



# Feniscowles Primary School

Striving For Excellence

Who were the Anglo Saxons and  
how do we know what was  
important to them?

Medium Term Plan. Year 4 Spring Term

## Lower Key Stage 2 History

### Enquiry: Who were the Anglo Saxons and how do we know what was important to them?

Substantive Knowledge: What the pupils will know	Disciplinary Knowledge Historical sources the pupils will interpret as young historians	Outcomes: End Points of Learning Pupils making a good level of progress will:																		
<ul style="list-style-type: none"> <li>• The Romans began to leave Britain around 410 AD.</li> <li>• What happened at the Sack of Rome in 410 AD.</li> <li>• The Sack of Rome caused the Romans to leave Britain.</li> <li>• The names of the three main Anglo Saxon tribes.</li> <li>• Where the Anglo Saxon tribes came from.</li> <li>• Who the Ancient Britons were.</li> <li>• The native Ancient Britons fought battles against the invading Anglo Saxons.</li> <li>• Anglo Saxons lived in homes in villages in the countryside.</li> <li>• Some important ways that the homes of Anglo Saxons were different from those of the Romans.</li> <li>• Anglo Saxons were farmers.</li> <li>• Some of the ways that sources tell us how Anglo Saxons farmed the land.</li> <li>• Anglo Saxons changed what the countryside of Britain was like.</li> <li>• Some important ways in which the countryside of Britain was changed by the Anglo Saxons.</li> <li>• When they first settled in England the Anglos Saxons believed in many gods.</li> <li>• Their most important god was Woden.</li> <li>• Augustine was sent by Pope Gregory to persuade Anglo Saxons to change their beliefs.</li> <li>• Augustine persuaded King Ethelbert to become a Christian.</li> <li>• After King Ethelbert's conversion most ordinary Anglo Saxons became Christians too.</li> <li>• Churches were built for the first time when Anglo Saxons were living in England.</li> <li>• Churches became important to the Anglo Saxons.</li> <li>• Everyone had to pay a tithe to their local church.</li> <li>• Tithe barns were built to store tithes paid by farmers.</li> <li>• Tithes sometimes caused hardship and were unpopular with many Anglo Saxons.</li> <li>• What was discovered by archaeologists at Sutton Hoo.</li> <li>• Some of the most precious grave goods found in the buried ship.</li> <li>• Who might have been buried in the ship.</li> <li>• Some of the everyday items placed in the grave.</li> <li>• Why archaeologists believe the person in the grave was left handed.</li> <li>• The Sutton Hoo helmet was reconstructed from fragments.</li> <li>• Some of the images contained on the helmet</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Modern artistic representations and reconstructions of people, places and events.</li> <li>• Photographs</li> <li>• Artefacts</li> <li>• Engravings</li> <li>• Paintings</li> <li>• Stained glass windows</li> <li>• Manuscripts and illuminated manuscripts.</li> <li>• Grave goods</li> <li>• Sculptures</li> </ul> <p style="text-align: center;"><b>Disciplinary Knowledge</b> <b>Critical thinking skills the pupils will use as young historians</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 20%;">Identifying</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describing</td> <td>'Say what you see'. Give an account in words of something or someone</td> </tr> <tr> <td>Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Summarising</td> <td>Outline or sum up briefly the main points about something</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement</p>	Identifying	Distinguish something or someone from others that may be similar	Describing	'Say what you see'. Give an account in words of something or someone	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Summarising	Outline or sum up briefly the main points about something	Explaining	Showing understanding of how or why something happened	<ul style="list-style-type: none"> <li>• <b>Recall</b> that the Romans began to leave Britain around 410 AD.</li> <li>• <b>Describe</b> what happened at the Sack of Rome was in 410 AD.</li> <li>• <b>Explain</b> why the Sack of Rome caused the Romans to leave Britain.</li> <li>• <b>Recall</b> the names of the three main Anglo Saxon tribes.</li> <li>• <b>Know</b> where the Anglo Saxon tribes came from.</li> <li>• <b>Describe</b> who the Ancient Britons were.</li> <li>• <b>Recall</b> that the native Ancient Britons fought battles against the invading Anglo Saxons.</li> <li>• <b>Recall</b> that Anglo Saxons lived in homes in villages in the countryside.</li> <li>• <b>Describe</b> some important ways that the homes of Anglo Saxons were different from those of the Romans.</li> <li>• <b>Recall</b> that Anglo Saxons were farmers.</li> <li>• <b>Describe</b> some of the ways that sources tell us how Anglo Saxons farmed the land.</li> <li>• <b>Recall</b> that the Anglo Saxons changed the countryside.</li> <li>• <b>Describe and explain</b> some important ways in which the countryside of Britain was changed by the Anglo Saxons.</li> <li>• <b>Recall</b> that churches were built for the first time when Anglo Saxons were living in England.</li> <li>• <b>Explain</b> some of the ways that churches became a very important part of the life of Anglo Saxons.</li> <li>• <b>Explain</b> what a tithe was..</li> <li>• <b>Describe and explain</b> what a tithe ban was.</li> <li>• <b>Explain</b> why tithes could cause hardship and were unpopular.</li> <li>• <b>Recall</b> that churches were built for the first time when Anglo Saxons were living in England.</li> <li>• <b>Explain</b> some of the ways that churches became a very important part of the life of Anglo Saxons.</li> <li>• <b>Explain</b> what a tithe was..</li> <li>• <b>Describe and explain</b> what a tithe ban was.</li> <li>• <b>Explain</b> why tithes could cause hardship and were unpopular with many Anglo Saxons.</li> <li>• <b>Describe</b> what was discovered by archaeologists at Sutton Hoo.</li> <li>• <b>Identify and Describe</b> some of the most precious grave goods found in the buried ship.</li> <li>• <b>Explain</b> who might have been buried in the ship.</li> <li>• <b>Identify and Describe</b> some everyday items from the grave.</li> <li>• <b>Explain</b> why archaeologists believe the person in the grave was left handed.</li> <li>• <b>Explain</b> how the Sutton Hoo helmet was reconstructed.</li> <li>• <b>Describe</b> some of the images contained on the helmet</li> </ul>
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