

Brough Primary School – Curriculum Intention Plan 2023 - 2024



<p>Subject: History</p> <p>Year Group: Year 3/4</p>	<p>Area of learning: Anglo-Saxons, Scots and the Vikings</p> <p>Enquiry Question: <i>Who were the Anglo-Saxons and Vikings and what did Britain look like when they settled?</i></p>														
<p>Links to previous work/Remember when</p>	<p>NC- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>														
<p>Term</p>	<p>Key Skills to be taught</p>														
<p>Summer 2024</p> <p>What the children should know at the end of this series of lessons</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p><u>Historical Skills</u></p> <table border="1" data-bbox="469 965 1366 1122"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Chronology</p> <ul style="list-style-type: none"> • Order events using a timeline. Begin to compare different time periods. <p>Sources of Evidence</p> <ul style="list-style-type: none"> • Use a variety of sources to find out about aspects of life in the past. • Begin to evaluate the usefulness of different sources. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Ask and answer questions about the past. <p>Analyse and Evaluate the Past</p> <ul style="list-style-type: none"> • Understand how life was different during different historical periods. <p>Cause and Consequence</p> <ul style="list-style-type: none"> • Address and devise historically valid questions about cause. 	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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Vocabulary

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

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Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
<p>1</p> <p>08/04/24 JH for 3/4RP</p>	<p>Learning Objective: To know who the Anglo-Saxons were and where they came from. Order events using a timeline.</p> <p>Key Knowledge: The withdrawal of the Romans left Britain vulnerable to attack and groups of warriors began to invade and attack the Britons.</p> <p>Many more people (Anglo-Saxons) began to arrive, taking over the land and building settlements to raise their families.</p> <p>Enquiry Type: Chronology</p>	<p>Recap- What do you remember about the Romans? (Y4 children) Do you know what happened to Britain when the Romans left?</p> <p>Anglo-Saxons</p> <ul style="list-style-type: none"> • Who came to Britain after the Romans and where did they come from? • Where did the Anglo-Saxons settle? <p>Share video clip https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg#z44jjsq</p> <p><i>Children use map work (Geography link) to show where the Anglo-Saxons came from (Germany, Denmark and North Holland)- Geography link. Create an Anglo-Saxon timeline of events.</i></p>
<p>2</p> <p>JH 17/04/24 for 3/4 SDM/KT</p>	<p>Learning Objective: To ask and answer questions about the past (Anglo-Saxon homes & roles in society).</p> <p>Key Knowledge: Anglo-Saxon houses were built using wood (thatched roofs). The size / structure of the homes varied according to the wealth and rank of the people living there.</p> <p>Most Anglo-Saxon people lived in small villages. Houses were grouped together around the thane's hall and farmland.</p> <p>Enquiry Type: Historical Enquiry</p>	<p>Recap- Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxons</p> <ul style="list-style-type: none"> • What did Anglo-Saxon houses look like? Which materials were used? • What was Anglo-Saxon society like? (Small family groups then larger settlements ruled by war-chiefs/ Kings). <p><i>Children label an Anglo-Saxon house or answer questions about a typical village map (possible examples are in the resources folder). Consider how the Anglo-Saxons divided the land they ruled into seven kingdoms:</i></p> <ul style="list-style-type: none"> • Northumbria • Essex • Wessex • Sussex • Mercia • Kent • East Anglia <p><i>Children explore the different Anglo-Saxon roles in society- war-chief / King, warrior, farmer, craftsmen, thanes, churls, slaves.</i></p>

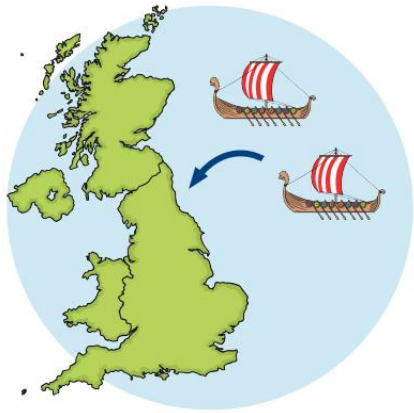
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<p>3</p>	<p>Learning Objective: To ask and answer questions about the past (Anglo-Saxon religion, clothing and jewellery). To use a variety of sources to find out about aspects of life in the past (jewellery artefacts).</p> <p>Key Knowledge: The early Anglo-Saxons were Pagans. Paganism is a religion that involves worshipping many gods and goddesses.</p> <p>Archaeologists have discovered many items of jewellery in Anglo-Saxon graves.</p> <p>The Anglo-Saxons believed in magic, and many would have worn lucky charms or amulets around their necks, as they believed that these would keep them safe from harm.</p> <p>Enquiry Type: Historical Enquiry Sources of Evidence</p>	<p>Recap- Which Anglo-Saxon role in society would you like to be and why? (<i>War-chief / King, warrior, farmer, craftsmen, thanes, churls, slaves</i>).</p> <p>Anglo-Saxons</p> <ul style="list-style-type: none"> • What did a typical Anglo-Saxons man / or woman wear? • What can we learn about the Anglo-Saxons from these artefacts? <p><i>Children research what an Anglo-Saxon might have worn (children could choose typical clothing for a man or woman- drawing / labelling). Children begin to understand what the Anglo-Saxons believed in (Paganism) and links to the jewellery worn.</i></p> <p><i>Study some of the jewellery artefact images from the website below (stylised figure brooch, copper alloy brooch, copper alloy annular brooch, sword pommel and necklace of beads):</i> https://www.eastridingmuseums.co.uk/museums-online/anglo-saxons-at-sewerby/</p>
<p>4</p>	<p>Learning Objective: To know who the Vikings were and where they came from. To begin to compare different time periods (Anglo-Saxons & Vikings- Viking raid on Lindisfarne).</p> <p>Key Knowledge: The Vikings came from Denmark, Norway and Sweden. The Anglo-Saxons referred to the raiders as the Danes.</p>	<p>Recap- How do we know that the Anglo-Saxons wore jewellery?</p> <p>Anglo-Saxons / The Vikings</p> <ul style="list-style-type: none"> • What was the name of the new enemy that began to attack Anglo-Saxons? • Where did the Vikings come from? • What happened during the Lindisfarne invasion of AD793? <p><i>Children locate Lindisfarne / Denmark / Norway / Sweden using a map (Geography link) and consider the first Viking attacks on Britain. Research what happened during the Lindisfarne attack- how the Vikings travelled (longships), why the Vikings raided and what they took.</i></p>

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	<p>AD 787- A fleet of Danish Vikings (on longships) launched their first attack on the monastery at Lindisfarne, near the coast of Northumbria. The purpose of these early raids was to steal treasures and capture monks to sell as slaves. After the raid was complete, the Vikings returned back home.</p> <p>Enquiry Type: Chronology Analyse & Evaluate the Past</p>	 <p>The Vikings first attack Britain.</p>
<p>5</p>	<p>Learning Objective: To begin to compare different time periods (Anglo-Saxons & Vikings- Viking Life / Alfred the Great).</p> <p>Key Knowledge: The Vikings wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully.</p> <p>Enquiry Type: Analyse & Evaluate the Past</p>	<p>Recap- When and where did the Vikings first attack Britain? What happened?</p> <p>Anglo-Saxons / The Vikings</p> <ul style="list-style-type: none"> • What ways of life did the Vikings bring to Britain? • What were Viking homes like? • Did the Vikings dress differently to the Anglo-Saxons? • What did Alfred the Great want to achieve as King? <p><i>Children consider how the Vikings lived (e.g. homes, clothing, jewellery- linked to knowledge of the Anglo-Saxons from earlier in the unit of work). Children use research on the English king, Alfred the Great and how he agreed for the Vikings to live in their own area of eastern England, the Danelaw.</i></p>
<p>6</p>	<p>Learning Objective: To demonstrate what has been learnt about the Anglo-Saxons and</p>	<p>ASSESSMENT LESSON</p> <p>Divide the class into two, one side are the Anglo-Saxons and the other are the Vikings. Have a</p>

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	Vikings (their settlements in Britain).	<p>class debate about which society the children would prefer to be part of and reasons why.</p> <p>Consider the children recording their own response to the unit enquiry question '<i>Who were the Anglo-Saxons and Vikings and what did Britain look like when they settled?</i>'</p>
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Learning Outcome/product
<p><i>Who were the Anglo-Saxons and Vikings and what did Britain look like when they settled?</i></p> <p>Children will be able to recognise where the Anglo-Saxons and Vikings came from. Children will be able to compare the lifestyles of Anglo-Saxons and Vikings. Children will know how the Vikings first raided Britain and how Britain looked as they continued to settle.</p>

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