

*Inspiring and enabling our school community to live life to the full*

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**HISTORY YEAR 4**

**Subject: Anglo- Saxons**

**Prior Learning:**

**KS1-** understanding of basic timelines and how they can be used to show events; understanding of how to compare different time periods. Year 2- begin to debate and justify ideas about historical events and use secondary sources to find out information.

**Year 3 -** Changes made during Britain during the Roman times.

- Timelines and understanding of the chronology of BC, AD and where the Stone Age- Iron Age and Romans fit within this.
- Experience with using artefacts and secondary sources to gather information about historical events.
- From The Romans, the concept of invading and settling and why civilisations may choose to move into new areas/countries.

**Key Vocabulary taught in this unit:**

AD, BC, tribes  
Invade, settle, settlement, immigration migration, refugee,  
Nobles, warriors,  
Artefact names from Sutton Hoo  
Place names and Saxon terminology.

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

**Continue to develop a chronologically secure knowledge of British, local and world history.** Larger scale timeline – (drawing onto a line). Then add events within Anglo-Saxon period e.g. Bede and Alfred the Great.

**Establish clear narratives within and across the periods studied.** Changes from Roman Britain to time when Anglo-Saxons arrived. Diary about 'journey to Britain'. Diary from POV of person who discovered Sutton Hoo. Research Anglo-Saxon life.

**Note connections, contrasts and trends over time.** Link to Romans- follow on from previous learning (links into Year 4 Vikings unit). Anglo-Saxon Life. Trends over time= why we move in comparison to why Anglo-Saxons moved.

**Develop the appropriate use of historical terms.** AD, BC, tribes. Invade, settle, settlement, immigration migration, refugee. Nobles, warriors. Artefact names from Sutton Hoo. Place names and Saxon terminology.

**Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.** Why did the Romans leave Britain? Why did the Saxons and Scots come to and settle in Britain? Sutton Hoo- what do we have left now? Significant that it's still there now and we have the artefacts. Looking at Anglo-Saxon life. Encouraging people to come to Britain.

**Construct informed responses that involve thoughtful selection and organisation of relevant historical information.** Diary entry about 'journey to Britain' and reflecting on the discovery of Sutton Hoo. Reading information about Sutton Hoo to later form a descriptive diary entry. Fact file about three areas of Anglo- Saxon life following reading fact sheets.

**Understand how our knowledge of the past is constructed from a range of sources.** \*Artefact box from Cherstey Museum. Videos of reconstructed villages- Celtic- showing changes made after the Romans arrived. Sutton Hoo artefact photos. Stories and myths- e.g. Beowolf. Extracts from Bede and Anglo-Saxon Chronicle

**Impact / Outcome:**

**What will the final product / result be?**

Children will be able to explain why the Anglo-Saxons came to Britain and key features of Anglo-Saxon life including homes, clothing, food, battle, beliefs and impact on present day life by creating an Anglo-Saxon Fact file.

**P4C Inquiry (where appropriate)**