



## Medium-term plan

<b>Year group:</b> 4	
<b>Topic/unit:</b> Britain's settlement by Anglo-Saxons and Scots	
<b>Children make progress in</b>	<b>Evidence for knowledge/understanding developed</b>
<b>Substantive knowledge</b> (what we want children to know and remember)	
<ul style="list-style-type: none"> <li>Where different Saxons (Angles, Saxons, Jutes) came from and why they came plus origins of Scotland, Wales and France.</li> <li>Changing Saxon kingdoms: initially eight kingdoms which merged into just four (homework task).</li> <li>Christian conversion and the different parties responsible for it.</li> <li>Gain knowledge about major aspects of the Saxon legacy, eg laws, language, place names, major Christian centres etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can name the different peoples, where they came from and where they arrived/settled. Can list some push/pull reasons for them coming here.</li> <li>Can name the initial kingdoms and the people that settled plus some important leaders, eg Offa, Redwald, Alfred.</li> <li>Explains that when the Romans left Britain was Christian and that the Saxons were pagans, so Christianity died out in Saxon areas. Can identify where different Christian missions came from: Augustine sent by Pope Gregory, Irish missionaries invited to Northumbria by King Oswald etc.</li> <li>Can talk about aspects of the Saxon legacy, eg England = Angle-land.</li> </ul>
<b>Disciplinary knowledge</b> (use HIAS AREs)	
<ul style="list-style-type: none"> <li><b>Cause and consequence</b> – can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</li> </ul>	<ul style="list-style-type: none"> <li>Can give reasons why the Saxons came here.</li> <li>Can explain why the number of Saxon kingdoms changed (conflict between different Saxon groups/arrival of the Vikings).</li> <li>Can explain why different Christian missionaries arrived here (who sent them etc).</li> </ul>
<b>Key question to drive the enquiry to promote children's progress:</b> the Anglo-Saxons: the ruin of Britain?	
<b>Knowledge specific vocabulary</b> <ul style="list-style-type: none"> <li>Abbey/Abness.</li> <li>Angles.</li> <li>Armorica.</li> <li>Auxiliaries.</li> <li>Britons.</li> <li>Christian.</li> <li>Civilisation.</li> <li>Conquest.</li> <li>Emperor.</li> <li>Frisians.</li> <li>Francia (France).</li> <li>Gaels (Irish).</li> <li>Gaul.</li> <li>Heptarchy.</li> <li>Holy Roman Empire.</li> <li>Illuminated.</li> <li>Immigration.</li> <li>Invasion.</li> <li>Iona.</li> <li>Jutes.</li> <li>Lindisfarne.</li> <li>Manuscript.</li> <li>Minster.</li> <li>Missionary.</li> <li>Monastery/ Monk.</li> <li>Nunnery/Nun.</li> <li>Old English (Saxon).</li> <li>Pagan.</li> <li>Picts.</li> <li>Pope.</li> <li>Saxons.</li> <li>Scotti.</li> <li>Vikings.</li> </ul>	<b>Promoting SMSC</b> <ul style="list-style-type: none"> <li>Spiritual:</li> <li>Moral:</li> <li>Social: group work/collaboration. Exploring the stories of past incomers to Britain promotes better understanding of incomers now.</li> <li>Cultural: awareness that place names, laws, language, art etc are all influenced by our history.</li> </ul> <b>Resources/visits</b> <ul style="list-style-type: none"> <li><b>Anglo-Saxons: Life through death</b> loan collection from the History Curriculum Centre (examines how pagan and Christian burials differ and what Anglo-Saxon burials tell us about life at the time).</li> </ul>