

Thematic Concepts	Governance & Societal structure, Invasion and Settlement, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	4	Anglo-Saxons	
Term	Spring term		
National Curriculum	Britain's settlement by Anglo-Saxons		
Prior knowledge	<p>Britain has been invaded and settled a number of times e.g Romans</p> <p>Invaders have left their mark on our country e.g. Roman place names in today's society</p> <p>People have different ways to communicate in order to pass on knowledge/history/culture</p> <p>There are different ways to govern a society e.g. the democracy of Ancient Greece.</p> <p>There are different sources of information.</p>		
Skills progression	<u>Chronological Understanding</u> Recognise that the past can be divided into different periods of time and place names, dates and significant events from the past on a timeline. Use specialist dates and terms to talk about different periods	<u>Historical knowledge of events of people and changes in the past</u> Demonstrate knowledge and understanding by describing features of past societies and periods and identify some cultural, religious and ethnic diversity. Give reasons for changes within the time period being studied. Explain how events from the past have helped shape our lives.	<u>Historical enquiry</u> Continue to use a wide variety of sources to collect information about the past. Understand the difference between primary and secondary sources of evidence. Suggest sources of information to help answer questions.
	<u>Interpretations of History</u> Give reasons why there may be different accounts of history.		<u>Organisation and communication</u> Present findings about the past using speaking, writing, ICT and drawing skills, data handling and drama. Use dates and terms correctly. Discuss the most appropriate way to present information thinking about the audience.
Topic specific (Sticky) vocabulary	Anglo-Saxon, Invasion, Kingdom, Settler, Artefact		

<p>End points</p>	<p>Children can place the duration of the time of the Anglo-Saxon rule on a timeline.</p> <p>Children know the Anglo-Saxons began to invade and settle in Britain from the 5th Century after the departure of the Romans.</p> <p>Children know Anglo-Saxons were groups of many different people from Northern Europe (modern day Denmark, Germany and the Netherlands): the Angles, Saxons and Jutes</p> <p>Children know why they invaded and then settled from parts of Europe e.g. due to the rise in sea levels, poor farming conditions and tribal wars.</p> <p>Children know for the majority of the time England wasn't one country – Anglo-Saxon England had different kingdoms- the four main kingdoms were East Anglia, Northumbria, Mercia and Wessex. Children know there were other people in what we now call Britain e.g. Scots and Picts.</p> <p>Children know Anglo-Saxons lived in small villages near important resources so that they had everything they needed to care for farm animals, grow crops and make things to sell.</p> <p>Children know society was made up of people with different roles/status: king, thanes, ceorls, slaves and women.</p> <p>Children know how society was controlled e.g. Anglo-Saxons introduced common laws across the kingdoms. Anglo-Saxons introduced the wergild to stop blood feuds and loss of men.</p> <p>Children understand our modern language has been greatly influenced Anglo-Saxon- including England- land of the Angles.</p> <p>Children understand that we know about Anglo- Saxon life as there are numerous sources e.g. archaeologists have found old settlements and excavated artefacts like belt buckles, swords, bowls and children's toys. Written records have survived e.g. the story Beowulf</p>
<p>Final Question</p>	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Were the Anglo-Saxons beneficial to Britain?</p> <p>Possible follow up questions. Why?</p>