


Learning journey	History	Anglo Saxons and Scots	Year 4 (Aut 2 nd)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary																				
<p>Previously in year 3, the pupils will have covered Roman Britain.</p> <p>They learn about: the short term aspects of the Roman impact – taxes, presence of army, and long term aspects, roads, place names and preservation of ideas.</p> <p>The pupils will contribute to discussions on the significance of different aspects of the Roman impact.</p> <p>Before the start of the unit they will be able to: - Describe main features associated with a period / civilisation - Describe causes and / or consequences of an historical event</p>	<p>The children will: know importance people from the time</p> <p>understand how they lived have knowledge about the Seven kingdoms</p> <p>understand who the Danes were</p> <p>give reasons why Alfred was seen as ‘Great’</p> <p>know what a Burh was and why they were built</p>	<p>In the Spring 1st term the pupils will go onto study Vikings.</p> <p>They will learn about where they came from and why they invaded Understand why they settled Know the importance of Lindisfarne raids Know the importance of King Alfred Know the similarities and differences between Gods Know who King Cnut was and the impact he had on Britain</p> <p>The pupils will Debate on who were the first Europeans to discover the Americas using different sources. Discuss their origins, ask questions and look at the validity of the sources.</p>	<table border="1"> <tr><td>St Augustine</td><td>Balder</td></tr> <tr><td></td><td>Eostre</td></tr> <tr><td></td><td>Frigg</td></tr> <tr><td>King Aethelbert</td><td>Hel</td></tr> <tr><td></td><td>Lold</td></tr> <tr><td>King Offa</td><td>Saxnot</td></tr> <tr><td>King Arthur</td><td>Thunor</td></tr> <tr><td></td><td>Tiw</td></tr> <tr><td>Bede</td><td>Wade</td></tr> <tr><td></td><td>Woden</td></tr> </table>	St Augustine	Balder		Eostre		Frigg	King Aethelbert	Hel		Lold	King Offa	Saxnot	King Arthur	Thunor		Tiw	Bede	Wade		Woden
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NC coverage and HWJS skills development

National curriculum coverage for history

The pupils will:

Develop a chronologically secure knowledge of British and world history

Develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause, similarity, difference and significance

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Understand how our knowledge of the past is constructed from a range of sources

Through the study of Anglo Saxons, the pupils will:

Know what the Anglo-Saxons ate, what their villages looked like and what jobs they did

Understand the Scots invasion from Ireland

Understand why Offa built a dyke

HWJS skills development

Chronology: by exploring duration/timing (timelines) and locations (World maps)

Characteristic features: by comparing civilisations what is similar/different?

Change and continuity: Changing Saxon kingdoms. Christian conversion from Paganism.

Cause and consequence: Who invaded Britain after the Romans left?

Historical enquiry: Saxon box – to explore Christian conversion / Saxon culture

Knowledge organiser

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Connections / deepening understanding

English – Anglo-Saxons report / information leaflet

Enrichment - Winchester cathedral trip

RADE

Promoting social development:

Group working/collaboration

Promoting cultural development:

Developing an understanding of how our country has been shaped by incomers in the past.

Assessment

The pupils will be assessed through ongoing assessment using the retrieval practice activities at the start of each session.

By the end of the unit, children will know importance people from the time; understand how they lived; have knowledge about the Seven kingdoms; understand who the Danes were; give reasons why Alfred was seen as 'Great'; know what a Burh was and why they were built