


Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

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| <p>Pendle Class Autumn 1 Year A</p> | <p>N.C. LINKS: Pupils should be taught about: Britain’s settlement by Anglo Saxons and Scots.</p> | | | |
| <p>Etymology – tapestry late 14c., <i>tapiestre</i>, "a fabric on which colored threads of wool, silk, gold, or silver are fixed to produce a pattern,</p> | <p>Vocabulary:</p> | | | |
| <p> Anglo- Saxon Boy by Tony Bradman</p> | <p>Subject Specific</p> | <p>Chronological Understanding</p> | <p>Knowledge and Interpretation</p> | <p>Historical Enquiry</p> |
| <p>Key Concept: CIVILIZATIONS <u>Anglo Saxons – place names, art and culture and village life.</u> Key Question: Why did the Anglo Saxons choose to invade Britain?</p> | <p>Bayeux tapestry Bronze helmet Coins Cremation pot East Anglia Jewellery Lyre Mercia Runes</p> | <p>BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates,century, ancient, decade, timeline, chronology. Chronological</p> | <p>Summarise events, describe, period, compare. Contrast, change, significant events, consequences</p> | <p>Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences, primary sources, secondary</p> |
| <p>Unit Overview: To know how place names were to the settlement by Anglo Saxons. To use sources to explain what daily life was like for Anglo Saxon people.</p> | | | | |
| <p>Chronological Context:</p> | | | | |

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| <p>Romans left Britain around AD 410</p> <p>Angles, Saxons and Jutes invaded (from Northern Europe and Scandinavia) when the Romans left</p> <p>By AD 600 most Britons had escaped or had been taken as slaves</p> <p>Around AD 1066 the Anglo-Saxon period came to an end due to the Battle of Hastings</p> | <p>Thatched wooden house</p> <p>Thane</p> <p>Legacy</p> <p>Witan</p> <p>Wergild</p> <p>Churl</p> <p>Shires</p> <p>Shire reeve</p> | <p>order, long ago, millennium</p> | | <p>sources, points of view</p> |
| <p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know why, where and when the Anglo Saxons and Scots invaded Britain. • Know how Anglo-Saxons have influenced Britain. • To describe Anglo-Saxon villages and jobs. • To analyse and describe Anglo-Saxon artefacts. • To understand the religious beliefs and practices of the early Anglo-Saxon people. | <p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Understand when and where the Vikings came from and understand why they raided Britain. • Understand the significance of Anglo-Saxon kings during the Viking period. • Know about key aspects of Viking life. • Understand how the legal system worked in Viking Britain. • Field study a Viking settlement in our local area. | | | |
| <p>Key Skills (Disciplinary)</p> <p>Chronology</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. | | | | |

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- Identify where people, places and periods of time fit into a chronological framework.
- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.

Sequence of Lessons:

1. To explore why, where and when the Anglo Saxons and Scots invaded Britain.
2. To understand how Anglo-Saxons have influenced Britain.

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3. To describe Anglo-Saxon villages and jobs.
4. To analyse and describe Anglo-Saxon artefacts.
5. To understand the religious beliefs and practices of the early Anglo-Saxon people.
6. To address historically valid questions about change and cause.

Enhancements:

Clitheroe Castle Visit
Links to English Beowulf

End of Unit Outcome:

Model of an Anglo Saxon village.

Oral Assessment:

Why did the Anglo Saxons choose to invade Britain?
Why, where and when did the Anglo Saxons and Scots invade Britain?
How have the Anglo-Saxons influenced Britain?
What were the Anglo-Saxon villages and jobs like?
Can you describe Anglo-Saxon artefacts?
What were the religious beliefs and practices of the early Anglo-Saxon people?