



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



History – Anglo-Saxons
Year 4 – Short Term Planning

History Knowledge Progression

Session 1:	
Learning Objective/s	To identify who the Anglo-Saxons were
Outcomes	Chn will be able to say who the Anglo-Saxons were as well as when and why they invaded Britain.
Key Vocabulary	Empire Aqueduct Centurion Emperor chariot invasion
Substantive Knowledge - Specifics	Students should learn about the origins and migration of the Anglo-Saxons from mainland Europe to Britain in the early 5th century. They need to explore the cultural, technological, and social aspects of the Anglo-Saxons, including their language contributions and settlement patterns.
Lesson Pathway	
<div>Review</div> <div>New Material (Instruction/Explanation)</div> <div>Questioning</div> <div>Modelling</div> <div>Guided/Active Practice</div> <div>Check Responses (Children Explain)</div> <div>Feedback</div> <div>Provide scaffolding/Reteach</div> <div>Independent practice Monitor</div>	<p>To begin the chn will complete a start of unit assessment on the Anglo-Saxons (this will then be re-taken at the end of the unit).</p> <p>To start the lesson chn will independently mind map anything they currently know about the Anglo- Saxons. After a couple of minutes chn will feedback as a class.</p> <p>CT will then show chn a short video which gives a brief explanation into the Saxons migration to Britain. – CT will ask chn questions about the video to check understanding.</p> <p>CT will then go through :</p> <p>Who they were:</p> <ul style="list-style-type: none"> ▪ The Anglo-Saxon age in Britain was from around <u>AD410 to 1066</u>. ▪ The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. ▪ The three biggest were the Angles, the Saxons and the Jutes. ▪ The land they settled in became known as 'Angle-land', or England. ▪ They brought Germanic languages and new customs and dress. <p>Where they came from – CT to use image of map to show migration journey.</p> <p>Chn will then look at why they invaded Britain.</p> <p>Independent task: Children will write a paragraph to explain what they have learnt within the lesson – including key dates and vocabulary used within the lesson.</p> <ul style="list-style-type: none"> - MA will do this independently - LA will have a scaffolded paragraph and word bank provided. - SEN will have a time line of the events with pictures to order. <p>RPR: Why was migrating to Britain beneficial for the Anglo- Saxons?</p>
Resources/Weblinks	https://www.youtube.com/watch?feature=oembed&v=y4CwNClzegk



Session 2:	
Learning Objective/s	To explore the daily life of the Anglo-Saxons
Outcomes	Chn will have a greater understanding of what life was like as an Anglo-Saxon.
Key Vocabulary	Empire Aqueduct Centurion

	Emperor chariot invasion
Substantive Knowledge - Specifics	Investigate the daily life in Anglo-Saxon England, focusing on their agricultural practices, domestic life, societal roles, and the construction of their homes. This includes their diet, clothing, and the structure of their communities.
Lesson Pathway	
Review New Material (Instruction/Explanation) Questioning Modelling Guided/Active Practice Check Responses (Children Explain) Feedback Provide scaffolding/Reteach Independent practice Monitor	<p>Question to review previous learning: What were the three biggest tribes within the Anglo-Saxons? Where did these tribes come from?</p> <p>Before exploring further a clip will be shown of a Anglo- Saxon village https://www.bbc.co.uk/programmes/p01145r7</p> <p>CT will then discuss:</p> <ul style="list-style-type: none"> - Homes- What they were made of, the structure and how they differ from homes today. Images shown on ppt - Settlements- Where they settled and why they settled there - Farming and craftwork- Emphasis on them being resourceful, how they used what they could from the land, metalwork for weapons and jewellery – images on ppt - Food- information on what their diet would include - Growing up as an Anglo- Saxon- What was involved for boys and girls (punished they same as adults, boys helped farm and helped their fathers, girls worked at home). Highlight that only few earn to read/ write. <p>CT to question chn throughout (e.g. why they think ____ happened) and make comparisons to modern day.</p> <p>Independent task: Chn to split page into 4</p> <ol style="list-style-type: none"> 1. Homes and settlement 2. Farming and craftwork 3. Food 4. Childhood <p>They will then include information about these topics including illustrations.</p> <p>RPR: What do you think life was like for the Anglo- Saxons? Explain your answer</p>
Resources/Veblinks	https://www.bbc.co.uk/programmes/p01145r7

Session 3:	
Learning Objective/s	To investigate the Anglo-Saxon system of kingdoms
Outcomes	Children will be able to identify and discuss the 7 Anglo- Saxon kingdoms.
Key Vocabulary	Empire Aqueduct Centurion Emperor chariot invasion
Substantive Knowledge - Specifics	Students should understand how the Anglo-Saxon territories were divided into several kingdoms such as Wessex, Mercia, and Northumbria, each with its own royal family. They should explore how these kingdoms interacted, their political structures, and their contributions to what would become a unified England.
Lesson Pathway	

Review	CT to introduce map of England with the different kingdoms identified and colour coded.
New Material (Instruction/Explanation)	Chn will then look at the different place names within each kingdom – discuss with partner: Are there any place names on this map that you recognise from modern-day England? Chn will then feedback and discuss as a class.
Questioning	CT will then explain how the 7 kingdoms got their names, showing the chest for each in less detail. In greater detail the CT will then talk through the 7 kingdoms with the children. Talking about a brief history and location of each.
Modelling	<ul style="list-style-type: none"> • Northumbria • Mercia • Wessex • Sussex • Kent • Essex • East Anglia.
Guided/Active Practice	
Check Responses (Children Explain)	
Feedback	Chn will then look at why the different kingdoms would battle, looking at how Anglo- Saxon England was ruled.
Provide scaffolding/Reteach	Task: Chn will have a map of England with the kingdom territory lines drawn on it. They will then need to label the 7 different kingdoms, writing a brief description of each/ 2 key facts. Chn can also colour code them.
Independent practice Monitor	Support: <ul style="list-style-type: none"> - LA chn will have labels already drawn on and a word bank to help them. - SEN chn have a map of England with the Anglo- Saxon kingdoms printed as a jigsaw which they need to successfully build.
Resources/Weblinks	Make of England work sheet Image of kingdoms cut into jigsaw for SEN

Session 4:	
Learning Objective/s	To examine Anglo-Saxon art and culture
Outcomes	Chn to be able to talk about how we can learn about the Saxons an what the evidence tells us.
Key Vocabulary	Empire Aqueduct Centurion Emperor chariot invasion
Substantive Knowledge - Specifics	Explore the artistry of the Anglo-Saxons, noted for their intricate metalwork, jewellery, and illuminated manuscripts. Students should learn about the symbolism in their artwork and how it reflects their daily life and beliefs.
Lesson Pathway	

<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Thinking question to start: What types of materials would survive for thousands of years?</p> <ul style="list-style-type: none"> - Children to think independently, then in pairs before feeding back to class. <p>CT to introduce words such as artefact, archaeology, interpret and excavate to chn.</p> <p>CT to discuss what archaeological evidence is and how it contributes to our understanding of the Anglo-Saxons. – CT to make links to the Enrichment Day where they looked at images of Sutton Hoo.</p> <p>Task 1: Chn will have image of 2 artefacts stuck in their book and will annotate off them, focussing on the discussion questions.</p> <p>Artefact 1- image of Anglo -Saxon helmet.</p> <ul style="list-style-type: none"> - Image of remains of helmet found and reconstruction of what it would have originally looked like. - Discussion questions: Who might have worn this? What does this tell us about the Anglo Saxons? - CT to discuss helmet in more detail. <p>Artefact 2- Image of an Anglo- Saxon brooch.</p> <ul style="list-style-type: none"> - Discussion questions: Who might have owned this? Why do you think this? Do you think this was a common item for an Anglo- Saxon to own? - Again CT to discuss in ore detail. <p>CT to then discuss Anglo- Saxon culture</p> <ul style="list-style-type: none"> - Introduce their love of storytelling, poems and tales. - Make link to Beowulf. <p>Task 2: Chn will then read and annotate an Anglo- Saxon poem (A ship funeral)</p> <ul style="list-style-type: none"> - Looking at what it could mean and what it tells us bout the Saxons. <p>RPR: Which was your favourite source we explored today and why?</p>
Resources/Weblinks	 

Session 5:	
Learning Objective/s	To compare Anglo-Saxon law to present-day laws
Outcomes	Chn to be able to explain the AS law and punishment and make comparisons to present day law and punishment.
Key Vocabulary	<p>Empire</p> <p>Aqueduct</p> <p>Centurion</p> <p>Emperor</p> <p>chariot</p> <p>invasion</p>
Substantive Knowledge - Specifics	Analyse the legal systems of the Anglo-Saxons, particularly focusing on concepts such as 'wergild' and the use of 'moots' (meetings) for local justice. Compare these with the contemporary British legal system, highlighting changes in legal principles and the administration of justice.
Lesson Pathway	

Review	<p><u>Review:</u> How might you have known if someone was wealthy in Anglo Saxon time?</p> <p>CT to discuss the Anglo Saxon justice system with children.</p> <ul style="list-style-type: none"> - Introduce hue and cry (shouting for help). <p>CT and Chn to then discuss a number of AS punishments</p> <ul style="list-style-type: none"> - Picture to be displayed on board with name of punishment. CT to check understanding of each and explain (Chn might not be familiar with branding or exile)
New Material (Instruction/Explanation)	CT to then discuss 'Wergild' with children.
Questioning	<ul style="list-style-type: none"> - Explaining it means 'blood price', was a payment system used in Anglo-Saxon times to settle disputes between the criminal and the victim or the victim's family. -
Modelling	Chn will also look at AS trials – making links to modern day
Guided/Active Practice	<ul style="list-style-type: none"> - 3 Ordeals introduced. <p>CT to question Chn- Are these fair tests of innocence? What do they think the most likely outcome would be?</p>
Check Responses (Children Explain)	Task: Chn to have a table to complete to compare law and punishment from Anglo-Saxon times to present day (now). Questions will include:
Feedback	<ul style="list-style-type: none"> - Who was/ is in charge of law and punishments? - How are crimes dealt with? - How are criminals caught? - How are trials held?
Provide scaffolding/Reteach	
Independent practice Monitor	<p>Chn to also answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you think punishments are too tough? 2. Do you think the trials are a good way to tell if someone was guilty? <p>LA – to have supported sheet, less detail required. SEN- have table where they need to draw 2 AS punishments and 2 present day punishments. Verbally discuss what happens when someone does something wrong.</p> <p>RPR: Do you think there would have been less crime in Anglo-Saxon times than there is today? Explain why.</p>
Resources/Weblinks	https://www.bbc.co.uk/bitesize/articles/zxhqkty

Session 6:	
Learning Objective/s	To understand the legacy of the Anglo-Saxons on Britain
Outcomes	Children can draw conclusion based on information and justify their answers.
Key Vocabulary	Empire Aqueduct Centurion Emperor chariot invasion
Substantive Knowledge - Specifics	Reflect on how the Anglo-Saxons have influenced modern British culture, language, and legal systems. This includes the impact of their agricultural practices, place names, and contributions to the English language.
Lesson Pathway	

<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Chn to look at the main ways the AS influences British life today:</p> <ul style="list-style-type: none"> • Farming • Language and place names • Laws and rules • Culture and stories <p>While reviewing previous learning CT will discuss each one, identifying how his impacted/ influenced present day.</p> <ul style="list-style-type: none"> • Farming- <i>open-field</i> system, ploughs, crop rotation • Language and place names- Words like <i>house</i>, <i>mother</i>, <i>father</i>, <i>apple</i>, and <i>water</i> are from the Anglo-Saxons. Place names with endings such as <i>-ton</i> (farm or settlement), <i>-ham</i> (settlement or village), and <i>-ford</i> (river crossing). • Laws and rules- how their early laws and systems influenced today, one of the first to use things like a “jury,” • Culture and stories- <i>Beowulf</i>, Anglo-Saxons became Christians, and this changed a lot of their stories and traditions. They built churches, wrote religious books, and celebrated Christian holidays like Christmas and Easter, Their Christian beliefs shaped how people thought about right and wrong <p>Task:</p> <p>Chn to decide out of the 4 topics – Which they think has had the biggest impact on today's society.</p> <ul style="list-style-type: none"> - Chn to write a written response in their books explaining why they think that. <p>LA- Sentence stems provided, points for each noted.</p> <p>SEN- Widget images of each of the 4 topics, have to stick pictures in order of most to least important.</p>
Resources/Weblinks	Widget images