

## Lesson 1: Chronology and the Anglo-Saxons

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Describe some of the key events associated with the Anglo-Saxons in England.</li> <li>Categorise and order information from the past.</li> </ul>	<p><b>Resources</b></p> <p>Student Book pages 6–9, 14–15.</p> <p>1 Worksheet 1</p> <p>1 Worksheet 2</p>
<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Most students will have an understanding of some temporal key words and will be able to use them in the correct context.</li> <li>Most students will have an understanding of historical narrative and the importance of organising events into chronological order.</li> </ul>	<p><b>PPS focus</b></p> <p>Chronology</p>
<p><b>Historical misconceptions to be challenged</b></p> <ul style="list-style-type: none"> <li>The Anglo-Saxons and Vikings were separate peoples at separate times in English History. <i>England in this era had a shifting population with different cultural influences.</i></li> </ul>	<p><b>Progression</b></p> <p>Target Step 3</p> <p>Stretch to Step 4</p>
<p><b>Links to GCSE</b></p> <p>Background to:</p> <ul style="list-style-type: none"> <li>Background to Anglo-Saxon and Norman England c1060–1088</li> </ul>	

### Optional pre-lesson task

Ask students to write a paragraph about a period of History they studied at Primary school. This would provide a good baseline of students' understanding of chronology. Consider if students can use key terms like 'century', 'BC/AD', or 'era'. Can students recall what happened in chronological order? How well do students understand where this period of History stands in relation to other historical events in the world?

Starter activity	Differentiation	Time
<p>Why is chronology important? Display four sentences to students. Tell the students that the sentences are mixed up, and that they have to work out the story. Ask students for their feedback. Depending on the order in which the students put the sentences; the story of what happens will differ. This is why chronology is important when trying to get the most accurate story of the past. This activity also makes the point that historians investigate what happened in the past based upon evidence; they are not always guaranteed to be correct.</p> <p><b>Example story:</b></p> <p>Someone shouted 'Stop!'.</p> <p>Bob got on the bus.</p> <p>Bob limped along the pavement.</p> <p>There was a loud noise.</p> <p><b>Possible responses</b></p> <ul style="list-style-type: none"> <li>• Bob fell over on his way to the bus stop. There was a loud noise as he dropped his walking stick. He limped along to the bus stop because the fall had hurt his leg. Someone shouted 'Stop!' and ran to give him the ticket he had dropped. Bob then managed to get on the bus, just in time.</li> <li>• Bob got on the bus and rode to the bus stop next to the bank. Ten minutes later, there was a loud noise as the bank alarm sounded. Bob appeared, limping along the pavement, with a heavy bag of money banging against his leg. 'Stop!' shouted the policeman. Bob was caught red-handed.</li> </ul>	<p>N/A</p>	<p>10 mins</p>
Development	Differentiation	Time
<p>Explain the different divisions of time, and displays the key words and meanings. These may include: 'period', 'era', 'century', 'decade', 'millennium'. Keep this displayed in the classroom so that students can refer to it during the plenary activity and other lessons.</p>		<p>5 mins</p>
<p><b>Activity 1:</b></p> <p>Which century? Make sure students understand the difference and significance of the letters AD and BC when placed next to dates. Explain the naming of centuries – because it takes one hundred years to become a century, we name the century one more than the numbers in the date suggest.</p> <p>For example: 2017 = 21st century.</p> <p>In pairs, students take turns suggesting famous dates from history and their partner names the century. Students may be able to suggest some dates themselves.</p>	<p>Encourage higher ability students to attempt more difficult dates.</p> <p>For example:</p> <p>35 AD</p> <p>64 BC</p> <p>7 AD</p> <p>Lower ability students may need a pre-set list. For example: 1912, the Titanic sunk.</p>	<p>5 mins</p>

<p><b>Activity 2:</b></p> <p>Students complete <b>1 Worksheet 1</b> to understand the arrival and key events associated with the Anglo-Saxons.</p> <p>Using <b>1 Worksheet 2</b>, give each of the students a more detailed account of ONE of the key events. Students have 10 minutes to read this information and present the information to their classmates. This information could be presented as a poster, a mime, a poem, or any other format they think would be effective.</p> <p>As a whole class activity, form a living timeline across the room, with the events in chronological order. One by one, students communicate their event information to their classmates.</p>		35 mins
<p><b>Activity 3 (optional):</b></p> <p>Teacher explains to students what an ‘anachronism’ is. Students use pages 6 and 7 of the Student Book to identify anachronisms in the pictures.</p>	Higher ability students may be able to suggest anachronisms for each of the key events in <b>1 Worksheet 1</b> .	10 mins (optional)
<b>Plenary</b>		<b>Time</b>
Ask students to write a paragraph about a period of history they studied at Primary school. If they have already done this as the pre-lesson task, ask them to rewrite it to show progression). Students should be instructed to include terms such as ‘AD’, ‘year’, ‘decade’, and ‘century’.		10 mins
<b>Homework</b>	<b>Estimated time for task</b>	
<p>Students create a timeline of significant events in the life of someone important to them. This could be a parent, friend, or even a pet. Students should be encouraged to add precise details and include a minimum of six key events.</p> <p><b>For example:</b> January 1979 – Mum was born at 7pm at Wigan hospital; she weighed 7lb 2oz.</p> <p>This task could be differentiated for higher ability students by asking them to add historical context by researching important national or world events to add to their timelines.</p>	20 mins	

### Advice for non-specialists

Non-specialists could make use of the following resources as an introduction to the idea of teaching chronology.

- *Exploring History Book 1: Monarchs, Monks & Migrants* Student Book — Chapter 1, pages 6–9 and 16–17
- The article ‘Time for Chronology’ by Ian Dawson, 2007, found on the Thinking History website