Hoo Were the Anglo Saxons? – Term 4

Southville Primary School

Year 4

Theme: **Conservation**	Theme: **Self-Expression**	Theme: **Invention/ Discovery**	Theme: **Movement**	Theme: **Community**	Theme: **Global Citizenship**

Local Anchor Point	**Visit/ Visitor**	**Key Person**	**Key Outcome**
Kingdom of Wessex Origins of Saxon Bristol	M Shed Anglo Saxon Workshop	King Alfred	**History**: Understand the reasons behind the Anglo-Saxon invasion of England. **Science**: Construct and test simple electrical circuits to understand how they work.

Diversity, Equity and Inclusion	**Linked Learning**
Role of women in Anglo-Saxon society compared to now. Use the term 'enslaved people' rather than 'slaves'.	Non-Chronological Reports English--Beowulf narratives

Driver 1: History

Who were the Anglo-Saxons and why did they come here? What was life like and how did it change?

Driver 1 Objectives

- Britain's settlement by Anglo-Saxons and Scots.

Substantive Historical Concept:

Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:

- Community and culture
- Conflict and disaster
- Exploration and invention
- Hierarchy and power

Driver 1 Disciplinary Knowledge and Skills ('Thinking like a Historian')

This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively over time.

- **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied
- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability

Driver 2: Science

How does electricity work and how is it used?

Driver 2 Objectives

Science

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Driver 2 Disciplinary Knowledge and Skills ('Thinking like a Scientist')

This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:

- **Planning**: Asking questions, fair testing, setting up simple tests
- **Doing**: Using different equipment safely, making systematic and careful observations
- **Recording**: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)
- **Concluding**: Suggesting answers, reporting, presenting (in oral and written forms)

• **Cause and Consequence** – the reason and result of the things that happened in history • **Change and Continuity** – how key people, places and events changed or stayed the same over time • **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why? • **Historical significance** – why people, events and ideas are important in our studies	• **Evaluating**: Seeking patterns, making predictions for the future
Driver 1 Key Vocabulary	**Driver 2 Key Vocabulary**
• **Tier 2:** migrant, immigrant, emigration, immigration, migration, cause, consequence, continuity, change, legacy, hierarchy, influence, significant, society, convert, evidence, settlement, belief, influence, festival • **Tier 3:** Anglo-Saxons, Saxons, Jutes, pagans, Christianity, Vortigern, Sutton Hoo, Raedwald, archaeology, historical sources, pagan gods, Christian saints, Anglo-Saxon hierarchy, feudal system, Freeman, hierarchy, archaeologist, archaeology, settlement patterns, warrior king	• **Tier 2:** current, appliances, circuit, conductor, insulator, safety, danger, precautions, power, component, experiment, materials, hypothesis, results, prediction, symbols, investigation, findings • **Tier 3:** electrical circuit, battery, bulb, buzzer, motor, break, electrical conductor, electrical insulator, metal, plastic, mains, battery-powered, complete circuit, incomplete circuit, component symbols, series circuit, electrical components, investigation sheet, materials testing

Driver 1 Sequence	**Driver 2 Sequence**
1. **WALT:** Examine evidence to determine why the Anglo-Saxons came to Britain. 2. **WALT:** Analyse patterns of settlement using maps and historical evidence. 3. **WALT:** Describe a typical Anglo-Saxon village and explain what everyday life was like for its inhabitants. 4. **WALT:** Name the gods and goddesses the Anglo-Saxons believed in and explain why they worshipped them. 5. **WALT:** Explain how Christianity spread in Anglo-Saxon England and the role of influential saints and churches. 6. **WALT:** Describe different Anglo-Saxon jobs and understand the role of slavery in society. 7. **WALT:** Examine objects from the Sutton Hoo burial to make historical inferences. 8. **WALT:** Describe what Sutton Hoo tells us about the Anglo-Saxons and explain its historical significance. 9. **WALT:** Find out who Alfred the Great was and why he was given the title 'Great'. 10. **WALT:** Compare and contrast Anglo-Saxon Britain with Roman Britain, identifying key changes and continuities.	1. **WALT:** Identify common appliances that run on electricity. 2. **WALT:** Construct simple series circuits, identifying whether or not a lamp will light; make predictions and record findings in a table. 3. **WALT:** Construct simple circuits and use component symbols and circuit diagrams to represent them. 4. **WALT:** Recognise some common conductors and insulators, and associate metals with being good conductors. 5. **WALT:** Explain how switches can be used to make or break a circuit to turn things on or off; construct our own switches to solve 'real life' problems. 6. **WALT:** Use electricity safely, and communicate our understanding of its potential dangers by creating a public information poster or leaflet. 7. **WALT:** Demonstrate our knowledge and understanding of electricity through assessment activities.