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| **History medium term plan** | | | | **Text  Description automatically generated** |
| **Year group:** | | **Term:** | |
| **Topic/unit:** *Britain’s settlement by Anglo-Saxons and Scots* | | | | |
| **Children make progress in:** | | | **Evidence for knowledge/ understanding developed:** | |
| **Substantive knowledge:** (What we want children to know and remember)  Where different Saxons (Angles, Saxons, Jutes) came from and why they came plus origins of Scotland Wales and France.  Changing Saxon kingdoms: initially 8 kingdoms which merged into just 4 (homework task).  Christian conversion and the different parties responsible for it.  Gain knowledge about major aspects of the Saxon legacy e.g. laws, language, place names, major Christian centres etc | | | Can name the different peoples, where they came from and where they arrived/settled. Can list some push/pull reasons for them coming here.  Can name the initial kingdoms and the people that settled each plus some important leaders e.g. Offa, Redwald, Alfred  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 toNorthumbria by King Oswald etc.  Can talk about aspects of the Saxon legacy e.g.England = Angle-land. | |
| **Disciplinary knowledge:** (Use HIAS AREs)  **Cause and Consequence Y4 ARE**  Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action. | | | Can give reasons why the Saxons came here.  Can explain why the number of Saxon kingdoms changed (conflict between different Saxon groups/arrival of the Vikings).  Can explain why different Christian missionaries arrived here (who sent them etc). | |
| **Key Question to drive the enquiry to promote children’s progress:**  *The Anglo-Saxons: the ruin of Britain?* | | | | |
| **Knowledge specific vocabulary:** | | | **Promoting SMSC**  **Spiritual:**  **Moral:**  **Social:**Group work/collaboration. Exploring the stories of past incomers to Britain promotes better understanding of incomers now.  **Cultural:**Awareness that place names, laws, language, art etc are all influenced by our history. | |
| Abbey/Abbess  Angles  Armorica  Auxiliaries  Britons  Christian  Civilization  Conquest  Emperor  Frisians  Francia (France)  Gaels (Irish)  Gaul  Heptarchy  Holy Roman Empire  Illuminated  Immigration | Invasion  Iona  Jutes  Lindisfarne  Manuscript  Minster  Missionary  Monastery/ Monk  Nunnery/ Nun  Old English (Saxon)  Pagan  Picts  Pope  Saxons  Scotti  Vikings | |
| **Cross-curricular links:** | |
| **Resources/visits etc: *Anglo-Saxons: Life through death*** *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).* | | | | |