

ST GEORGE'S CATHOLIC SCHOOL



# St George's Catholic School

## History Curriculum Year 4

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Year 4 (duration)	Title of the unit: The Anglo-Saxons How did Britain change during Anglo-Saxon Times?
National Curriculum Objectives	Key vocabulary and knowledge
<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time representing this with evidence on a time-line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b>Vocabulary</b></p> <p><b>Non-fiction and Fiction Texts:</b>          Anglo Saxons and Scots Invaders Reading Comprehension (Twinkl)          Poo From the Past Reading Comprehension (Deepening Understanding)          King Arthur Reading Comprehension (Twinkl)          Tales of King Arthur          The Scheming of Morgan le Fay (Guided Reading play)          Alfred The Great Reading Comprehension (Twinkl)          Anglo Saxon Boy - Tony Bradman Class Reader          The Battle of Hastings Reading Comprehension (Deepening Understanding)</p> <p><b>Previous Knowledge - Revision</b>          Place previous topics on a time line to encourage discussion and see if the children can remember. Ensure present day is included and the terms AD and BC. (Victorians, Remembrance, Florence Nightingale, Great Fire of London, Egyptians, Romans). Re-enact the Human Timeline from Wow Events.</p> <p>Revise the meaning of 'Sources of evidence' and discuss how this is useful for historians. Can they remember looking at any from previous topics?</p> <p>Revise some previous vocabulary:</p> <p>Artefacts, archaeology, cause and consequence, significant people, past/present, decade, centuries, era, chronology.</p>

Share the knowledge organiser with children and parents at the start of the topic. Discuss new and key vocabulary.

**New Learning (to include key questions)**

**Lesson 1.**

**Who were the Anglo Saxons.**

For the children to learn who the Anglo-Saxons were and where they came from. Look at the PowerPoint 1 and provide a current map of Europe. From where did the Anglo Saxons come? What are the lands known as today?(Denmark, Germany and Netherlands) What were the names of the tribes? Why was the term 'Anglo-Saxon' used? . Use the PowerPoint to show who the Saxons were along with different pictures. Espresso Primary has a good set of video resources explaining this as well.

Hot seat a child to be an Anglo-Saxon.

**Writing Task : Create an information passport (see the passport sheet activity sheet).**

**Lesson 2. Guided Reading**

**Children complete the differentiated sheet on Anglo Saxons and Scots Invaders and Settlers in Guided Reading.**

**Lesson 3**

Map work.

For the children to understand the location of the Saxon Kingdoms and settlements in Britain.

Use PowerPoint 2 to complete the map and the Anglo-Saxon Kingdoms. Can they label the 7 Kingdoms correctly? What are the regions called today? How is the UK divided today? Discuss change over time.

Children use atlases to complete the map and label the kingdoms.

#### Lesson 4.

Read the first few chapters of Anglo Saxon Boy. Discuss what the children think of this as a source of evidence? How reliable is it? Who is Tony Bradman? How and why might fiction deviate from real life? What should we watch out for when reading historical fiction? How can we be mindful of fact and fiction. How should / could we check the accuracy of what we read?

After reading, discuss when the book is set (1065) and what can be learned about life in Anglo Saxon Times (only rich educated by monks; men served lords through loyalty or for pay; young men had lessons in fighting; women had a very different role in society; there were distinct social levels; lords feuded over power; Saxon settlements are described)

Children recount the section of the book in which an Anglo Saxon Village is described. Reread the section and ask the children to draw what they hear. Compare their drawings to images of Anglo Saxon settlements from Espresso and on the PowerPoints (number 3) included in the Google Docs file.

Change any drawings that are not accurate from the listening activity.

Annotate the drawings to answer the following questions:

Who lives there? What was life like? Where is it located (natural resources) What materials were used to build homes, shelters and why? What activities take place there?

#### Lesson 5

Sources of Evidence

Artefacts

Using Resources for Learning and The Museum of Somerset, acquire a box of Artefacts (Escot Park may have a resources facility as well).  
If this is not possible use Twinkl PowerPoint from Anglo Saxon art lessons and Espresso resources to research and ask questions about artefacts.  
Where are the most famous Anglo-Saxon archaeological sites in the UK?  
Using the artefacts, encourage the children to hypothesise about jobs and daily life activities as an archaeologist would. What materials were used? What jobs did people do? What did people wear? What did they have in their homes? What materials are not found in the artefact resource samples? Why? Can we learn as much about what is not there as what is there?  
Complete the Espresso sheets or choose one artefact and draw it and explain what can be learned about the past from it.

#### Lesson 6

Sources of Evidence - link to Guided Reading Poo From The Past (Deepening Understanding).

How can we find out about what people ate or their physical appearance?  
We can study pottery? We can find bones. We can also find coprolites!  
Complete the Deepening Understanding Year 4 Comprehension during Guided Reading on Poo From the Past. Children follow instructions on making poo. Children research what would be found in Anglo Saxon poo.  
Create Anglo Saxon Poo and bury Anglo Saxon food products in it. Children take home poo samples to show to family and friends!!!

#### Lesson 7

Use PowerPoint on Anglo Saxon Gods in the Google Docs Resources File (Twinkl best resource)

Explain to the children that Anglo-Saxons were pagans (believing in many gods) use the ppt to aid children's learning to cover the following: Pagan religion · Pagan beliefs and facts · Images of Anglo-Saxon Gods Children's task will then be to create a fact file about a pagan god of their choice.

#### Lesson 8

[Link to Guided Reading - King Arthur \(Twinkl\)](#)

King Arthur

Research King Arthur and Merlin.

Place Arthur on an Anglo Saxon Timeline. Was he real or mythical? What does the legend tell us about Anglo Saxon belief?

Class teacher read King Arthur legends to class as class reader.

Written task: children write a play with King Arthur in based on one of the legends (in the style of Morgan Le Fay) . This will link to Literacy.

#### Lesson 9. Conversion to Christianity

See the PowerPoint presentation on conversion to Christianity and the two accompanying activity sheets from Twinkl. Write about influential characters in converting the Anglo Saxons to Christianity and influential buildings. Take one character and place and write about each in detail explaining why they were influential. Make posters.

#### Lesson 10

[Guided Reading - Alfred the Great \(Twinkl\)](#)

Whole class - ask the children to draw a basic picture of 'Alfred the Great' Can the children produce a picture from their imagination? Discuss the general theme of their drawings -what features are similar or differ? Why was he considered to be great?

Task - create a poster from the picture which celebrates / promotes why Alfred was Great and such an important figure in British history?Persuasive writing.

#### Lesson 11

[Guided Reading - The Bayeux Tapestry \(Deepening Understanding\)](#)

A pivotal turning point in history. What caused the Battle? What was the consequence of the battle?

By now the children should be quite far through Anglo Saxon Boy and should have acquired a good knowledge base in the build up to The Battle of Hastings.

After completing the book and the comprehension, they should be able to write why the Battle of Hastings was a turning point in history. They should be able to explain the cause and the consequence of the battle. This can be an evaluation piece. This could be a speaking and listening task and be conducted as a verbal presentation.

#### Lesson 12

Consolidate with a quiz.

Finish with a visit to Escot Park Anglo Saxon Settlement? Pinkery trip - Anglo Saxon Burial Grounds.

Term	Definition
Kingdom	A country, state or territory ruled by a king or queen.
Invaders	A person or group that invades a country, religion or place.
Settlers	A person who moves with a group of others to live in a new country or area.
Settlement	A place, typically one which has previously been uninhabited, where people establish a community.
Trade	The action of buying and selling goods and services.
Chiefs	A leader or ruler of a people or clan.

	Slave	A person who is the legal property of another and is forced to obey them.
	Survive	Continue to live or exist, especially in spite of danger or hardship.
	Natural resources	Materials or substances occurring in nature which can be exploited for economic gain.
	Pagan	A person holding religious beliefs other than those of the main world religions.

Year (End of Year Expectations)



**World Map**

Know location of Denmark, Germany, Netherlands

**UK map**

To know the Anglo Saxon Kingdoms and be able to compare these to modern counties

To know where Anglo Saxon settlements were placed and why.

**Historical skills**

To be able to use primary and secondary sources of evidence. To consider the reliability of sources of evidence. To be able to make judgments and hypotheses about the past from evidence. To be able to explain why people, places and events were pivotal and influential to British history. To be able to explain change over time.