

Ashtree Primary School and Nursery Medium Term Plan for History

Year 4 Summer Term – Anglo-Saxons

Prior Skill – Chronology – Year 3

- Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.
- Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.
- Pupils can order the main events of Roman Britain including the invasions that took place

Prior Skill - Enquiry – Year 3

- Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding.
- Pupils are generally able to answer questions accurately related to the area of study.
- Pupils can generally use sources to justify their answers.

Key Vocabulary : Anglos, Saxons, Scots, settlements, invasion, chronology, Hengist, Horsa, Significant, weaver, jeweller, potter, woodworker, thatched roof, artefact, excavation, archaeology, historian, sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frigg, Tiw, Thunor, Eostre.

Key Knowledge

Step 1 – To explain where, when and why the Scots and Anglo-Saxons invaded England.

Step 2 – To investigate and learn about the life of some significant individuals from the Anglo-Saxon period (Hengist and Horsa)

Step 3 – To describe a typical Anglo-Saxon village and explain how they lived. (Homes, jobs, Society)

Step 4 – To investigate some different items from the Anglo-Saxon period.

Step 5 – To understand true facts about religious beliefs and practices during the Anglo-Saxon era.

Step 6 – To understand how the Anglo-Saxons were important in converting from Paganism to Christianity. How does this impact some of our lives today?

Key Skills Black = Enquiry Red = Chronology

Step 1 - Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local).

Step 2- Pupils can ask questions to develop their understanding, Pupils are able to answer questions accurately most of the time related to the area of study,

Step 3 - Pupils can use sources to justify their answers and are beginning to organise their responses,

Step 4 - Pupils can use sources to justify their answers and are beginning to organise their responses,

Step 5 - Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.

Step 6 - Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.

Curriculum Enhancements

- Celtic harmony Visit – Anglo Saxon style villages and settlements.
- Horrible Histories
- Artefacts

Misconceptions

- Number magnitude understanding – Timelines.
- Geographical knowledge – Where did the Anglo-Saxons invade from?
- Sources – Primary and Secondary.

Suggested Activities

S1 – Timeline focusing on the invasion.

S2 – Fact files or source/question based learning about the two individuals.

S3 – Looking at housing and the development into Anglo-Saxon housing/settlements from previous historical periods.

S4 – Source based lesson – different items e.g. jewellery, tools, pots

S5 – Research session

S6 – Comparison lesson looking at beliefs today compared with the Anglo-Saxon era

This will lead to in Year 5...

Chronology:

- Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, **including placing areas studied in previous years on to a timeline.**
- Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.
- Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,

Enquiry

- Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,
- Pupils are increasingly challenging sources of information,
- Pupils show some organisation of information that is purposeful for responding to or asking questions,
- Pupils show some purposeful selection about information they wish to include in responses,