



Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



Subject: History
 Year group: 4
 Term: Summer 2024
 Unit name: Anglo-Saxons and Scots
Who were the Anglo-Saxons and Scots and how did they change Britain?

National Curriculum:
 Britain's settlement by Anglo-Saxons and Scots

Hope

I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future.

Jeremiah 29:11

Prior Learning:
 What a source is and how this can be used by historians.
 Chronological knowledge of a timeline and the demarcation of time.
 The Roman invasion of Britain and the mark they left.

Key Concepts:
community & culture (architecture, art, communication, economy, inspiration, myth, nation, religion, settlement, trade)
conflict & disaster - (conquest, liberation, occupation, military, peace, surrender, treaty, war)
exploration & invention (discovery, migration, navigation)
hierarchy & power - (country, equality, government, law, monarchy, oppression, peasantry, privilege, slavery, tyranny)
evidence & interpretation (eye-witness, source)

Retrieval Vocabulary	New Vocabulary
AD, ancestor, artefact, attack, authority, BC, BCE, cathedral, CE, century, epic, event, fought, hero, historian, journey, language, legend, migrate, monastery, monument, nobility, oral tradition, organisation, past, period, population, possession, precious, primogeniture, ruler, sacking, seafarer, successor, tax, tomb, tragedy, treaty, tribe, weapon, worship	chronicle, descendent, exile, inhabitants, provocation, supremacy, synecdoche

Specific knowledge:
 What have we learned about British history so far?
 Who were the Picts and the Scots?
 Who were the Anglo-Saxons, where did they come from and why did they come?
 What was life like in Anglo-Saxon Britain?
 Who ruled Anglo-Saxon Britain and how was the country divided?
 How did Anglo-Saxon England become a Christian country?

Skills:
 Begin to identify the reasons for situations and historical events.
 Understand how knowledge of the past is constructed from a range of sources and that sources are not just written records.

Possible enrichment:
[Understand the Past KS2 - Shropshire Hills Discovery Centre](#)
[: Shropshire Hills Discovery Centre Key Stage 2 - Shropshire Museums Offa's Dyke Path - National Trails](#)
 National Archives session



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