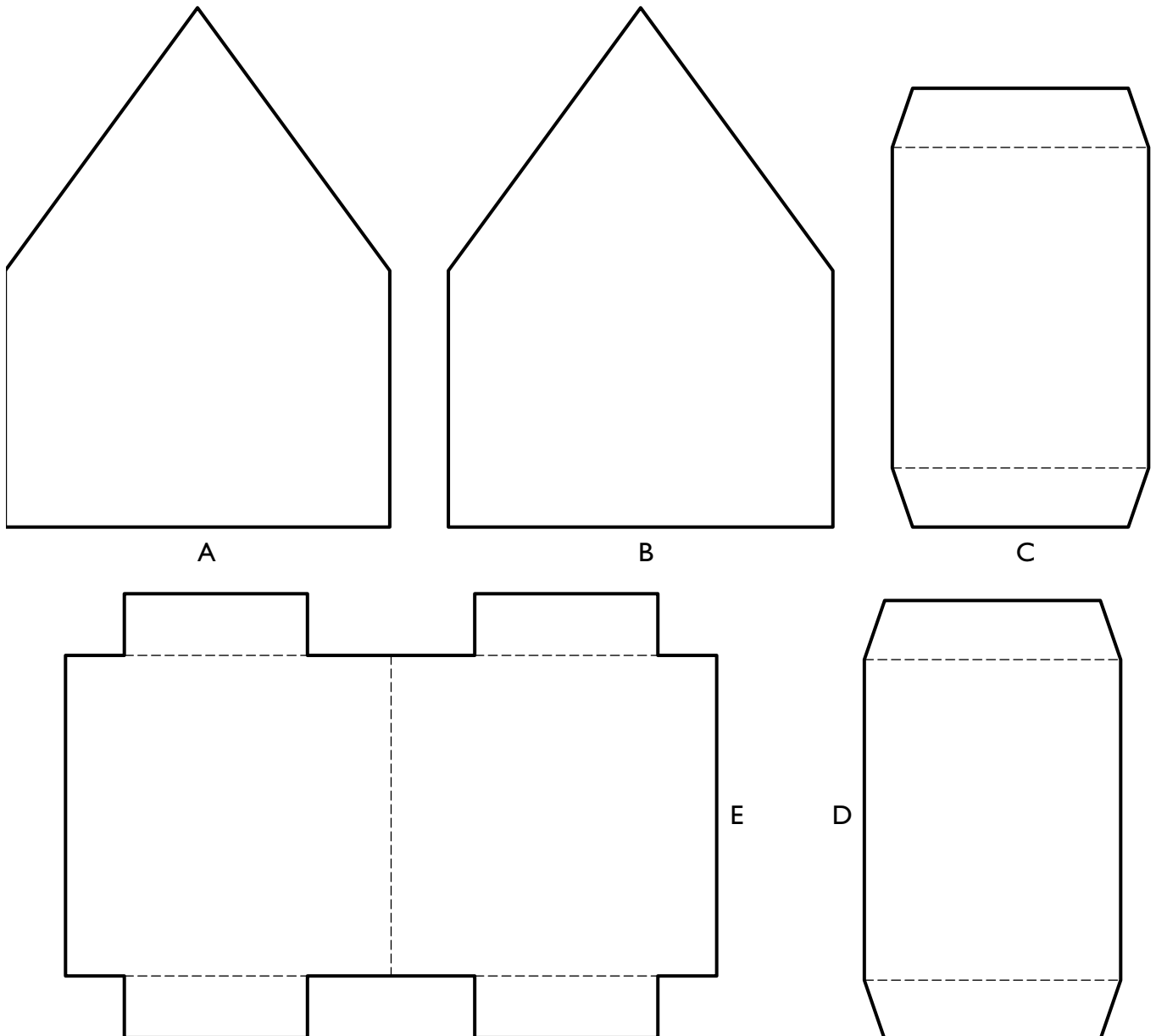
Spread ⓮ (pages 30–31)

Food and drink
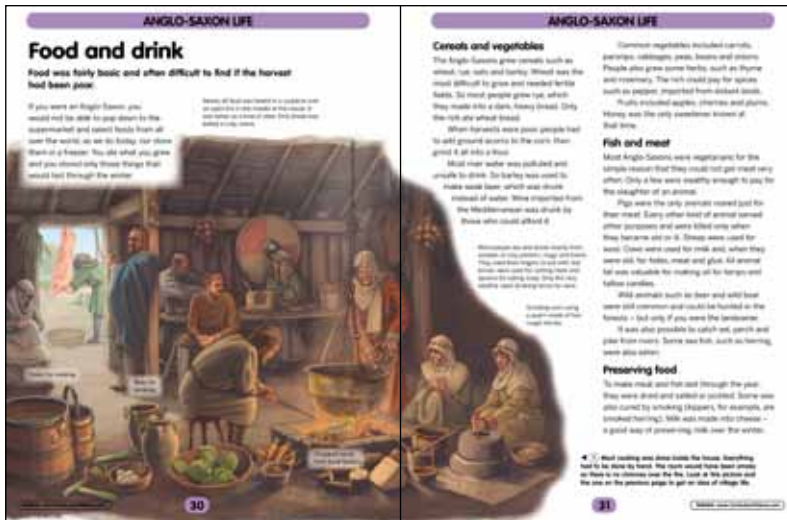
The purpose of the spread

This spread provides an opportunity to think about how the Anglo-Saxons got their food, what range of foodstuffs were available to them, and how they went about preserving it.

Background

It was a subsistence economy with very little trading. Only the wealthy could afford anything that was not obtained locally. So although wine drinking horns have been found, they were something for the upper nobility only.

Students might like to investigate which foods were not available. For example, maize and potatoes had not been brought to Europe. You can probably get students to write down a list of foodstuffs from a supermarket and then research where each one came from to see what was actually available.

The Anglo-Saxon world was primarily vegetarian through necessity. The main ways of cooking were the cauldron and the bread oven. Meat could be spit-roasted, but it was rarely available.

Students might like to imagine whether the Anglo-Saxon diet was healthier than ours (and thus trying to extricate the effects of disease and hard work from the effects of diet on life span). The attention to diet might provide a cross-curricular link to science.

At the end of it, making Anglo-Saxon meals is fun and can be a focus of an Anglo-Saxon day.

Anglo-Saxon feasts

Many of the celebrations in the Anglo-Saxon year were celebrated with a feast. A feast was held in a hall. Coloured cloths were hung from the walls to decorate them. Fires provided

warmth and lamps provided light. A feast was an opportunity for people to dress up in their best clothes.

The food provided for a feast was better than the food eaten on most days. Larger pieces of meat than usual were cooked, special sauces were made to accompany them. There was plenty of beer and wine to drink.

Many feasts lasted all day while some, for important celebrations, went on for three days. Here are some of the causes for celebration and the making of a feast – a wedding, a birth, the making of hay ricks, the gathering in of the corn. The sound of a horn would call people to the feasting hall. They would first have to wash their hands and then be checked by a guard on the door to see if they would be welcome by the giver of the feast.

The people would sit in order at table according to their rank, the more wealthy and important would sit nearer the giver of the feast. The poorer and less important would sit further away. In early Anglo-Saxon times women were only present at a feast to fill the cups. Even the wife and daughters of the man holding the feast were not allowed to eat with him but served drinks with other women. In later times women were invited to join the feast.

The people who were feasting were entertained by musicians playing harps and lyres. A story teller might be employed to recite a poem about the deeds of an Anglo-Saxon hero. Actors, dancers and singers may also form part of the entertainment. One type of singer called a minstrel would be asked to sing a song in praise of the giver of the feast. If his song was flattering he was rewarded with a horn of beer or wine and perhaps jewellery or even a house and land. After the meal louder music was played on bagpipes, drums, flutes and trumpets.

The feast continued until the giver of the feast left to rest. When he had gone the others could also leave. No one left before him.

Activity: Comparing feasts

Aims of the activity: Comparing an activity in Anglo-Saxon times with a similar present day activity.

Think of a special meal that you might have at your home.
1.	What does the meal celebrate?
2.	Is the room or table decorated in any way for the meal?
3.	What special foods are prepared?
4.	Do the people invited to the meal sit in any special order? If they do give a reason.
5.	Who prepares the meal?
6.	Who serves the meal?
7.	Describe any entertainment that takes place during the meal.
8.	Do people leave the table in a certain order? If they do describe it.
9.	Describe any entertainment that takes place after the meal.
10.	Compare your special meal with an Anglo-Saxon feast. How is it (a) similar? (b) different?

Making a meal in Anglo-Saxon times

I am Ealswith. I live with my family in a hut in a village. Today I have to prepare a meal. First I have to make some bread. I take some grains of wheat out of a basket and place them in a quern. This is made from two large stones. The grain is placed between them and I move the top stone over the bottom stone to grind up the grain and make flour. The flour has bits of grit and dirt in it so I sieve it to remove them. I mix a little yeast and some water with the flour to make dough then I take the dough to the oven which is outside the hut.

The oven is a hollow cone of clay over half a metre high and about a metre across its base. There is a hole in the top and at the bottom on one side. Aelfric, my brother has built a fire inside the oven. It has been burning for some time now and the oven is very hot. Aelfric rakes out the fire from the hole at the bottom so I can put in the dough and let it bake into bread.

While the bread is baking, I go back to the hut and cut up carrots, cabbages and take peas out of their pods. I put them in a large iron pot called a cauldron and then chop up some onions and cut up some meat and add them too. Finally I pour in water from a bucket. Edgar, my cousin, has brought the bucket of water through the fields from the river.

I lift the cauldron onto a hook above the fire. I put more wood on the fire so the water in the cauldron can boil and the food can cook. While the food is cooking I collect the bread from the oven. By evening the meal will be ready for when everyone returns home. They have all been working in the fields gathering in the corn.

1. What is a quern used for? ✎ ....

2. If the flour wasn't sieved how may it have looked? ✎ ....

3. What would it be like eating bread made from flour that had not been sieved?

    ✎ ....

4. What material was used to make the oven? ✎ ....

5. How many different vegetables were put in the cauldron? ✎ ....

6. Do you think Edgar would have been tired after bringing the water from the river? Explain your answer.

    ✎ ....

7. What time of year do you think it is in the story? Explain your answer.

    ✎ ....

8. On the back of this sheet, describe how you would help to make a meal at home with your family. How is making a meal today different from Anglo-Saxon times?

Making a meal in Anglo-Saxon times

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, Anglo-Saxon costume, large model oven made from paper, quern, cauldron (all optional for role pay activity).

Using the worksheet
The aim of this activity is to let the students compare food preparation in Anglo-Saxon times with the present day. You may like to use secondary sources to find out what a quern, oven and cauldron looked like and perhaps gather two large stones, make a model oven out of paper and collect a large metal pot to represent a cauldron. These could be used in a role play activity where some of the students dress up (see activity **15B**) and one reads the text and joins in making the food.

Younger students
Some students may need help with some of the vocabulary such as quern and cauldron.

Answers
1. Grinding up wheat grain to make flour.
2. Speckled with dirt.
3. Crunchy perhaps. The grit would rub against the teeth.
4. Clay.
5. Four.
6. Tired. It is a long way to the river because he travelled through fields which are big spaces.
7. Late summer or early autumn. The people are getting in the harvest.
8. The answers to this may vary. Some families may have a bread maker, most buy bread and perhaps a very few may make their own bread. Chopping up vegetables may be a task in common with Anglo-Saxon times but peas are bought in cans or frozen. Few are bought in pods. The oven will be inside the house and pans on the oven will be used instead of a cauldron over the fire.

Outcomes
The students can:
- Extract information from a text.
- Use their imagination in answering some questions.
- Compare cooking in Anglo-Saxon times and the present.

Older students
The students can work on their own. The answers to the questions on the sheet are given in the section above. You could ask further questions such as:

Could a village be made from a large family? Explain your answer. (Yes, because a cousin was involved but there would be more information needed to confirm the idea).

Why is everyone gathering in the corn?
(To make sure the crop is harvested while the weather is good. If the weather changed some of the crop could be lost and people may starve in the winter).

Outcomes
The students can:
- Extract information from a text.
- Use their imagination in answering some questions.
- Compare cooking in Anglo-Saxon times and the present.

Spread ⑮ (pages 32–33)

Rich and poor

The purpose of the spread

This spread is about the social structure of the Anglo-Saxons. It gives an opportunity to learn about the words used to describe each of the people in society and also to talk about the way that slavery works and how it was an important element of Anglo-Saxon society.

What comes out of this spread is some kind of democracy, but also the need for the king to remain in control.

You can also see how, besides there being a more or less permanent armed guard for the king's protection, there was otherwise a kind of 'territorial army', with people having to join in the fyrd when they were 'called up' and then leaving it as soon as the need was over.

Because it was such a subsistence economy, it might also be worth pointing out to students that collecting in food was paramount and so more or less everyone agrees that you didn't fight when seeds needed to be sown or a harvest gathered in. When people did not play by these rules, as for example the Romans had not a thousand years earlier and neither did the raiding Vikings, (although the invading Great Army did) then this placed a great strain on the defences.

Finally, so many of our rich vocabulary of land and area words comes from this period and students should spend time thinking about such words as 'hundred'.

Background

The leader of any large group of Anglo-Saxons was the king. When the king led his army into battle he had to be the best fighter. If one of his warriors was seen to be a better fighter than the king, the king would be disgraced. Equally, a warrior was disgraced if he did not fight as well as his king. The purpose of the king on the battlefield was to fight for a victory. The purpose of his warriors was to defend him with their lives and help him achieve his victory.

The word 'king' comes from the Old English word 'cyning' which means 'man of family'. The king's family – the royal family – were considered to have been related to a god such as Woden (one of the chief gods). The members of the king's family showed their relationship to him by having names which began with the same letter as the king's name. For example King Alfred had brothers called Aethelbald, Aethelberht and Aethelred.

The kings were also to be honoured like a god and had possessions like a god which had special powers. For example, the king who was buried in the ship at Sutton Hoo had a large decorated whetstone. A whetstone is used to sharpen sword blades. This one was too large and highly decorated to actually be used. It is thought that it showed that the king was the person with authority to give swords to warriors and to lead them into battle. The helmet at Sutton Hoo was too highly decorated to be used in battle and may have been used by the king to show he was the leader. Later kings wore crowns to show they were leaders.

The king had to lead the group of nobles who governed his people. One of these tasks was the setting up of coinage in his kingdom which his people could receive as wages and use to buy things that they could not make or rear for themselves.

Christian kings believed that they had been chosen by God to be king. Leaders of the church instructed the king to provide an example to his people by living a Christian way of life. He also had to set up just laws that allow people to live in peace and encourage good deeds and punish people who behave in an evil way.

Activity: Could you be a king?

Aims of the activity: Appreciating that a king's position could be attacked. Appreciating a little of the tactics needed to rule a kingdom successfully.

Imagine that you were to be made king. You have a group of people who live with you and advise you and protect you from harm. They are your court. You also have twenty warriors, each one having land on which there are three villages. Each village has about thirty people in it, eight of them are men and boys who could fight in an army. Two of your warriors are not really happy that you are king and think that they could do a better job.

1. If your kingdom was attacked by another king how big an army could you gather to fight back.
2. Imagine you were preparing for battle. How would you organise your warriors and their men to help you?
3. In times of peace you travel round your kingdom staying at the homes of each of your warriors. When you make your visits do you travel alone? Explain your answer.

Anglo-Saxon brooches

The Anglo-Saxons had a range of different brooch designs.

We know about them because of the metal remains of the brooches. They did not rot away like the clothes they held together.
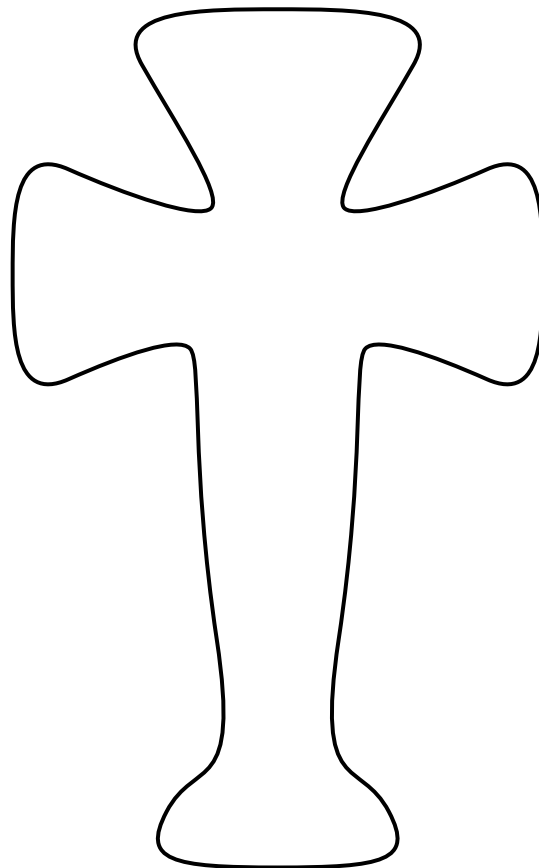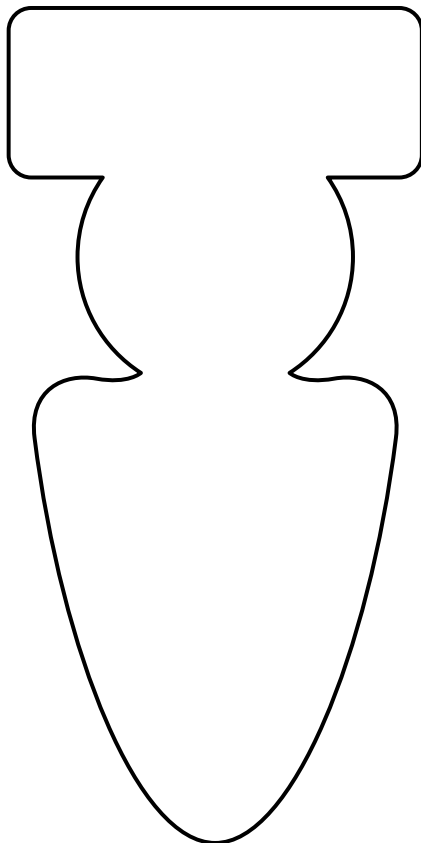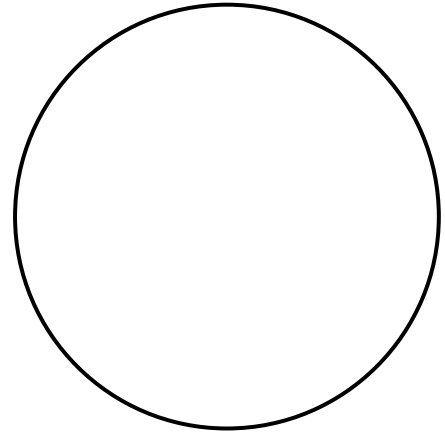
Anglo-Saxon brooches

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, card, scissors, grey or yellow coloured pens or pencils, plastic beads, glue, sticky paper, large safety pin. Secondary sources showing a range of Anglo-Saxon brooches for older students.

Using the worksheet
The Anglo-Saxons made a range of brooches over time. They changed their brooches in a similar way to the way fashions change here today. This activity could be used leading up to an Anglo-Saxon day. It could follow activity **3**B 'Skeletons' by saying that brooches were found in graves.

Younger students
Some students may need help in following the instructions and taking care in cutting out. They may also need help in sticking the safety pin to the back of the brooch.

Outcomes
The students can:
- Follow instructions.
- Design a simple piece of jewellery.
- Use materials and simple equipment safely.

Older students
The students should be able to work on their own to make a brooch. They could use secondary sources to look at the designs of Anglo-Saxon brooches and compare them with the designs they have made.

Outcomes
The students can:
- Follow instructions.
- Design a simple piece of jewellery.
- Compare their design with the designs on Anglo-Saxon brooches.

Anglo-Saxon costume

Here are two Anglo-Saxon costumes with suggestions about what to use to make them.
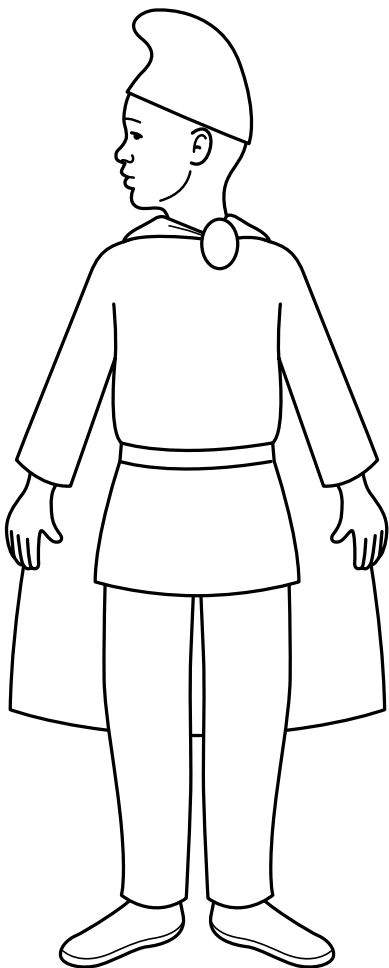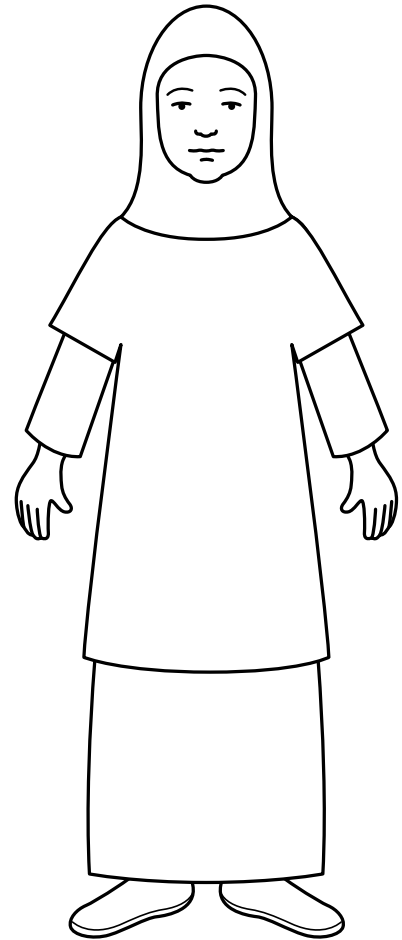
Anglo-Saxon girl

A plain coloured cowl made from a loosely fitting snood (could also wear conical hat).

A white or plain coloured full length long dress with long sleeves.

A plain coloured (such as brown or blue) shorter dress with short sleeves over the long dress.

Brown leather shoes or boat shoes.

Anglo-Saxon boy

A woollen hat with the top tipped towards the front.

A brooch (see activity **15A**).

A plain coloured (such as blue or brown) cape made from a blanket or curtain.

A plain coloured (such as green, brown or red) long sleeved shirt.

Plain coloured trousers brown, green or red.

Stripes of cloth wrapped around the legs in a criss-cross pattern.

Brown leather shoes or boat shoes.

Brown leather belt.

Anglo-Saxon costume

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7),

Resources
Copies of the worksheet. Items of clothing mentioned in the worksheet – plain coloured clothes in greens, brown and blues – long dresses with long sleeves, shorter dresses with short sleeves, shirts, trousers, curtains or blankets, cowl made from loose fitting snood, woollen hat with top tipped towards the front, brown leather shoes or boat shoes, brown belts, necklaces of glass beads and imitation amber. Secondary sources on Anglo-Saxon costumes for older students (optional).

Using the worksheet
This activity could be used after activity **15A** in preparation for an Anglo-Saxon day. A copy of the sheet could be sent home with a letter to parents explaining about your planned Anglo-Saxon day (see the first section of these *Teacher's Resources*). Note girls could also wear capes and brooches. If they did, perhaps the cape could have a hood and the cowl would not then be worn. It has been found not to be too prescriptive as some parents and grandparents have a talent for making striking costumes. For example, the capes may be hemmed in strips of embroidered material. You could suggest that suitable clothing for making into costumes can sometimes be found cheaply in charity shops. You may like to assemble a couple of costumes for boys and girls to keep in reserve for students who for any reason cannot bring a costume to school.

Younger students
You may like the students to keep on their costume all day on the Anglo-Saxon day. If you do, be prepared for some students becoming upset if their costumes get dirty in the lunch break.

Outcomes
The students can:
- With help from adults, assemble an Anglo-Saxon costume.

Older students
The students may like to look at a range of secondary sources on Anglo-Saxon costumes and decide what they would like to make.

Outcomes
The students can:
- With help from adults, assemble an Anglo-Saxon costume.

Speaking in Anglo-Saxon

Here are some words of Old English. This was the language of the Anglo-Saxons. The words next to the English words are spelled to help you say them as they may have sounded. They may not be spelled like the words used in Anglo-Saxon writing.

English	Anglo-Saxon
arm	airm
baby	bairn
back	back
bag	pocca
belt	belt
boy	cnapa
brooch	prayon
brother	brorthor
buckle	oferfeng
cheek	hairgospind
chin	kin
cloak	bratt
coat	tuneke
daughter	dohtor
dress	gearela
ear	eare
elbow	elnboga
eye	eyege
face	neb

English	Anglo-Saxon
father	fadar
finger	finger
forearm	elm
forehead	hnifel
foot	fort
girl	maden
grandaughter	nefene or nift
grandfather	airldfader
grandmother	airldmorder
grandson	nefa
hair	har
hat	hat
head	hafela
hood	hord
leg	barn
mother	morder
nose	nosu
shoe	mayo
trousers	brake

Speaking in Anglo-Saxon

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7),

Resources
Copies of the worksheet.

Using the worksheet
This activity is intended to give the students a very introductory look at a language spoken by the Anglo-Saxons. A very large number of words we use today have origins in Old English – the language of the Anglo-Saxons. When the students look through the words, they will see some that are similar to the words they use in English. It is not intended that the students should write down the words but simply try to say them. Some words have been spelled phonetically because they contain characters which are not found in English. You may wish to use the activity with other activities in the book. For example, if the students have dressed up in costume as in activity **15B** they may like to speak a few words like the Anglo-Saxons for extra authenticity.

You may like to link this activity with activity **20A** 'Words from Viking times' in the companion title *Viking raiders and settlers.*

Younger students
You may like the students to go through the words and find those relating to the human body. They could try and learn them and test each other. They could also learn the words connected with families. They can try and communicate simply by using other words in the list.

Outcomes
The students can:
- Learn some Old English words.
- Communicate very simply using Old English words.

Older students
The students can construct a simple play in which an English person today tries to communicate with an Anglo-Saxon caught in a time warp.

Outcomes
The students can:
- Learn some Old English words.
- Construct a play using very simple Old English words.

Chapter 5: The fight for land

Spread ⑯ (pages 34–35)

King Offa of Mercia

The purpose of the spread

This spread introduces the idea of powerful rulers emerging within the many tribes that first represented the Anglo-Saxons. The three main kingdoms of Wessex, Mercia and Northumbria were the units that eventually formed the basis for England.

It may be useful to reiterate the idea of power struggles being the mainstay of the heroic culture that is Anglo-Saxon times.

The spread focuses on King Offa and Offa's Dyke. This is the largest Anglo-Saxon artefact in England and children and their families can now walk the Offa's Dyke National Path.

Offa was king of Mercia, which is centred on the English midlands. Students can research the life and history of Offa using the many results from an Internet search engine.

It might also be useful to try to imagine what the dyke was like when it was finished. It would not have been covered with turf and trees would not have grown near it. All forest would have been cleared to make sure that there was a good line of sight of any insurgents.

Over time natural processes such as rain and soil creep have taken soil from the dyke and partly filled in the ditch. Farmers have also breached it in many places. But it is still an impressive monument of these times.

A note on the line of Offa's Dyke

The map in the student book shows the entire line of Offa's Dyke national footpath. The southern end of this is, in particular, just guesswork, as we can only be sure where the actual dyke was in places where remains can still be found. Nevertheless, for this level of student, we have thought it best to complete the line rather than leave it shown fragmented, as would have been the case if we had shown only remaining fragments. In this form it is more obviously a barrier.

Background: Anglo-Saxon money

People in early Anglo-Saxon times used to trade by bartering. This worked in the following way. If you wanted six eggs you may offer six carrots and three onions to the person who has them. That person may then ask you for another four carrots and two onions. You would then offer an extra two carrots and an onion and the person might agree to trade with you. Today we trade by using money in the form of coins or notes. When the Anglo-Saxons began trading with people in Europe they too began to use money – in the form of coins.

One of the coins used by people in Europe was called the denier. Kent is an area of England that is close to Europe and the people in that kingdom traded with the people in Europe. When two kings, Heaberht and Ecberht, ruled Kent together they set up a mint (a place where coins are made) in about 770. These coins were similar to the denier but were called pennies.

King Offa took over the rule of Kent from the two kings and had his own pennies made in about 780. King Offa's pennies had a similar style to Roman coins and he even had coins made with the name of his wife on them just as Roman emperors used to do. Offa's pennies had a portrait of himself on one side together with his name and title. On the other side was a pattern and the name of the moneyer. This was the person who the king allowed to make coins. Offa's pennies were made of silver and became used throughout England. From then on, silver pennies were used in England, along with other coins, until the time of the Tudors.

Activity: Bartering and money

Aims of the activity: Experience the process of bartering, comparing it with the use of money, comparing Anglo-Saxon coins with coins of the present day.

1. Collect together some items that you own but would like to swap for other items.
2. Look at the items a friend may have to swap. Can you make a trade? You may have to barter if you cannot get a straight swap (one item for another item) and offer two or more items for the item you would like to have from your friend.
3. Imagine that you were going to sell the items. How much money do you think each item would be worth? Does your friend agree?
4. Look at a selection of coins. How are they (a) similar? (b) different from the coins issued in Offa's time? (Read the 'Anglo-Saxon money' section above to help you answer).

Offa and the dyke

Offa was a king of Mercia. He had his royal palace at Tamworth. There were about thirty tribes in Mercia. Each one with a chieftain. Each tribe would look after its own lands but there could also be competition between the tribes for areas of land. This could lead to fights between tribes. Also a leader of a tribe may think that he has a right to be the leader of the whole kingdom and decide to raise an army to fight the king.

Offa kept control of his tribes by travelling round his kingdom. He stayed with each tribe and reminded them of his laws – that the tribe should pay taxes to him, the men should keep bridges and roads in good repair and the men should also be ready to join his army or build any defences that he might need.

The Celts in Wales invaded the western part of Mercia and destroyed villages and stole property. Offa commanded his people to build a wall called Offa's Dyke on the border of Mercia and Wales to defend his kingdom from the Celts. Groups of men from different parts of his kingdom are thought to have worked on different parts of the dyke. First the area would have to be cleared of forest. Trees would be chopped down and bushes burnt up. Lines of poles would be used to mark out where the dyke was to be built and beacons set on hills would be used to help make the lines of poles run straight across the land. When this was done the dyke and ditch would have then been dug.

Archaeologists and historians are not really sure how the dyke was defended. There are no remains of forts so the dyke may not have had soldiers permanently present as in the Roman defence walls of Hadrian's Wall and the Antonine Wall. It could be that groups of soldiers patrolled the wall on horseback and when they saw the Celts approaching, lit a beacon, which could be seen by soldiers a long way away. These soldiers could then move to the wall to help the others defend it from the Celts.

1. What may have happened if Offa had not moved around his kingdom visiting the tribes?

   ✎ ....

2. If you were a leader of a tribe what would Offa have told you to do?

   ✎ ....

3. Why did the men not simply just start digging when they came to the place where the dyke was to be made?

   ✎ ....

4. Why may the soldiers patrolling the dyke have been on horseback rather than on foot?

   ✎ ....

5. What may the Celts have done if they saw a beacon being lit on the dyke?

   ✎ ....

Offa and the dyke

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet. Secondary sources: Atlas of the British Isles for older students.

Using the worksheet
The aim of this activity is to help the students think about what it must have been like for a king to rule and defend his lands. It also helps them think about what it might have been like for the people who built and defended the dyke.

Younger students
Some students may need help with the questions and they may be best answered by discussion.

Answers
1. One of the chiefs may have raised an army and defeated him in battle.
2. Pay me taxes. Keep the roads and bridges in your area in good repair, send men to join the army and build defences when I need them.
3. Because there would be trees and bushes in the way. The direction of the dyke would have to be found and this would have been done by using beacons set on hills so you could see how the dyke would stretch from one beacon to the next.
4. They could see more when up on horseback than when walking. They could also travel faster and cover more of the dyke as they made their patrol.
5. They may have decided to go back as they would know an army was coming. They may also have thought that the patrol had not enough men to defeat them so they may have thought of making a quick attack before the rest of the soldiers arrived.

Outcomes
The students can:
- Draw conclusions from information in a text.
- Use their imagination to explain conditions or events in the past.

Older students
The students can work on their own and produce written answers. They can discuss their answers in class. They can use an atlas to find the position of Tamworth and places shown on the map on page 35 of the student book, and then compare the position of Offa's royal palace with the position of the dyke.

Outcomes
The students can:
- Draw conclusions from information in a text.
- Use their imagination to explain conditions or events in the past.
- Extract information from a text and locate places on a map.

Spread ❶❼ (pages 36–37)

King Alfred resists the Vikings

The purpose of the spread

This spread follows on from the previous spread in talking about one of the regional kings of England.

Students should notice that King Offa of Mercia was 758 to 796, whereas King Alfred was 871 to 900, that is about a century later, when power had shifted from Mercia to Wessex and both kingdoms were being threatened by (Danish) Viking invasions, culminating in the arrival of the Great Army (for more detail on this see the companion book, *Viking raiders and settlers*).

The Great Army was a few thousand strong, perhaps five thousand warriors. These were 'professional' soldiers who were paid by the spoils they could gather. They were full-time soldiers, quite different from the part-time farmer-soldiers of the defenders.

Viking tactics capitalised on doing the unexpected, such as attacking in the middle of winter – something that had not happened since Roman times. All other Dark Ages battles had taken place between Anglo-Saxons (that is, between Wessex, Mercia and Northumbria) and they all played to the same rules. Now the rules were broken and this put the defenders to flight.

The Vikings used the same hit and run tactics that they so successfully employed at sea. On land they used horses so they could quickly advance and overrun the defenders.

It took time for the defenders to learn this lesson and when Alfred, who was the only really strong defender, had learned it, the tables turned on the Vikings, who were now themselves put on the defensive.

The resulting events are one of the epic tales of English history, with initial defeat being turned into subsequent victory as well as the conversion of Guthrum to Christianity after the battle of Edington.

The nature of Alfred is portrayed in the panel, which is a translation of the writing of Bishop Asser.

Students can find out much more about Alfred by using an Internet search engine.

The important note is that during Alfred's time the Danelaw was established, so although he got most of Wessex back, he did not get control over the whole of England.

Alfred was caught unprepared when the Vikings first advanced, but having won back land, he embarked on an important strategy to retain it. This is the subject of the next spread, and so this and the next spread may best be studied together.

Background: Viking raids

The Anglo-Saxon Chronicles provides a record of the raids of the Vikings on England. Here are some entries of early raids that have been simplified to make them easier to read. After each entry is given an instruction to help find the place on a large map of England such as a road map. The years in *The Anglo-Saxon Chronicles* were written in Roman numerals as shown opposite:

Activity: Early Viking raids and battles

Aims of the activity: Looking at artefacts, making comparisons, modelling findings.

The numbers for the years in *The Anglo-Saxon Chronicles* are given in Roman numerals. Here they are:

1 = I	6 = VI	40 = XL	400 = CD
2 = II	7 = VII	50 = L	500 = D
3 = III	8 = VIII	60 = LX	
4 = IV	9 = IX	70 = LXX	
5 = V	10 = X	100 = C	

1. Use the key to Roman numerals to discover the years featured in the section of The Anglo-Saxon Chronicles above.
2. Use a road map of England or a detailed atlas of England to find the areas where the early Viking raids and battles took place.
3. Look at the areas where the early raids and battles took place and note down any which are near places you have visited.

DCCC XXXV
Vikings attack Sheppey (Near Gillingham in Kent).

DCCCXXXVI
King Ecbryht fought the Vikings at Carhampton (near Minehead in Somerset).

DCCCXXXVIII
The Vikings invaded Cornwall (they went inland through the rivers around Plymouth).

DCCCXLI
The Vikings invaded Romney Marsh (to the west of Folkestone), Lindsey (Lincolnshire) and East Anglia (the land south of the Wash).

DCCCXLIII
King Aethelwulf fought the Vikings at Carhampton.

DCCCXLV
The Vikings fought armies from Dorset and Somerset at the mouth of the River Parret (near Burnham on Sea).

DCCCLI
King Aethelwulf and King Aethelstan fought the Vikings in Kent (one battle was near Sandwich).

DCCCLIII
The Vikings fought armies from Kent and Surrey on the Isle of Thanet (near Margate).

The Vikings continued to invade England and in 866 a Great Army arrived which gradually took over large areas of the land in the east and the north. Alfred became king in 871 after there had been many battles between the Great Army and armies of English soldiers. He offered to make peace with the Vikings and after so many battles the Vikings agreed. Alfred's kingdom of Wessex was left alone for a while. The Vikings attacked again in 876 but by 878 Alfred's army defeated them and they moved away for good.

Olaf the Viking

My name is Olaf. I come from a village across the sea. We grow some crops around the village and in summer we graze our cattle and sheep in the mountains. We are running out of land because there are more and more of us and not enough land to grow all the food we need. The village is on the bank of a large river and I have tried fishing to get more food. What we really need are goods to trade with other villages. We can trade the goods for food.

Solomund, our chieftain, heard from other chieftains that it is easy to steal goods in England so we are on our way there now in our longship. There are fifty of us. We have a sail up and the wind has been kind and pushed us quickly to your land. Njord, the god of the sea, has granted us a safe journey.

We are sailing down your coast and Solomund is at the front of the ship looking for somewhere to attack. We are at the mouth of a river. Solomund has signalled that we should take down the sail. If we keep it up you may see us coming. It could also catch on any trees that are overhanging the water.

Now the sail is down we can take out the oars and row up the river. We are keeping quiet. We have just turned a bend in the river and there is a village on the bank straight ahead. Some people have seen us. They are starting to scream. They have seen the dragon head on the front of the ship. We are coming close to the bank now so the oars are brought in. We pick up our shields, swords and axes. I pray to Woden, the god of battles, that I may fight well this day.

We are on the bank now and shouting loudly. This scares people away. We prefer this, because if we have to fight them, we may be injured and die from our wounds. Sometimes the English gather together with their shields and spears but when we attack them we usually win. These people seem to have run away.

We are in the village now. I've just found a nice brooch. I can trade that when I get home. I can see some people in the wood. I can't tell which way they are going. Are they running away or coming to attack?

Olaf the Viking

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
The aim of this activity is to introduce the Vikings. If you have studied *Viking raiders and settlers* in this series you may wish to omit this activity. Alternatively you may like to use the activity for revision. The text is presented in the form of a Viking talking as a news reporter might do.

Younger students
You may like to read the story slowly and have some students to help you mime the action. The students could then answer the questions as a class.

Questions (and answers)
1. Are Vikings farmers? Explain your answer. (Yes. They grow crops and keep cattle and sheep.).
2. Why do people in Olaf's village need goods? (To trade for food. They are in danger of starving).
3. Why do the Vikings approach the village quietly? (So they can take the villagers by surprise. It does not give them time to form a group of armed men to fight them).
4. In what ways do the Vikings scare the people in the village? (With the sudden appearance, the dragon head on the ship and the loud shouts).
5. Why is it better for the Vikings if the villagers run away? (The Vikings do not get injured in battle).
6. Could Olaf be a pagan or a Christian? Explain your answer. (A pagan. He says that Njord has helped them have a safe journey and he has prayed to Woden before he attacked the village).
7. Finish off the story. Alternatively, you may like to leave this until activity ⓳ when the students could make a picture story of the events that followed.

Outcomes
The students can:
- Interpret the information in mime.
- Make inferences from a text.
- Understand the Viking motives for an attack.

Older students
The students can work on their own. The questions in the section above can be written on the board for them to answer. You may like to have a discussion about whether the Vikings are justified in what they do and look at other alternatives they perhaps could have tried.

Outcomes
The students can:
- Make inferences from a text.
- Understand the Viking motives for an attack.

Spread ⓲ (pages 38–39)

Alfred makes Wessex safe

The purpose of the spread

This spread concerns the stabilising of the Anglo-Saxon and Viking areas of control. It also concerns the gradual recovery of the Danelaw from the Vikings and the unification of the Anglo-Saxon kingdom under one leader. From this time on, the leaders (sometimes Anglo-Saxon, sometimes Viking) would rule the whole unified country.

It began with the establishment of safe havens for the people of Wessex. Fortified centres (burhs) were established, with a rectangular earth wall topped with a wooden palisade. The book shows what these looked like, and remains of such fortifications can be seen at Wallingford, Wareham and other places, although they look no more than wooden banks.

The burh was essentially a walled enclosure. Some burhs used existing fortified places, such as old Roman towns, or they built around existing villages. Others were completely new.

They were strategic defensive sites, so their location was often a result of guarding communication lines, such as possible invasion routes along rivers.

What is especially interesting about these strongholds is that they became safe havens (although they were, in fact, never attacked) and so encouraged people to settle and conduct trade. They became important trading centres even though this is not why they were constructed.

The Anglo-Saxon age was not one of city-building, so the burhs represented the most significant urbanisation of the age.

Students might be encouraged to focus on how Alfred managed to make them into sustainable defensive sites by requiring each of the wealthy inhabitants to contribute to the cost of maintaining a potential garrison.

The first burhs were in Wessex, but as Alfred's successors regained territory from the Vikings, so they extended the system of burhs to other parts of the country. It is for this reason they can be found right across the country.

Although many of these fortifications have now disappeared, the use of place names can be helpful in relocating them, as is shown in the text.

All in all, this spread is a good link between the middle Anglo-Saxon times and the end of Anglo-Saxon times which is presented on the next page. While the focus is on Alfred because he was a prominent personality, the spread really shows the advance of stability over England.

Background: Alfred the Great

Alfred's grandfather was King Egbert. He fought the Vikings when they made their early raids on England. Alfred's father was King Aethelwulf and he became King of Wessex in 839. In his reign the Viking raids continued but the Anglo-Saxons fought back. Sometimes the Vikings won a battle. Sometimes the Anglo-Saxons won. Aethelwulf seemed to regard the Vikings as a pest rather than a people who wanted to take over his kingdom.

Alfred was born in 849. He had four elder brothers. It is believed that his mother, Osburgh, spent a great deal of time with her youngest son. Alfred learnt to read and write and developed a good memory for remembering and reciting long Anglo-Saxon poems.

When Alfred was five, Aethelwulf sent him to Rome to meet Pope Leo IV who was the head of the Christian church. Two years later, Alfred visited Rome again. This time his father came with him and they spent a year there. On the way home Aethelwulf and Alfred visited the court of Charles the Bald who was the King of the West Franks.

Alfred became king in 871 after all his elder brothers had died. At this time the Anglo-Saxons had been fighting the Great Army of the Danish Vikings which had taken large areas of land in the north and east of England. Alfred made a truce (temporary peace) with the Great Army in 871 and in the following years set up permanent defences against the Vikings to stop them taking over more of England. In time he took land back from the Vikings.

Many kings in England had been good fighters to keep their kingdoms. Alfred was not only a good fighter but he was also well educated, as shown by his early abilities to read and write, and in his visits to Rome and to the kingdom of the West Franks. He was also very intelligent and began to change the whole of England as he held back the Vikings.

In the past a king would gather an army together when a Viking attack was about to take place. All the men in the kingdom went to fight leaving their farms unattended. At harvest time the numbers in the army dwindled as men secretly left it to return to their farms to gather in the crops. This meant that a weakened army had to go into battle and there was a greater chance of it being defeated.

Alfred organised a national army in which only half the men who could fight were in it. The rest stayed on the farms. This meant that the king knew he could count on a certain number of men to fight for him and the people left behind would not go hungry because the farms were well tended. He introduced a rota system so the men served a certain time in the army then went back to their farms and were replaced by other men on the farms who had stayed behind.

In the past, each kingdom had its own code of laws to govern its people. They were made by the king and his advisers. If a people moved around England they became subject to different laws in different kingdoms. Alfred changed this by setting up a code of laws for the whole of England. This meant that every person was subject to the same laws wherever they lived.

Alfred was a religious man and under his rule the monasteries, which had been greatly damaged by the looting Vikings, were restored to become places of worship and learning. Alfred was also a scholar and encouraged people to become educated. In the last few years of his life he took part in scholarly work by translating religious books from Latin to English so that more people could read them.

Activity: Laws and fines

Aims of the activity: Considering the value of fines for breaking the rules. Comparing fine systems.

A feature of the Anglo-Saxon laws was the paying of fines for various crimes. For example, if a person broke into a king's hall and stole items from it they would be fined 120 shillings (worth about £12,000 today). If a person stole from the cottage of a churl they would be fined five shillings (worth about £500 today).

Imagine that the school rules also had a system of fines like the Anglo-Saxon laws. What would they be?

Work out a set of fines for your school rules and compare them with the fines your friends work out. Are some systems of fines more lenient than others?

Burghal Hidage

The Burghal Hidage is a document from Anglo-Saxon times. It is about how towns should be defended. In it is a calculation for finding out how many hides of land are needed around the town to defend it. A hide of land is an area that is needed for a family to grow some crops and farm some animals so everyone in the family can survive. Each hide has also to have one man on it who can come and defend the town when the town is under attack.

A unit of measuring in Anglo-Saxon times was the pole. This was 506 cm long.

Four men were needed to defend one pole's length of wall.

This meant that each man had to defend 506/4 = 126 cm (1. 26 metres) of wall.

As one man was needed from each hide then one hide was needed to provide defence for 126 cm (1.26 metres) of wall.

Each town or burh was given a number. The number stood for the number of hides that were needed to provide the men to defend the town's walls.

This number could be used to work out the length of a town wall in the following way.

The number for Winchester was 2,400. This meant 2,400 hides were needed to provide 2,400 men for the town walls.

As each man was needed to defend 1.26 metres of wall, 2,400 men were needed to defend 1.26 x 2,400 = 3,024 metres of wall.

The length of the walls needed to defend Winchester was 3,024 metres.

1. Measure out 126 cm along a wall.
    Do you think you could defend that length of wall from the Vikings?
    ✎...................

2. How long would a town wall be if the
    town needed 1,000 hides to support it? ✎...

3. If a town wall was 2,000 metres long, how many
    hides would be needed to support the town? ✎......................................

4. Imagine your school hall was a fort. Measure the length of the walls then:

    (a) work out how many hides would be needed to defend it. ✎................

    (b) work out how many people would be needed to defend it. ✎..............

    (c) Have you enough people in (i) your class? ✎.........................

        (ii) your school, to defend the hall from the Vikings? ✎.........................

Burghal Hidage

Age range
- Years 3/4 (SP4/5) (with much help).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, metre rule or longer sports tape. Access to the school hall.

Using the worksheet
The aim of this activity is to show that the Anglo-Saxons were capable of making complicated calculations in conducting their affairs.

Younger students
This activity is more suitable for older students but you might like to try question 1 and space the students out along a wall. You could also space them out along the walls of the hall. If you have two classes in a year group you may have enough children to defend the hall.

Outcomes
The students can:
- See how much of a wall a man was expected to defend from the Vikings.

Older students
The students can work through the activity on their own or in pairs.

Answers
1. Yes.
2. 1,260 metres.
3. 1,890 metres.
4. 1,587 hides.
5. This will depend on the size of the hall. There are probably not enough students in the class to defend it but there may be enough students in the school to do so.

Outcomes
The students can:
- Perform calculations on information.
- See how much of a wall a man was expected to defend from the Vikings.

Chapter 6: The fall of the Anglo-Saxons

Spread ⓳ (pages 40–41)

1066: The end of Anglo-Saxon times

The purpose of the spread

These last two spreads bring together several events of stupendous importance in English history: the end of both Anglo-Saxon and Viking times within a week of one another and the rise of the Normans.

It all revolved around one of the most momentous years in English history – 1066 – and it was recorded (although probably with some bias) in a contemporary way through the 75 metre strip of textile called the Bayeux Tapestry.

These two spreads give an opportunity for students to study this document.

Note: You can see the illustrations from the reproduction of the Bayeux Tapestry held in Reading Museum through their web site (http://www.readingmuseum.org.uk/galleries/bayeux.htm).

The first scene of the Bayeux Tapestry is of the initial stages of the battle. Students can clearly see the wall of shields put up by Harold's men. They are in the centre of this picture with the cavalry of William charging from both sides. Many dead bodies lie along the bottom of the tapestry.

Background

The Bayeux Tapestry records the events that led up to the Norman invasion of England and the Battle of Hastings. It was made a few years after the battle. At first, historians believed that Matilda, who was the wife of Duke William of Normandy, had designed and made the tapestry. Later evidence has shown that the tapestry was made on the orders of Bishop Odo who was William's half brother. He wanted it to hang in his cathedral at Bayeux in Normandy as a record of the events of the time.

Although Bishop Odo ordered the tapestry to be made there is no evidence to suggest that he took part in making it. First an artist would have been asked to work out the design and the pictures for the story. Then long sections of linen cloth would be laid out and the pictures drawn onto the cloth. This was followed by the stitching of coloured woollen threads into the lines of the pictures. This type of needle work is called embroidery. This means that the tapestry is not really a tapestry because when a tapestry is made the designs

and patterns are woven into it as it is made on a loom.

Just as no-one knows who the artist was who designed the tapestry, no one knows who did the embroidery work. At the time there was a School of Embroidery at Canterbury in Kent and it is thought that the tapestry was made there some time between 1070 and 1080 when England was ruled by the Normans. After its completion it was taken to Bayeux Cathedral. It was not displayed all the time but brought out of store and hung on the walls on special occasions such as feast days.

Activity: Make a tapestry

Aims of the activity: Working as a group, communicating a story in pictures, assessing the interpretations of the pictures made by others.

Try this activity with a group of friends.
1. Decide on a story that you would like to make into a tapestry. Keep this story secret from other members of your class.
2. Work out a series of picture – you could have as many as twenty. You may like to have a design running along the top and the bottom of the pictures to make them more attractive. (You may like to look at the information on the next page to help you decide how much detail to put into your pictures).
3. Use large sheets of paper on which to draw one or more pictures. Make sure to include your designs for the top and bottom of the picture. Colour in the pictures as you make them. You may like to have a drawing of something that divides the pictures. In the Bayeux Tapestry trees are sometimes used to divide the scenes.
4. When the tapestry is complete mount it on the wall of your classroom and hall. Ask other members of your class to tell you what they think the story represents.

Make your own picture story

The Bayeux Tapestry is rather like a picture story. Each picture tells part of a story. Use these six squares to make up a story in drawings. It could be about an incident on the way to school or you could complete the story of Olaf the Viking in activity **17**.
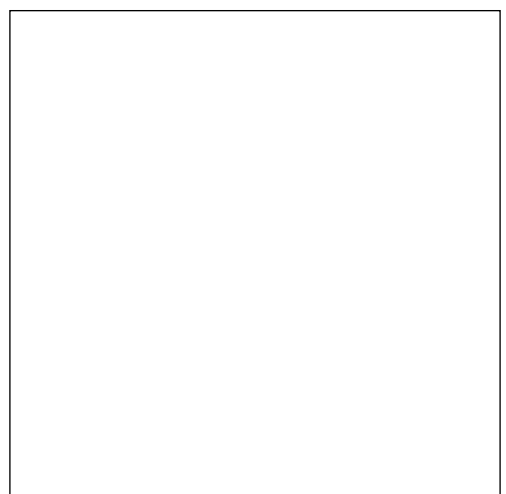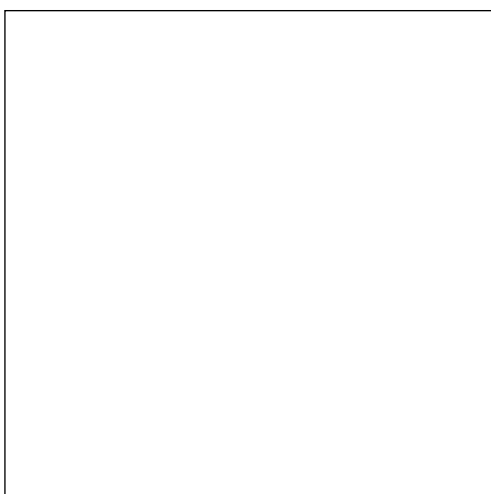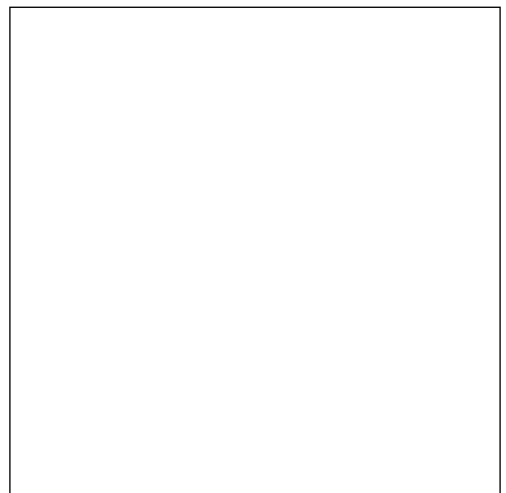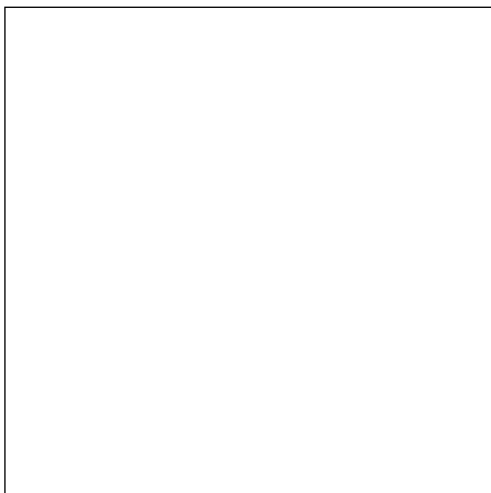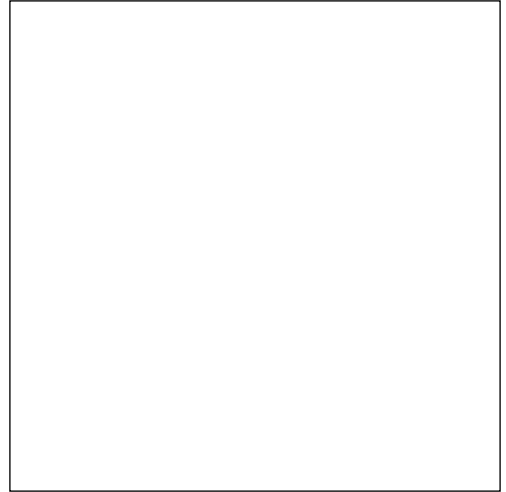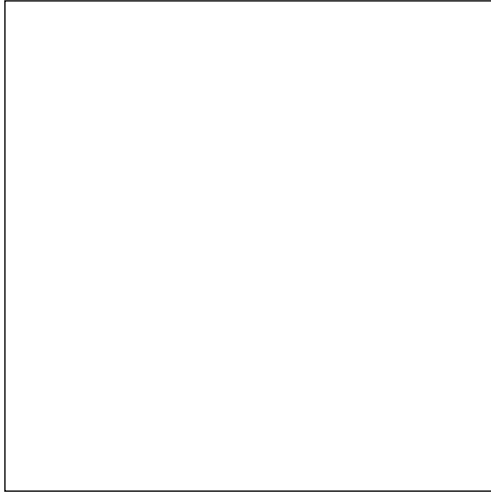
Make your own picture story

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet.

Using the worksheet
The aim of this activity is for the children to investigate how pictures convey information. There may be lapses in both the artists recording the event and in the interpreters and these should be explored when evaluating pictures as historical evidence.

Younger students
The students should be able to make the pictures on their own. They could cut them out and paste them on a card in line. The picture story can then be passed to others to interpret. You may need some classroom helpers when the students are interpreting the pictures.

Outcomes
The students can:
- Record a real or imaginary event in pictures.
- Interpret a sequence of pictures to make a story.

Older students
The students can work on their own and swap stories. They should discuss each other's work to look for points where information that was meant to be conveyed has not been and where observations have not been thorough enough to tell the full story.

Outcomes
The students can:
- Record a real or imaginary event in pictures.
- Interpret a sequence of pictures to make a story.

Spread ⑳ (pages 42–43)

1066: The end of Anglo-Saxon times (concluded)
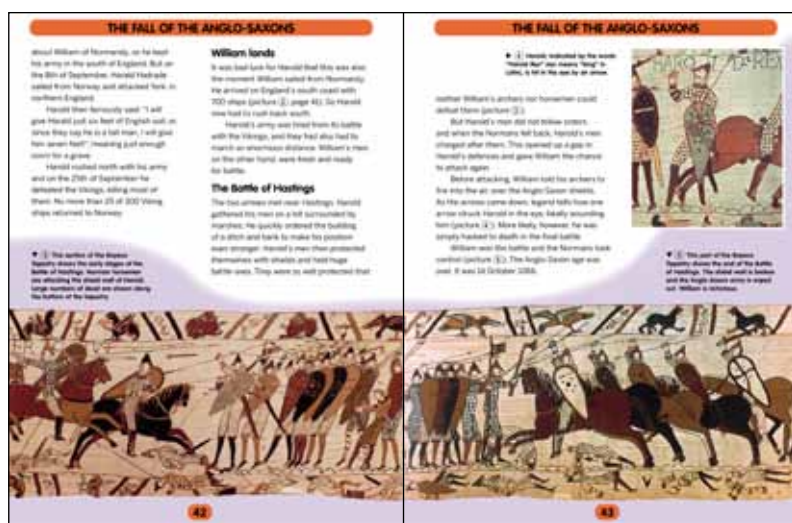
The purpose of the spread

This spread completes the previous spread and shows the supposed final moments of the battle.

The arrow that Harold was supposed to have received in the eye is shown enlarged. The word's Harold Rex (King Harold) are clear to see as is the way the Norman cavalry was able to break up the Anglo-Saxon army at the end of the battle.

The dramatic ending of Anglo-Saxon times is striking and worthy of discussion. What happened, of course, was that the nobility of one culture was replaced by the nobility of another. A new language was introduced, but its impact was on a smattering of words, while the English spoken by the majority still prevailed. In the first century the Romans had imposed a nobility on the British. Now, a millennium later, the Normans were doing the same. Between these dates a great change had occurred, not due to the invasions of these armies, but due to the movement of the Anglo-Saxons (and to an extent the Vikings) that had occurred in the interim, as the everyday peoples of north-western Europe had flocked to England to find new lives as economic migrants.

Background

Each picture in the Bayeux Tapestry contains a great deal of detail.

In the first picture Edward the Confessor who is King of England is talking to Harold who is the Earl of Wessex. They are in the Palace of Westminster. This building is represented by three towers, a large window and a pointed roof. The king has a beard and is wearing a crown and sitting on a chair. One of the legs of the chair seems to end in the shape of an animal's foot. The body of a dog seems to form part of the arm. Edward and Harold are pointing fingers at each other to show that they are having a discussion. It is thought the picture represents Edward telling Harold to go to Normandy – possibly to tell Duke William of Normandy that Edward has decided that William should become king of England when he dies.

A little further on there is a picture of Harold beginning his sea voyage to Normandy. He is holding a hawk on his left wrist and carrying a dog under his right arm and wading out to a boat which is being held in place by five men of the crew pushing poles into the water. Another member of the crew is setting up the mast ready for the boat to sail to France.

There are many scenes following this which show Harold's adventures in France. They are followed by a scene of Harold returning to the Palace of Westminster to tell Edward about his adventures. Further scenes show the death of Edward and Harold being made king. In one picture is a comet in the sky. It was said to warn Harold that he will have misfortune. Scientists have identified this comet as Halley's Comet which visits our sky every 75 years.

Further pictures show William leading his army to the shore of France, sailing to England and spreading out along its coast. Other pictures show William feasting with his nobles while scouts report on the English army, and the Normans riding into battle on their horses. During the battle there was a rumour that William had been wounded. The tapestry shows that he told his men he was unharmed by raising his helmet to show his face.

Near the end of the tapestry is a picture of a soldier being hit with a sword with words above it in Latin saying that Harold is killed. However, near the fallen soldier is a nobler soldier with what appears to be an arrow in his eye. This fits in with the story that Harold was killed in this way. Some people think that the picture shows two Harolds – one with the arrow and one fighting onwards and then being hit by a sword. As the designer did not allow two figures in any picture to represent the same person it seems that only one of the figures represented Harold and this was probably the one being struck by the sword. However, for your students, you may wish to stick with the traditional arrow in the eye hypothesis.

Activity: Make a detailed picture of an event

Aims of the activity: Making a detailed observation and recording it as a picture. Assessing how accurately the picture describes the event. Assessing a person's observational skills.

In the previous activity you may have decided to show only a little detail in your pictures because it would take too long to make the tapestry.

In this activity you can take an hour to draw a picture of an event and put in as much detail as you can.
1. Select an event – it may be a visit of a royal person to a town or a visit to a holiday resort.
2. Make a coloured picture of this event and record as much detail as you can.
3. Ask a friend to describe what is being seen. Note how much of your detail they observe.

Looking at the tapestry in detail

The picture on page 40 of the student book shows Harold being crowned.

In the box below copy Harold sitting on his throne as carefully as you can.

What are the people on his right doing?

✎ ....

✎ ....

✎ ....

What are the people on his left doing?

✎ ....

✎ ....

✎ ....

Looking at the tapestry in detail

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, the student book.

Using the worksheet
This activity gives the students an opportunity to make observations on a piece of historical evidence. As each student has different powers of observation there is an opportunity to assess the student's observations by differentiation by outcome. In the written part of the activity look for attempts to interpret what is seen

Younger students
The students can perform the task on the worksheet.

Outcomes
The students can:
- Make observations on a piece of historical evidence.
- Suggest interpretations of what is depicted in the evidence.

Older students
The students can perform the task on the worksheet. They can then make a drawing of the ship on the left hand side of the poicture and include its crew. They could swap their pictures with their friends and assess them for accuracy. This could be followed by a presentation of the pictures and discussion of the detail shown by them.

Outcomes
The students can:
- Make observations on a piece of historical evidence.
- Suggest interpretations of what is depicted in the evidence.
- Assess the accuracy of pictures drawn from evidence.

Make an Anglo-Saxon time line

Cut out these dates and events and arrange them in the correct order.

758 Offa becomes king of Mercia.

350 Anglo-Saxons raid England but are beaten back by the Romans.

899 King Alfred dies.

771 Offa of Mercia takes control of Sussex.

865 The Great Viking Army invades Wessex.

871 Alfred becomes king of Wessex.

410 The Romans leave England.

882 Alfred wins a naval battle against the Vikings.

1066 The Battle of Hastings.

1042 Edward (the Confessor) becomes king of England

Make an Anglo-Saxon time line

Age range
- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources
Copies of the worksheet, scissors, the student book.

Using the worksheet
You may like to use this activity as an introduction to the revision of Anglo-Saxon times. When it is set up you may like to recall things that the students have done in the activities and relate them to the specific times or indeed the whole of the Anglo-Saxon period in England.

Younger students
The students should cut out the dates and events and arrange them in order. You could also add questions of your own for the students to answer using the student book. Examples might be: When did Aethelred die? When was Lindisfarne abandoned?

Outcomes
The students can:
- Arrange events that occurred in Anglo-Saxon times in the correct sequence.
- Answer questions about dates in Anglo-Saxon times.

Older students
The students should cut out the dates and events and arrange them in order then use the student book to check their answers. They could then construct a time line beginning at 350 and ending at 1066 and select a scale which allows all the events to be spaced along it. They can then stick dates and events to the time line.

Outcomes
The students can:
- Arrange events that occurred in Anglo-Saxon times in the correct sequence.
- Construct an Anglo-Saxon time line.

An Anglo-Saxon time line

Here are some more entries from *The Anglo-Saxon Chronicles*. They have been simplified so they are easier to read but the method of recording the dates, in Roman numerals, has not been changed. The entries are in the wrong order – see the activity below.

Activity: Constructing a time line

Aims of the activity: Examining evidence, decoding dates written in Roman numerals, rearranging information into a time line.

1. Identify the dates using the key below to help you.
2. Organise the dates and information into a time line.

The numbers for the years in *The Anglo-Saxon Chronicles* are given in Roman numerals. Here they are:

1 = I	6 = VI	40 = XL	400 = CD
2 = II	7 = VII	50 = L	500 = D
3 = III	8 = VIII	60 = LX	600 = DC
4 = IV	9 = IX	70 = LXX	900 = CM
5 = V	10 = X	100 = C	1,000 = M

MLXVI

King Harold is killed at the Battle of Hastings.

DLXV

Aethelberht became king of Kent and ruled for fifty three years.

DXCVI

Augustine arrived in England.

CDL

Anglo-Saxons arrived in England to help King Vortigern fight the Picts.

CMLXXVIII

Aethelred became King of England.

DXIV

Three ships full of West Saxons arrived in Britain and fought the Britons.

DCCCLXXI

Alfred became King of Wessex.

DCCXXV

Wihtred, King of Kent died. He had ruled for thirty four years.

DCXXVII

King Edwin was baptised by Paulinus.

Notes

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