

How did the Anglo Saxons change Britain? – Year 4



Prior Learning

In Year 3, pupils will have been taught:

- chronology – prehistory, BC/AD and BCE/CE, timelines: Stone Age, Bronze Age, Iron Age, Romans
- Use and understand appropriate historical vocabulary: history, historians, ages, settlement, archaeology, Ancient Britons/Celts, ancient civilisations, empire, legacy, resistance, etc.
- Understand some methods of historical enquiry, including how evidence is used to draw conclusions about the past (source work)
- Note similarities, differences and changes over time with housing, lifestyle, etc. of the first people in Britain
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations (Roman Empire)
- Identify ways in which Britain was Romanised
- understand the methods of historical enquiry, and discern how and why contrasting arguments and interpretations of the past have been constructed (Boudica)

	<u>knowledge to be taught</u>
<p style="text-align: center;"><u>What was Britain like before the Anglo Saxons arrived?</u></p> <p style="text-align: center;"><u>LO: understand what Britain was like before the arrival of the Anglo Saxons</u></p> <p>NC: know and understand the history of Britain as a coherent, chronological narrative (Chronological Understanding, Knowledge and Understanding of Events, People and Changes);</p> <p>L1</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era and CE (Common Era).</p> <p>understand historical concepts such as continuity and change; the expansion and dissolution of empires (Historical Investigation)</p> <p>c gather more detail from sources such as maps to build up a clearer picture of the past;</p>	<p>Yr 4 Recap prior knowledge: Romans and Celts/Ancient Britons in Britain and legacy of Roman occupation.</p> <p>Introduce timelines and discuss where Anglo Saxons fit</p> <p>Create a mind map or factfile of Britain after AD410.</p>

L2	<p><u>Who were the Anglo Saxons?</u></p> <p><u>LO: explain who the Anglo Saxons were and where they came from.</u></p> <p>NC: know and understand the history of Britain as a coherent, chronological narrative (CU);</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era). <p>gain and deploy a historically grounded understanding of abstract terms (POC)</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; 	<p>Yr 4 Retrieve terminology: raiders, settlers and invaders.</p> <p>Location of origins</p>
L3	<p><u>When and why did the Anglo Saxons come to Britain?</u></p> <p><u>LO: know when and why the Anglo Saxons came to Britain</u></p> <p>NC: understand historical concepts such as continuity and change, cause and consequence, similarity, difference (Historical Investigation);</p> <ul style="list-style-type: none"> a regularly address and sometimes devise own questions to find answers about the past; <p>how Britain has been influenced by the wider world (KaU)</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Understand reasons for invading/settling: fight, farm, homes, invited</p> <p>Timeline of key eras or civilisations before and Anglo Saxons.</p>

<p>L4</p>	<p><u>What can artefacts tell us about the person found at Sutton Hoo?</u></p> <p><u>LO: explore how artefacts can inform us about the past</u></p> <p>NC: how Britain has been influenced by the wider world (KaU and Historical Investigation);</p> <ul style="list-style-type: none"> b find out about the everyday lives of people in time studied compared with our life today; b use a range of primary and secondary sources to find out about the past; c construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (Historical Interpretation)</p> <ul style="list-style-type: none"> a state what an artefact is in basic terms and why we have less evidence for some periods of history. 	<p>Retrieve understanding of artefacts, archaeologists</p> <p>Part 1</p> <p>Study some artefacts together to work out what they can tell us about Anglo Saxon lifestyle – vase, loom weights, board game pieces, comb, shoes.</p> <p>What is a reconstruction and how do they know how to make it?</p> <p>Part 2</p> <p>Use artefacts to draw conclusions about the person buried at Sutton Hoo.</p> <p>What does the discoveries at Sutton Hoo tell us?</p>
<p>L5</p>	<p><u>What do written accounts tell us about the Anglo Saxons?</u></p> <p><u>LO: explore what written accounts can tell us about the Anglo Saxons.</u></p> <p>NC: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (Historical Interpretation)</p> <ul style="list-style-type: none"> b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Compare written sources to understand more about the Anglo Saxons. Why were they written and does that change what we can learn from the sources?</p> <p>Introduce Alfred the Great (Chronicle written under his supervision)</p>
<p>L6</p>	<p><u>How was Anglo Saxon Britain ruled?</u></p> <p><u>LO: describe how Anglo Saxon Britain was ruled.</u></p> <p>gain and deploy a historically grounded understanding of abstract terms (POC)</p> <ul style="list-style-type: none"> b use and understand appropriate historical vocabulary to communicate information such 	<p>Introduce terminology: kingdoms</p> <p>Mapwork: kingdoms</p> <p>Case study: Offa</p>

	as ruled, reigned, empire, invasion, conquer, kingdoms;	
	Vocabulary	
Tier 1	Britain village farm beliefs king monks	
	skilled craftsmen evidence settler settlement invader invasion raider warrior source evidence kingdom Christianity	
Tier 3	artefact chronology chronological archaeology archaeologist monastery historians chronicles Angles Saxons Jutes Romans Anglo Saxons Vikings	