

## National Curriculum

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 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 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. In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

## Artefacts



Coins, jewellery, artwork.



Sutton Hoo



Helmets and weapons



## Cause and Effect

**How hard was it to invade and settle in Britain?**

Who were the Anglo-Saxons and the Scots?

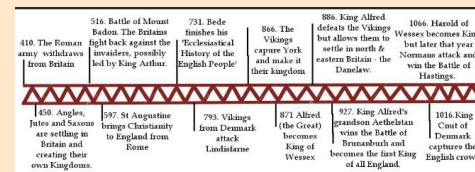
What did Anglo-Saxon settlements look like?

What does Sutton Hoo tell us about Anglo-Saxon life?

How did Christianity arrive in Britain?

Was King Alfred really 'Great'?

How did Anglo-Saxon rule end?



## Vocabulary

Claimant	A person who believes they are entitled to be the king or queen.
Inference	A conclusion reached by using evidence.
Invasion	A military attack in which an army uses force to take over another country.
Kingdom	A part of England which was ruled by a king or queen.
Missionary	A person sent to an area to promote Christianity.
Oath	A solemn promise.
Settlement	A place where a community of people live.
Settlers	People who move to a new country and stay there permanently.
Viking raids	Attacks on Britain in which the Vikings landed to steal items.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.
Normans	Originally Vikings who settled in Northern France. Skilled warriors who conquered many areas in Europe, including England in 1066.

Session	Key Learning: When did this event happen? Beyond Living Memory- pre history - 40,000 BC – 43 AD
1	<p><b>Who were the Anglo-Saxons and the Scots? (Chronology &amp; Cause and effect)</b></p> <p>Evaluating the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.                      Identifying the seven Anglo-Saxon kingdoms.                      Year 4 recall knowledge of why Romans left Britain. Review key vocabulary. Generate questions for unit and display.                      Look at timeline and complete cause and effect activity.</p>
2	<p><b>What did Anglo-Saxon settlements look like? (Artefacts &amp; chronology)</b></p> <p>Comparing Iron Age and Anglo-Saxon houses and settlements and looking at building techniques from the past.                      Review previous knowledge of Iron Age and Settlements units.                      Identify change and continuity in Iron Age and Anglo-Saxon settlements.                      Learning Old English words and making wattle and daub.</p>
3	<p><b>What does Sutton Hoo tell us about Anglo-Saxon life? (Artefacts)</b></p> <p>Making deductions about the Sutton Hoo burial site and artefacts.                      Iron Age/Anglo-Saxon Venn Diagram.                      Discussion of artefacts in groups.</p>
4	<p><b>How did Christianity arrive in Britain? (Artefacts &amp; chronology)</b></p> <p>Looking at Anglo-Saxon beliefs and discussing similarities and differences from previous learning.                      Interview questions activity to explore introduction of Christianity by St Columba, St Aidan and St Augustine.                      Group preparation for a podcast.</p>
5	<p><b>Was King Alfred really 'Great'? (Artefacts, chronology and cause and effect)</b></p> <p>Looking at timeline for Vikings and King Alfred and learn about Lady of Mercia. What are the qualities of a good King?                      Looking at various sources relating to King Alfred including coins, quotes and the statue in Winchester.                      Discussing bias, opinion and fact and rating each source.</p>
6	<p><b>How did Anglo-Saxon rule end? (Artefacts, Cause &amp; Effect and chronology)</b></p> <p>Learning about the last Anglo-Saxon kings of England and investigating claims of the contenders to the throne.                      Looking at Wessex family tree, ranking qualities of a good king and then justifying who was the best contender for throne by exploring key facts about Harold Godwinson, Harold Hadrada, Edgar Aetheling and William of Normandy.                      Review unit question and look at The Battle of Hastings.</p>