

THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Summer Term YEAR 4

Anglo Saxons	Learning Objective	Activity	Success Criteria
Session 1	To study the archaeological evidence at Sutton Hoo to ask and answer questions.	Understand what an archaeologist does before finding out about the discovery of the burial ship at Sutton Hoo. Look at some of the objects found at the site to ask and answer questions, considering what we can learn from the objects found.	I understand what an archaeologist does and why they excavate certain sites I can study objects and answer questions about them I can make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there
Session 2	To find out who the Anglo-Saxons were and where they came from.	Place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. Learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. Also consider the difference between the terms 'invade' and 'settle' Look at a painting of the Saxons arriving on boats – describe what is happening; how are the Saxons arriving on the boats feeling; what were the Britons thinking and feeling; what happens when the Saxons reach the shore? Role-play a scene of the Saxons arriving in Britain.	I can explain the difference between invasion and settlement I can place the Anglo-Saxons on a timeline I can identify on a map where the Anglo-Saxons came from?
Session 3	To find out who the Picts and Scots were and where they lived.	Find out who the Picts and Scots were and where they lived. Consider why they had different cultures despite a close geographical proximity, and think about why there were tensions between the two groups. Learn about the lifestyle and culture of these two peoples and consider the accuracy of Roman depictions of Picts and Scots. Label a map of the invasions; work in groups to draw Vortogern, Hengest or Horsa and write 5 facts about them based on what has been learnt.	I know who the Scots were and where they lived I know who the Picts were and where they lived I understand that there were tensions between the Scots, Picts and Anglo-Saxons
Session 4	To be able to use various	Find answers about everyday life in Anglo-Saxon	I can generate questions relating to everyday life

	historical sources to find out about Anglo-Saxon life.	Britain, including areas such as homes, food and leisure. Use a variety of sources of information to find the answers – GCP History sources. Find a recipe for pottage and make some with the class; compare an Anglo-Saxon food diary with the sorts of food you eat. Create a poster advertising a special feast – where it will be held; what games will be played & the food that will be served.	in Anglo-Saxon times I can use a variety of historical sources to find out about everyday life I can compare the lives of rich and poor Anglo-Saxons
Session 5	To explore Anglo-Saxon culture including art, music, legends and poetry Story of Beowulf could be covered in English	Use the story of Beowulf to help them find out how Anglo-Saxon society was organised. Learn about different aspects of Anglo-Saxon culture, including stories, poetry and art, and use what they have found out to make inferences about Anglo-Saxon life. Explore Anglo-Saxon law and role of woman and children. Suggested Ideas - Re-enact a court case where a suspected thief is being tried for stealing an animal or food. Write a diary entry describing the life of an Anglo-Saxon woman or design an Anglo-Saxon outfit for yourself. Make an Anglo-Saxon toy or game using twigs, wool and scraps of fabric. Storyboard Beowulf	I can describe the pastimes of different type of people in Anglo-Saxon Britain I can infer what life was like in Anglo-Saxon Britain from the story of Beowulf I understand why they told stories like Beowulf
Session 6	To explore the spread of Christianity in Britain.	Challenge children to identify whether the person buried at Sutton Hoo was Christian or pagan. Find out about the spread of Christianity in Britain from centres such as Iona and Lindisfarne, and identify some of the key features of both Christianity and paganism at this time to help identify the religion of the person within the burial ship.	I know that some people in Britain were Christians before the Anglo-Saxons invaded I know that Anglo-Saxons were pagans when they came to Britain I can describe some of the factors that helped convert Britain to Christianity
Session 7	To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.	Discover the probable identify of the person buried at Sutton Hoo as King Raedwald. Learn about historians’ reasons for this assumption and use what has been found out to support or disprove this theory. Consolidate own understanding of life in Anglo-Saxon Britain. Use	I can explain the evidence for their decisions about who the person at Sutton Hoo was I can make a judgement about which evidence is most helpful I understand that other people have different

		the picture of the buried ship & complete mind map.	interpretations
Cross Curricular Links			