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| **History Year 4 Medium Term Planning – Britain’s settlement by the Anglo-Saxons and Scots.** | | | | | | |
| **National Curriculum**   * KS2 - the Roman Empire and its impact on Britain.  This could include:  Julius Caesar’s attempted invasion in 55-54 BC,  the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall,  British resistance, for example, Boudicca,  ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources. | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention** | **Why did the Anglo-Saxons come to Britain?** | **Where did the Anglo-Saxons come from?** | **What was life like for Anglo-Saxons in Britain?** | **What kingdoms were formed by the Anglo-Saxons?** | **How do we know about the Anglo-Saxons?** | **How did religion influence the AngloSaxons? How do we know this?** |
| **Recall and retrieval** |  | Why did the Anglo-Saxons come to Britain? | Where did the Anglo-Saxons come from? | Describe what life was like for the Anglo-Saxons in Britain. | Name the Kingdoms that were formed by the Anglo-Saxons. | What sources tell us all we know today about the Anglo-Saxons? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss the Romans returning to Rome and leaving Britain unattended and unable to defend itself from invaders.  Discuss the arrival of the Scots (from Ireland) and the Picts (from Scotland).  Discuss how the Anglo-Saxons arrived to fight the Scots and the Picts.  Discuss how the Anglo-Saxons liked Britain so much they decided to stay. | **Key knowledge**  Explain that the Anglo-Saxons are made up of the Angles, the Jutes and the Saxons.  Discuss where each of these groups, who made up the Anglo-Saxons, came from.  Discuss the Anglo-Saxons were already in Britain as they fought alongside the Romans. | **Key knowledge**  Discuss what Britain was like during this time period - lots of forests and land, wolves roamed freely.  Discuss how the Anglo-Saxons lived - lived in small villages near sea and rivers (easy to get water), most were farmers, lived in small wooden huts and poorer families lived in one room with their animals.  Discuss features of Anglo-Saxon houses.  Discuss West Stow - what was it and what was found there by Archeologists. | **Key knowledge**  Discuss that Kingdoms were formed as Chieftains and Kings became powerful.  Discuss the 7 major Anglo-Saxon Kingdoms. Where were they located and which group of Anglo-Saxons lived there?  Explain the meaning of Heptarchy and how it represents the 7 Kingdoms. | **Key knowledge**  Explain what an archeologist is and what they do.  Discuss the Sutton Hoo Burial in Woodbridge, Suffolk - what was found there and who do archeologists believe is buried there?  Discuss that the Anglo-Saxons gave us place names and how we can identify them today. | **Key knowledge**  Discuss the Pagan religious beliefs of the Anglo-Saxons.  Discuss the Pope sent a monk (a missionary) to Britain to persuade the Anglo-Saxons to convert to Christianity.  Discuss King Ethelbert of Kent converting to Christianity.  Discuss what Christianity brought to Britain as more Anglo-Saxons converted.  Discuss how Monks wrote about a viewpoint from the past which helps us to know what happened.  Discuss who Bebe was and what he did. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** | abandoned  defenceless |  | reliant | dominant |  | pagan  missionary |
| **Key Vocabulary**  **Tier 3** | vanquish | migration |  | Heptarchy | laden  sporadic | viewpoint |