

# Brough Primary School – Curriculum Intention Plan 2021 - 2022




<b>Subject: History</b> <b>Year Group: Y3/4</b>		<b>Area of learning: Anglo-Saxons, Scots and the Vikings</b>
Links to previous work/remember when	<b><u>National Curriculum: Year 2</u></b> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, <b>the Great Fire of London</b>]</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements [<b>Queen Victoria</b> and <b>Florence Nightingale</b>]</li> <li>Significant historical events, people and places in their own locality (<b>Amy Johnson / British Aerospace / Roman finds at the Burrs</b>).</li> </ul>	
	<b><u>National Curriculum: Year 3</u></b> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain.</li> <li>A local history study (Brough topic- What was Roman Brough like?)</li> </ul>	
	<b><u>Key Skills: Year 2</u></b> <ul style="list-style-type: none"> <li><b>Chronology-</b> Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li><b>Historical Enquiry-</b> Show understanding of some ways in which we find out about the past and identify ways in which it is represented. Use a source- observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li><b>Historical Interpretations-</b> Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally. Describe significant historical events, people and places in his / her own locality.</li> </ul>	
	<b><u>Key Skills: Year 3</u></b> <ul style="list-style-type: none"> <li><b>Chronology-</b> Order events, artefacts and historical figures on a timeline.</li> <li><b>Significance-</b> Make observations about the impact of this period (Romans).</li> <li><b>Range and depth of historical knowledge-</b> Find out about everyday lives of people studied.</li> <li><b>Historical Enquiry-</b> Use a range of sources to find out about a period.</li> <li><b>Knowledge and Understanding-</b> Identify reasons for and results of people's actions.</li> </ul>	
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<b><u>National Curriculum</u></b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul> <b><u>Key Skills</u></b> <ul style="list-style-type: none"> <li><b>Chronology-</b> Order events, artefacts and historical figures on a timeline.</li> <li><b>Range and depth of historical knowledge-</b> Find out about everyday lives of people in time studied. Identify reasons for and results of peoples' actions. Y4- Offer a reasonable explanation for some events.</li> <li><b>Historical Enquiry Y3-</b> Use a variety of sources to find out about aspects of life in the past. Y4- Begin to evaluate the usefulness of different sources. Y3/4- Ask and answer questions.</li> <li><b>Knowledge and understanding:</b> Describe how some past events and the actions of people affect life today.</li> <li><b>Investigating and Interpreting-</b> Explore main events and changes in the period, giving causes and consequences.</li> </ul>

## Vocabulary

Century, decade, BC and AD, invasion / invaders, settlement, empire, Angles, Saxons, Jutes, migration, conquest, Picts and Scots, society, warchief / kings, kingdom, thanes / churls / slaves, craftsman, tunic, amulet, brooch, longship, Lindisfarne, Alfred the Great, Edward the Confessor

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Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). <b>Chronology-</b> Order events, artefacts and historical figures on a timeline.</p> <p><b>Topic Hook / Launch- Anglo-Saxon Launch Day!</b> Try Catherine Conyard for availability- <a href="mailto:historytolife@hotmail.com">historytolife@hotmail.com</a> (£6.50 per child- could come later in the topic)</p> <div style="display: flex; align-items: flex-start;">  <div data-bbox="571 562 1002 869"> <p><i>Anglo Saxons</i></p> <p>Aeiffed will arrive to explore the Invasion of the Angles, Saxons and Jutes.</p> <ul style="list-style-type: none"> <li>• Hands on investigation of artefacts to explore everyday life and Sutton Hoo.</li> <li>• Crafts and skills.</li> <li>• Have a go at leatherwork to make a souvenir of the day while learning about the ancient Runes.</li> <li>• Life in a longhouse.</li> <li>• Trading and raiding - have a go with shield and axel!</li> <li>• Games of strategy and skill.</li> </ul> </div> </div> <p><b>Concept map / Mind map-</b> Find out what the children already know about when and why the Romans left Britain and what happened next (Anglo-Saxons / Viking raids and invasion).</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What do you know about the Romans? (Y2)</li> <li>• What can you remember about the Romans? (Y3)</li> <li>• Do you know when the last Roman soldiers left Britain?</li> <li>• Who came to Britain after the Romans and where did they come from?</li> <li>• Why did the Anglo-Saxons come to Britain?</li> <li>• Who were the Anglo-Saxons? Share video clip <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sq">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sq</a></li> <li>• Where did they come from? Map work to show where the 'water warriors' came from (Germany, Denmark and North Holland)- Geography link.</li> <li>• Create an Anglo-Saxon timeline of events (see example in possible resources folder).</li> </ul>
2	<p>i). <b>Range and depth of historical knowledge-</b> Find out about everyday lives of people in time studied. Identify reasons for and results of peoples' actions. Y4- Offer a reasonable explanation for some events.</p> <p><b>Key Questions - Anglo-Saxon Life</b></p> <ul style="list-style-type: none"> <li>• What did Anglo-Saxon houses look like?</li> <li>• What were Anglo-Saxon houses made of?</li> <li>• What was Anglo-Saxon society like? - settlements, war chiefs / kings, thanes / churls / slaves, craftsmen</li> <li>• What did the Anglo-Saxons like to eat?</li> <li>• A day in the life of an Anglo-Saxon video- <a href="https://www.youtube.com/watch?v=8-3S43f9dXo">https://www.youtube.com/watch?v=8-3S43f9dXo</a></li> <li>• Split the class into different Anglo-Saxon roles- war chiefs/kings, thanes, churls, slaves, craftsmen. Children research their role and present their findings to the rest of the class.</li> <li>• Label an Anglo-Saxon house.</li> <li>• Make some Anglo-Saxon food- bread / oat cakes (see recipes in possible resources folder).</li> <li>• Investigate Anglo-Saxon place names and meanings behind these (Geography link- plot these places on a map)- <a href="https://www.eastridingmuseums.co.uk/museums-online/anglo-saxons-at-sewerby/">https://www.eastridingmuseums.co.uk/museums-online/anglo-saxons-at-sewerby/</a> This link shows images of Anglo-Saxon artefacts.</li> </ul>

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3	<p>i). <b>Historical Enquiry Y3-</b> <i>Use a variety of sources to find out about aspects of life in the past. Y4-</i> <i>Begin to evaluate the usefulness of different sources.</i></p> <p><b><u>Key Questions- Anglo-Saxon Clothing / Jewellery</u></b></p> <ul style="list-style-type: none"> <li>● What did the Anglo-Saxons wear?</li> <li>● What were the clothes made from? (materials)</li> <li>● How do we know that the Anglo-Saxons wore jewellery? - Archaeologists have found examples of glass beads, gemstones, gold / silver / metal on brooches etc.</li> <li>● Children work in groups to find out the clothes that a man / woman / boy / girl would wear- Who wears what?</li> <li>● Use different sources to find out about Anglo-Saxon clothes- books, photographs, internet etc.</li> <li>● Use different sources of evidence to observe Anglo-Saxon jewellery and what archaeologists have found (beads, rings, brooches, amulets etc.) - <a href="https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/">https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/</a></li> <li>● Children make a piece of Anglo-Saxon themed jewellery (DT link).</li> </ul>
4	<p>i) <b>Chronology-</b> <i>Order events, artefacts and historical figures on a timeline. Historical Enquiry-</i> <i>Ask and answer questions (Vikings).</i></p> <p><b><u>Key Questions- Who were the Vikings?</u></b></p> <ul style="list-style-type: none"> <li>● When was the Vikings period of history?</li> <li>● Where did the Vikings come from?</li> <li>● What were the Vikings good at? (successful raiders, seamen and traders)</li> <li>● How did Viking ships look?</li> <li>● What happened during the Lindisfarne invasion of AD793?</li> <li>● Were all Vikings raiders?</li> <li>● Take out a Viking-themed loan box from the East Riding museum loan service to look through various artefacts <a href="https://www.eastridingmuseums.co.uk/get-involved/learning/education-loan-boxes/">https://www.eastridingmuseums.co.uk/get-involved/learning/education-loan-boxes/</a></li> <li>● <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6">https://www.bbc.co.uk/bitesize/topics/ztyr9j6</a> Viking videos on BBC Bitesize (various).</li> <li>● Viking warships / trading boats- Look at how these were made, what they were made from and label their overall appearance.</li> <li>● Impact of Lindisfarne invasion of AD793 (the beginning of the age of Viking raids).</li> </ul>
5	<p>i) <b>Chronology-</b> <i>Order events, artefacts and historical figures on a timeline. Knowledge and understanding:</i> <i>Describe how some past events and the actions of people affect life today.</i></p> <p><b><u>Key Questions- Who was Alfred the Great? (Anglo-Saxon King)</u></b></p> <ul style="list-style-type: none"> <li>● When was Alfred the Great King?</li> <li>● What did Alfred the Great want to achieve as King? (making peace in Britain between the English and Vikings)</li> <li>● Was Alfred a 'great' King and if so, why?</li> <li>● <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f</a></li> <li>● Timeline of events from Alfred's life (see possible resources folder).</li> <li>● Y3- Create a fact file / poster for Alfred the Great.</li> <li>● Y4- Create a biography for Alfred the Great.</li> <li>● Impact of Alfred's actions on Britain- trying to bring peace between the English / Vikings and translating books from latin to English.</li> </ul>

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6	<p>i). <b>Investigating and Interpreting-</b> <i>Explore main events and changes in the period, giving causes and consequences.</i></p> <p><b><u>Key Questions- What happened to the Anglo-Saxons and Vikings?</u></b></p> <ul style="list-style-type: none"> <li>● What happened after Alfred the Great?</li> <li>● Who was the last Anglo-Saxon King? (Edward the Confessor)</li> <li>● Why was Edward known as the Confessor?</li> <li>● Would you have preferred to live in a Viking or Saxon society?</li> <li>● How did the Anglo-Saxons / Vikings come to an end? (William of Normandy became King of England in 1066).</li> </ul> <ul style="list-style-type: none"> <li>● <b>Divide the class into two, one side are the Anglo-Saxons and the other are the Vikings. Have a class debate about which society the children would prefer to be part of and reasons why.</b></li> <li>● <b>Create end of topic piece of work about the Anglo-Saxons / Vikings (children present findings in their own way to show knowledge gained).</b></li> </ul>
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### **Learning Outcome/product**

Children can compare the lifestyles of Anglo-Saxons and Vikings and understand that people from other societies have been coming to Britain for a long time. Children learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still today.

### **Assessment records**

**List only those children who have not achieved the expected outcomes.**

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### **Assessment records**

**List only those children who have exceeded the expected outcomes.**

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### **End of unit assessment question**

What was life like during the era of the Anglo-Saxons and Vikings?

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