

Year Group: 4	Term: Spring	Topic: The Anglo-Saxons and Scots (AD410 - AD900)
Historical strands		
Civilisation and Technology; War and Conquest; Monarchy		
NC Links		
Britain's Settlement by Anglo-Saxons and Scots		
Other Curriculum Links		
Geography - Britain; English - narratives, recounts; RE - Christianity, Bede		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a museum curator Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit continues from Year 's Romans in Britain unit by looking at Britain after the Roman withdrawal. Pupils will learn about the problem They should learn about where they came from, key settlements and the resulting changes to life in Britain. Anglo-Saxon influence on language will be considered and there will be opportunities to explore life in a typical village, supported by some understanding of Pagan beliefs, before their conversion to Christianity. Pupils will also continue to develop their understanding of chronology by placing events from the time studied on a timeline. Pupils will continue to deepen their understanding of historical sources by beginning to evaluate the usefulness of different sources.</p>		
Possible Visits/Visitors		
Jarrow Hall; That History Bloke; Box of Delights		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Describe / make links between events, situations and changes within Britain before and after the Roman withdrawal of Britain and different time periods (e.g. monarchy in 20th century) <p>Cause and Consequence</p> <ul style="list-style-type: none"> Identify and give reasons for / impact of Anglo-Saxon Invasion <p>Similarity and Difference - within a period / situation (diversity)</p> <ul style="list-style-type: none"> Describe varying experiences of pagans and Christians <p>Significance - of events / people</p> <ul style="list-style-type: none"> Identify some significant people and events 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map - What is History? Why study History? How can we study history? Explore chronology to develop understanding of time, e.g. decades and centuries - placing some significant events of the period on a timeline. Explain the events leading up to the Anglo-Saxon invasion of Britain. Explain where the Anglo-Saxons came from. Label the Anglo-Saxon map of Britain (Seven Kingdoms). To use images / artefacts to discuss and describe everyday life in Anglo-Saxon Britain. To explore the Christianisation of Britain (Bede) To explain the impact of the Anglo-Saxon invasion on the life and culture of Britain. 		

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Essential skills to be covered and possible activities

<p>Historical Knowledge and understanding</p> <ul style="list-style-type: none"> • Mind map: What is history? How do we know about the past? • What can we remember about the Romans? • Discuss the reasons why the Anglo-Saxons invaded Britain, with reference to the Scots. • Use maps to discuss and explain who the Anglo-Saxons were, where they came from. • Research the Seven Kingdoms and label maps - make connections with modern place names • Use a range of historical sources to understand various aspects of Anglo-Saxon life (e.g. village life, farming practices, toolmaking, runes) • Discuss differences between paganism and Christianity in the context of Bede and the Christianisation of Britain.

<p>Chronological understanding</p> <ul style="list-style-type: none"> • Explore chronology by using sheets of toilet paper to represent time. Use these to develop understanding of the period. • Use terms related to the period. • Place events of the period studied on a timeline. • Begin to date events.

<p>Historical vocabulary</p> <ul style="list-style-type: none"> • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, historical, evidence). Use knowledge organiser • Explicitly teach vocabulary relevant to Anglo-Saxons (e.g. invasion, emigration, settlement, pagan, Christianisation) • Develop the appropriate use of these historical vocabulary and terms

<p>Interpretations of history</p> <ul style="list-style-type: none"> • Revisit historical sources - Contemporary accounts, objects, archaeological sites, textbooks • Distinguish the differences between different sources: compare sources and begin to evaluate the usefulness of different sources.
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<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a range of sources to find out more about a period (Box of Delights / Gateshead Archive) • Spend time looking at different historical sources / books / internet / library / own historical knowledge to build up a picture of a past event • Choose relevant material to present a detailed picture of one aspect of the past (e.g. village life, crime and punishment, farming) • Ask a variety of historically valid questions

<p>Organisation and communication</p> <ul style="list-style-type: none"> • Using toilet roll to explore chronology • Sticking / writing / drawing events relating to Anglo-Saxons on a timeline • Drama / role-play, e.g. hot-seating Horsa and Hengest / ordinary people of the time / different classes • Reports / recounts / persuasive writing about Anglo-Saxon life • Whole-class discussion: debates for and against Anglo-Saxons / Christianity. • Create displays about Anglo-Saxon life

- Using iPads / computers to create PowerPoints / Word presentations

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Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play (recorded on iPads and linked to QI codes).
- Group work to discuss sources / to debate Anglo-Saxon invasion and presenting findings to rest of class (recorded on iPads and linked to QI codes).
- Sorting activities to compare aspects of Anglo-Saxon and Roman / modern life.
- Stick down images (possibly drawn themselves) or written events (including dates) onto a timeline.
- Writing narratives / reports / recounts / persuasive pieces about aspects of Anglo-Saxon life.
- Annotate maps
- Translating and writing runes.
- Create displays about Anglo-Saxon life.
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from activities, observations, discussions, quizzes, questioning and work evidence.			
	4.1	4.2	4.3
Historical knowledge and understanding	<p>With support, identify some causes and effects of the Anglo-Saxon invasion.</p> <p>With support, describe some aspects of Anglo-Saxon life.</p> <p>With support, explain in simple terms the Christianisation of Britain.</p>	<p>Identify and explain some of the main causes and effects of the Anglo-Saxon invasion.</p> <p>Describe some aspects of Anglo-Saxon life.</p> <p>Explain in simple terms the Christianisation of Britain.</p>	<p>Identify and explain the main causes and effects of the Anglo-Saxon invasion.</p> <p>Describe in some detail some aspects of Anglo-Saxon life.</p> <p>Explain in detail the Christianisation of Britain.</p>
Chronological understanding	With support, place events and dates on a timeline.	Pupils place several events and dates on a timeline.	Pupils confidently place events and dates on a timeline.
Historical vocabulary	With support, use dates and some appropriate historical terms.	Use dates and appropriate historical terms.	Confidently use dates and a range of appropriate historical terms.
Interpretations of history	<p>With support, recognise and identify a range of different sources.</p> <p>With support, begin to evaluate the usefulness of different sources.</p>	<p>Recognise and identify a range of different sources.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Distinguish between a range of sources.</p> <p>Confidently evaluate the usefulness of different sources.</p>
Historical enquiry	With support, choose relevant material to build up a picture of the past.	Identify and select relevant material from sources to build up a picture of a past event.	Confidently identify and select relevant material from a range of sources to build up a detailed picture of a past event.
Organisation and communication	With support, communicate knowledge and understanding through discussion, pictures, drama /role-play, writing and ICT.	Communicate knowledge and understanding through discussion, pictures, drama/role-play, writing and ICT.	Confidently and communicate knowledge and understanding through discussion, pictures, drama/role-play, writing and ICT