

Y2 – History St Hilda

Inspiration Culture – local history		Partnership with parents Place and Belonging – the local area	
Key Questions History questions <ul style="list-style-type: none"> - Who was St Hilda? - What and how do we know about the monastery at Hartlepool? - What and how do we know about St Hilda? RE questions <ul style="list-style-type: none"> - How did St Hilda’s Christian faith affect her life? - How did St Hilda’s life have an impact then and now? 	Content Concepts <ul style="list-style-type: none"> - Anglo-Saxons - Religion - Art and Culture 	Procedural Concepts <ul style="list-style-type: none"> - Change - Significance - Evidence 	<i>Also covered in:</i> Y3 – Britain’s settlement by Anglo-Saxons and Scots
RE Concepts <ul style="list-style-type: none"> - Impact of Belief 		By the end of this unit, children will be able to: <ul style="list-style-type: none"> - 	
Knowledge <ul style="list-style-type: none"> - St Hilda was born in 614 - She was the great niece of King Edwin, one of the most powerful Anglo-Saxon kings of Northumbria - Until Hilda was 11, she and her family were pagans but then King Edwin married Ethelburga who was a Christian. Two years later, Edwin and all his court, including Hilda, were baptised - At the age of 33 she decided to become a nun and was asked by Bishop Aidan to take over the monastery at Hartlepool. Later she also became the abbess of Whitby - The monastery was for both monks and nuns - Excavations have shown that the monastery had a number of small rectangular wooden buildings grouped together into clusters, and separated by wooden fences and boundary ditches. These buildings often consisted of a single room - The excavations found evidence for metal-working, including a number of clay moulds. One of these shows a calf with a trumpet, one of the symbols of St. Luke. The bronze cast from the mould may have been used to decorate the cover of a book suggesting the monastery was an important place for literature and crafts - Archaeologists have found few personal items like jewellery and Bede describes both of Hild’s monasteries as somewhere ‘no-one was rich... for they had all things in common’. However, a fine disc-headed pin with gold decoration showing two beasts fighting, intertwined and possibly eating each other's tail was found. This is on display in the Museum of Hartlepool. It may be that this belonged to one of the unmarried princesses, widowed queens and other powerful ladies who often lived with their ladies in waiting and servants in the monastery - St Hilda was known for her wisdom and her help was sought by kings and rulers as well as ordinary people. Bede tells us that everyone called her Mother - Hilda encouraged Caedmon, a farm labourer in the monastery who became the first Anglo-Saxon to write in verse - The Synod of Whitby was called to decide whether the church should follow Celtic or Roman customs. After the debate, the King took the decision to follow the Roman ways. Hilda, who had favoured the Celtic ways, nevertheless obediently accepted the decision and helped other to do so - Her monasteries were known as places of great learning and she built up a large library of books which were very rare and expensive at the time as each one was copied out by hand. The Abbey at Whitby became one of the most important places in Europe for scholarship particularly of the bible 		Skill Development <ul style="list-style-type: none"> - When presented with evidence, some questions about the past are asked and answered - A growing number of relevant questions about the past are asked - A growing number of representations of the past are understood and used such as newspapers, stories, pictures, artefacts and documents. - A range of historical events are described, using historical language and interesting detail. - The term ‘significant’ is increasingly understood and used to select people from the past to describe. - There is growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information. - There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order. - Timelines are generally annotated to include some historical language. - The main events of one’s own life are recounted with interesting historical detail. - Dates are used to chart some events. - Historical language is becoming fluent and decisions as to what language to use are beginning to be made. 	
Topic Specific Vocabulary Anglo-Saxon, pagan, monastery, abbey, excavation, wisdom, Celtic, Roman, obedience, learning, scholarship		NC Subject content Significant historical events, people and places in their own locality	
Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.			
Year 1		Year 2	
Text, design, estimate, research, items, select, technology, method, role, similar, site		Community, conclusion, evidence, previous, primary, traditional, context, literature	

We are historians/Being a historian/I am a historian

Audience: parents invited after school (other possibilities invite expert etc.)

Visit to St Hilda's Church. Scriptorium reconstruction.

DRAFT