

Year 4 HISTORY Topic 1: Treasure Seekers

Key Assessment Questions

Who were the Anglo Saxons? Where did they come from, why and how did they come? When did the Anglo Saxons live? Why is historical interpretation important when thinking about sources? Do historians always agree on what sources tell us? How has history exaggerated Alfred's significance? Who thought of the terms Middle Ages/Dark Ages? Why?

SCHOOL VALUES (Autumn 1): Service and Friendship Children will explore the idea of settlements and how people lived in community and served each other. As children explore themes of emigration, they should reflect on the ethnic, cultural and religious diversity of Birmingham, our local community and school. This ties in with serving others and showing respect.

KNOW

DO

UNDERSTAND

Medieval or Middle Ages is a period in history which starts in AD400S and ends in 1400s. This is a term given by historians much later on.
Dark Ages describe the period after the fall of the Roman Empire in Britain until AD1100. This term was used later.

VOCABULARY

Describe meaning of terms **chronological, prehistoric, BC and AD, age, era, empire, ancient civilisation** in the context of Year 3 periods studied. (Revisit)

New vocabulary introduced during this unit: **medieval/middle ages, Dark Ages, historical interpretation, emigration, invaders, settlers, asylum, tolerance, pagan.**

Chronological Understanding

- Know what a timeline is, and what it shows us, and that chronological order is important.
- Know that the Anglo-Saxon Age in Britain was from around AD410 to 1066.
- Know that the Anglo Saxons were 3 warring tribes: Angles (German), Saxons (North Danish) and Jutes (South Danish).
- Know that an **invader** is someone who comes to another country to steal or attack.
- Know that a **settler** is someone who leaves his/her own country to live in another country.

Place the period of the Anglo Saxons on a timeline, and compare it to other known periods from Y1, 2, and 3.

Explain the story of the Anglo-Saxon movement to Britain on a timeline and a map.

Unit picks up the next part of the story. Year 3 ends with the Romans leaving Britain around AD410.

Link Norman Conquest learning from Year 1 (Dungeons and Dragons) with end of Anglo Saxon period.)
Geography Link – all of the learning in this unit should be centred on maps of Europe and UK.

Enquiry (Sources and interpretation)

- Know that King Alfred the Great was the King of Wessex and lived from 849 to 899 AD.
- Know that Alfred the Great was a great warrior, and he improved the English legal system, he encouraged people to learn, and built a defensive system across southern England.
- Know that historians use sources and evidence to make judgements and deductions about what happened.

Present information about what life was like in Anglo Saxon Britain by researching secondary sources of information.

Examine findings of Sutton Hoo and understand how historians use them to draw conclusions (understand the difficulty of being certain in history when using artefacts).*

Children should now be more confident in their understanding that different versions of the past may exist because archaeologists and historians don't always agree with each other.

More schemata is built as children explore how historians use sources and evidence to make arguments.

Enquiry: Cause & consequence, change & continuity, similarity & difference

- Know that modern day life in UK would not be the same if the Anglo Saxons had not come to Britain.
- Know that historians have influence in deciding who is significant in history.
- Know that everyday life (housing, work, technology, language, art, religion) was different in Anglo Saxon Britain compared to Roman Britain.

Describe reasons why Alfred the Great is remembered today. Was he truly Great? How has history exaggerated his achievements? *

Describe how Anglo Saxon belief systems changed over time and identify Lindisfarne and Iona, **with a focus on analyzing the extent of changes.**

Compare life in Roman Britain with life in Anglo Saxon Britain.

RE Link: as children explore Anglo Saxon conversion to Christianity, they should be given the chance to reflect on own belief systems.

Year 4 Geography Treasure Seekers

Assessment Questions		
<ul style="list-style-type: none"> - Where did the Anglo Saxons come from and why did they choose to settle in the UK? Show me where the 7 kingdoms were on a UK map. - What do the terms population, settlement and emigration mean? What were the Anglo Saxons looking for in a settlement? - How did land-use and population density change after Anglo Saxons settled in Britain? How were their settlements less sophisticated than the Roman villas/settlements? 		
Know	Do	Understand
<p>Locational Knowledge Children can explain that the Anglo Saxons travelled to England from Europe and the route they took to get here.</p> <p>Human and Physical Geography The Anglo Saxons were 3 warring tribes: Angles (German), Saxons (North Danish) and Jutes (South Danish). They moved to England because they wanted to find land to farm on (their own land was flooded.) Children will know some reasons why they chose to settle in England and the effect this had on land use in certain towns. Know that by 600AD, Britons had been defeated by the Anglo Saxons and they separated areas into 7 kingdoms: Northumbria, East Anglia, Mercia, Wessex, Essex, Sussex and Kent.</p> <p>Children will know that the Anglo Saxons farmed and grew many cereal crops. This meant that many regions became more densely populated (more people lived more closely together) than ever before. Name some of the trades and skills the Anglo Saxons brought to this country.</p> <p>Key Vocabulary Settlement - the way people organised how, where and with whom they would live. Emigration Population density Land use patterns Agriculture Geography Core Concepts: Settlement Population Land-Use Environment</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Use different maps and atlases to locate the continent of Europe and within that: England, Germany and the other countries from where the Anglo Saxons originated. Study topographical maps of Denmark and Germany and explain how land form contributed to Anglo Saxon emigration.</p> <p>Chart the routes (and name the seas) that the Anglo Saxons would have travelled through to reach England. Label the seven kingdoms created by the Anglo Saxons on a map of the UK.</p> <p>Human and Physical Geography NC describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>List the reasons why people emigrate and settle in different countries. What are they looking for? What do they need? Explain the reasons why Anglo Saxons chose to build settlements in certain areas and what they would have needed within that settlement. Draw an Anglo Saxon settlement and compare it to a Roman villa/settlement in England (revisit Year work on Roman villas). Describe how land use and population changed when the Anglo Saxons settled (more dense population in certain areas)</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. <p>Fieldwork Opportunities. Study photographs of Sutton Hoo ancient burial ground and its surrounding area (linked with history). Observe the shape, size and position of the burial mounds.</p>	<p>Children will understand that throughout time, tribes and people have moved and settled within England for various reasons. Children will be able to explain the changes in land use and the effects on population with the influx of other tribes over many years. Children will develop their understanding of the position of certain countries within Europe and be able to give simple reasons as to why people travelled to settle in England (weather, farming conditions, trade etc) They will be able to explain the push and pull factors people experience which drives them to migrate. They will be able to describe the key features found in an Anglo-Saxon settlement. They will begin to understand how the borders and distribution of land has changed in the UK over time. For example the seven kingdoms of England drawn up by the Anglo Saxons. Children will have some knowledge of how many English towns and cities have names derived from Anglo Saxon origins.</p>

Year 4 ART Topic 1: Treasure Seekers

Assessment Questions

What are the features of Saxon Art?
 What skills have you developed in your sketching? How did you design your brooch?
 What clay skills have you developed?

Service and friendship

KNOW	DO	UNDERSTAND
<p>Can explain the features of Saxon Art.</p> <p>Know how to use sketching skills to design a brooch. Know how to use symmetry and reflection in design. Can develop clay skills to create a brooch/plaque.</p> <p>Key vocabulary: Saxon Art Features Design Sketch Tone Shape Form Space Symmetry Reflection Brooch/plaque</p>	<p>Children explore Saxon jewellery and the status it created/came from. Children use their sketching skills to design a Saxon brooch, and then create it from clay.</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, sculpture and other art, craft and design techniques (<i>clay</i>) - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>NC Content:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, and sculpture (<i>clay</i>) - about great artists, architects and designers in history 	<p>Children explore what happened at the end of the Roman occupation of Britain (which they learnt about in the previous year) and the arrival of the Anglo Saxons. What happened to the Roman towns that were there when they arrived? We'll use a Saxon poem and discuss whether or not this is good evidence. The children can also read the poem Beowulf. Children learn about migration and settlers, and investigate Sutton Hoo, considering the role of archaeologists and discoveries of evidence of Saxon art and culture.</p> <p>Children will build upon sketching skills developed in Year 2 observational drawings, and the clay skills they have recently developed at the end of Year 3 in their Roman Mosaic art week.</p>