



Pinner Wood School



Year Group	4	Term	Spring 1	Subject	History	Topic	Anglo Saxons	
							Key Question	How did the Anglo Saxons shape Britain?
Prior Learning and other Curriculum Links	<ul style="list-style-type: none">• Build historical language• Use an increasing range of vocab related to the passing of time• Discover what historical periods have occurred outside their lives					Target Tracker statements (Skills)	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none">• Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none">• Use sources of information in ways that go beyond simple observations to answer questions about the past.• See that some sources are more useful than others and can explain why. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none">• Begins to sustain an answer, providing some supporting evidence.• Use appropriate ways of communicating their understanding.• Answers are structured and provide supporting evidence for statements made. <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none">• Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause.	

Fundamentals	<ul style="list-style-type: none"> • Able to put historical events in chronological order on a timeline • Use sources of information to answer questions • Use sources to find out about different aspects of life • Understand sources can contradict each other 	Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> • The Anglo-Saxons came to Britain in 450. • They finally left in 1066 after losing the Battle of Hastings. • St Cuthbert of Lindisfarne lived from 634 to 687. • Alfred the Great lived from 848 to 899. • The mounds at Sutton Hoo were excavated in 1939.
Our Curriculum Journey	<p>Stunning Start: Pupils will come in Anglo-Saxon dress. They will make their own Anglo Saxon helmets and take part in a Now Press Play immersive activity.</p> <p>Journey: The topic and timeline will be introduced, highlighting the progression from the Romans that they studied in Year 3. They will discuss where the Anglo-Saxons came from and when, then talk about why they invaded Britain (was it mainly 'push' or 'pull' factors). They will study artefacts found at the burial mounds at Sutton Hoo, Suffolk, and work out who they might have belonged to and what that tells us about Anglo-Saxon life. The children will study the story of Beowulf to see what that tells us about Anglo-Saxon life, and will look at what Anglo-Saxons did for entertainment, deciding who would have participated in these activities (men, women, rich, poor etc). The children will learn about Christianity coming back to Britain, linking with their learning about the last years of Christian Roman Britain and the reversion to paganism that followed the end of the Roman Empire. Their final lesson will discuss Alfred the Great, with the children learning about him and deciding whether he really was great. The children will pull their ideas together for a final Big Write.</p> <p>Show stopper: Outside provider visit to talk to the children about Beowulf and to stage a mock battle.</p>		
Key Vocabulary (revisited)	<p>Timeline</p> <p>CE (Common Era)</p> <p>BCE (Before Common Era)</p>	Key Vocabulary (new)	<p>Anglo-Saxon, ceorl, slave, Thegn, hide, tithing, Earl, Witan, Oath, Shire reeve, Fyrd, Geld Tax, Blood Feud, Hue and cry, bishop, hostage, succession, ale, Angles, Anglo-Saxon Chronicles, Archaeologist, Barn, Bayeux Tapestry, Bede, Beowulf, brooch, charm, conquer, court, Hadrians Wall, invaders, Jutes, loom, lyre, raider, thatch, Alfred the Great, Christianity, Paganism, artefacts, invasion.</p>