

Cumwhinton School - CUMWHINTON CURRICULUM

History Curriculum Planning

YEAR 4

Year 4	NC Content	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor</p> <p>The Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China</p>
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History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history		The Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor	
Historical concepts			The Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China
Historical methods			
Historical Perspectives	Britain's settlement by Anglo-Saxons and Scots		

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - AUTUMN YEAR 4

HUMANITY - Fairness

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Did the Anglo-Saxons act fairly by migrating to Britain?

NC

CUMWHINTON CURRICULUM

Finding out
(Facts &
knowledge)

Britain's settlement by Anglo-Saxons
and Scots

Suggested Teaching Sequence, with further information below:

1. I know what happened to Roman Britain
2. I can explain why the Anglo-Saxons came to Britain.
3. I know where the Anglo-Saxons settled and can name the places they settled in
4. I can describe typical Anglo-Saxon life
5. I can analyse and describe Anglo-Saxon artefacts
6. I can describe some of the gods that early Anglo-Saxons worshipped

Place the Anglo-Saxon settlements onto a timeline up to the present day, showing how long ago this took place. This should be done whole class on the working wall, gradually adding more as you progress through the topic when relevant - there is no need to put this into books, your evidence is your display but it is important that this is visited regularly during history lessons so the children understand where their learning fits into a chronological framework. Many key events take place in Britain throughout this period; just add them as you go.

1. I know what happened to Roman Britain?

In AD410, the Roman Emperor Honorius sent a goodbye letter to the people of Britain. He wrote, "fight bravely and defend your lives...you are on your own now". The city of Rome was under attack and the empire was falling apart, so the Romans had to leave to take care of matters back home.

You can explain to the children that as an empire expands, it naturally has to defend more frontiers and areas - in Rome's case, there were just too many enemies and too much to defend so they had to begin giving up areas of territory, such as Britain. Recap work done earlier on Romans and why they left Britain in 410. Class consider what British inhabitants might feel about Romans suddenly leaving and any advantages or disadvantages.

Near the end of Roman rule, Britain was being attacked by the **Picts** and **Scots** from the north, and the **Anglo-Saxons** from the sea.

The Romans built **forts** to defend the coast and **Hadrian's wall** defended the north.

Saxon warriors **were invited** to Britain in around **AD380** to help the Romans fight the **Picts**.

Discuss why might the Romans have had to leave Britain? Encourage the use of the words army and battle.

The last Roman soldiers were ordered to leave in around **AD410**. Britain no longer had the strong Roman army to defend it from the invaders. There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain.

2. I can explain why the Anglo-Saxons came to Britain

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82#z3f496f>

People move to other countries. Sometimes they go because there are problems where they are living and they want to move away. These are called PUSH factors PUSH factors are reasons why people feel they are being PUSHED out of their home country

Sometimes they are attracted to go to a particular country because it offers them something they need. These reasons are called PULL factors PULL factors explain why people move to other countries today. They are PULLED by the attractions they find there.

Now point out that when people explain why the Saxons invaded they don't just list reasons, they often divide them into push and pull factors.

Explain to the children that they are going to investigate what the push and pull factors might have been for the reasons behind why the Saxons came to England. Explain that they are going to look at some historical evidence and a couple of video clips which will give them some clues behind their reasons for their migration to England.

England's farmland 400 AD



Compared to flooded farmland in Saxony 400 AD



Suggest other clues as to why the Saxons might have migrated to England:

1. More land for farming
2. Better, milder climate
3. There was not enough food
4. They thought they could easily win any battle now that the Romans had gone and could set up their own kingdoms there
5. The Britons who carried on living there after the Romans left asked them to help fight against the Picts who were invading.

Ask children to work in pairs/small working groups to identify and list the push and pull factors that might have caused the migration of the Saxons to England at this point in history. The children can think about why this would happen now, in the modern world. In past times, it was often for much more simple.

Discuss whether it would be better to live somewhere you can farm, or somewhere you cannot. Who would have to come on the boat to Britain, to start a farm? Would it be ok to steal somebody else's farmland like the Vikings did? Discuss what they might need to start a farm. Discuss the type of settlement compared to a farm today.

3. I know where the Anglo-Saxons settled and can name the places they settled in

Link to map showing the area where the Saxons settled in Britain in 600 AD:

<https://cosmolearning.org/images/britain-c-600-settlements-of-angles-saxons-and-jutes/>

Link to the History Association's website where you will find a large downloadable map of Anglo-Saxon England and some evidence of Anglo-Saxons in England

Can you use the vocabulary list to help you work out the meanings of the place names?

Place Name	Meaning
Woking	Farm near a marsh
Oxford	Place in a clearing of oak trees
Marston	Wocc's people
Oakley	Ford for the oxen to cross through
Woolwich	Sheep farm

The British fought hard against the Anglo-Saxons but by about 600AD they had either been forced to escape or had been taken as slaves. Those who escaped retreated mainly to Wales and Cornwall which never came under Anglo-Saxon rule. The rest of Britain was divided into 7 kingdoms:

1. Northumbria
2. Essex
3. Wessex
4. Sussex
5. Mercia
6. Kent
7. East Anglia



Click on the link below for information on Anglo-Saxon place names in Britain their lasting legacy

<http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm>

		<p>4. I can describe typical Anglo-Saxon life</p> <p>https://www.bbc.co.uk/teach/class-clips-video/KS2-history-anglo-saxon-village-life-and-work/zx9jqfr</p> <p>Suggested activity: Write a job description for an Anglo-Saxon villager.</p>
<p>Using (Applying & analysing)</p>		<p>5. I can analyse and describe Anglo-Saxon artefacts</p> <p>https://historicengland.org.uk/services-skills/education/teaching-activities/what-can-archaeological-evidence-tell-us-about-the-anglo-saxons/</p> <p>*Useful website containing images and information on a range of artefacts. Can children look at each one and guess what they are before finding out? Write about one of the artefacts.</p> <p>6. I can describe some of the gods that early Anglo-Saxons worshipped</p> <p>https://www.youtube.com/watch?v=IO4V1a-XrYA</p> <p>https://www.bbc.co.uk/bitesize/articles/zdtyydm</p>
<p>Concluding (Evaluating & summarising)</p>		<p>Recap children's learning so far</p> <p>Was life in Anglo-Saxon England fair on the people who lived there?</p> <p>Focus on children using historical evidence to justify their reasoning rather than whether they answer yes or no to the question.</p>