

Topic on a Page				
Term : Autumn	Year group : Year 5		Unit: History	Topic: Anglo-Saxons
Phase 1 Retrieve Knowledge				
Prior Knowledge: Link to where this topic slots in with the topic on ancient civilisations Y3 and the local area study in Y4				
Key Question: <i>Who were the Anglo-Saxons and what were their links to Christianity?</i>				
Key Vocabulary	Archaeologist, Anglo-Saxon kingdoms, shires, shire reeve, thane, legacy, Mercia. Kingdom, settlement, monasteries General – timeline, ancestor, historical, change. impact.			Quality text: Beowulf 
National curriculum	- Britain's settlement by Anglo-Saxons and the Scots - The Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the confessor			
Possible trip/experience				
Phase 2 Direct Teaching Learning Objectives		Phase 3 Application Possible Activities (More details and matching resources to this planning can be found in TSS)		
To explain who the Anglo-Saxons where and how they influence our life today		Read and research facts file about the Anglo-Saxons as a class. Children then create 15 questions each to challenge the knowledge a partner has learned. Children 'race' to the end of the 15 questions and see who has leant which facts.		
To understand how the Anglo-Saxons brought law and order to Britain		Children create a board game to demonstrate their knowledge and understanding of how Anglo-Saxons brought law and order the Britain.		
To explain how the Anglo-Saxons where involved in Christianity in England		The Anglo-Saxons have been associated with bringing Christianity to Britain. This unit gives pupils the opportunity to find out about the three monks: Columba, Augustine and Aidan. Pupils will summarise ten facts that they have learned about what Anglo-Saxons believed in. They can then compare their knowledge with a partner.		
To research what Anglo-Saxons art and culture was like and recreate a piece.		Children challenged to work as a group of six and create the following: A piece of jewellery from clay, A number of riddles, A home-made lyre, A game the children played (with rules)		
To understand who the famous Anglo-Saxons were and why Alfred was so 'great'		Pupils will be given some information about Alfred the Great and King Offa. They will be encouraged to find out more about these two Anglo-Saxon kings, including when they reigned, etc. They will then be asked to carry out research to find out more about two other kings. The aim is to have all the kings being researched by somebody so it may be helpful to create groups first and ensure all the kings are covered.		
To work in a group to create a model Anglo-Saxon settlement		The main aim is to find out about Anglo-Saxon settlements before working in groups to create models of the settlements.		
Skills				
Chronology	Range and Depth of Historical Knowledge	Historical Interpretation	Historical Enquiry	Organisation and Communication
Order significant events, movements and dates on a timeline, using relevant terms and periods labels. Relate current studies to previous studies Place current study on time line in relation to other studies Describe the main changes in a period in history. Make comparisons between different times in history	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe the causes and results of historical events studied and the impact on life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology). Compare an aspect of life with the same aspect in another period	Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms	Begin to identify primary and secondary sources Investigate own lines of enquiry by posing questions to answer. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions Use documents, printed sources (e.g. archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, (visits to museums/galleries/sites if possible), to collect evidence about the past.	Plan and present a self-directed project or research about the studied period. Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Work independently and in groups showing initiative.

Teaching Sequence

Date	Phase 1 Retrieve Knowledge What do they already know/remember: questioning, Flashback 4	Phase 2 Direct Teaching Learning Objective	Phase 3 Application		Phase 4 Review Assessment Outcomes e.g. AfL, Quiz questions, knowledge organiser, assessment Project etc.
			Main Teaching and Learning i.e. direct teaching, modelling, questioning, Speak Well Structure, resources etc.	Differentiated Provision for SEND/INA	
Wk 1	What topics have you studied so far in History? Where would we place Anglo-Saxons on the class timeline?	To share prior knowledge of the Anglo-Saxons.	Complete pre-assessment Knowledge Organiser. Complete 'What I know' and 'What I want to find out'. Share and discuss knowledge organiser.		
Wk 2	State 4 facts that you can remember from the previous week's knowledge organiser.	To explain when and where the Vikings came from and why they raided Britain.	Share Viking invaders and settlers PPT. What is a timeline? Model a timeline adding key events in time order. Complete Viking Timeline in books. Add the missing information.	Order the events on the timeline.	
Wk 3	When did the Vikings invade and settle in England? Which areas did they settle in? Why?	To explain who the Anglo-Saxons were and how they influence our life today	Share Village Life PPT. Children examine the pictures of an Anglo-Saxon village. They discuss in groups 5 things they can deduce about village life in Anglo-Saxon Britain. Feedback to the whole class. How does it compare with life today? The list could be used for display purposes if required. Read the information about Anglo-Saxon jobs. Allow time to discuss what these jobs could involve and for the children to ask questions to clarify their understanding. Do we have these jobs today? Make a list of jobs Now and compare them with then. Recreate the settlement, use a key to write the descriptions. Write the paragraph of information that matches the picture.	Use pictures to recreate the village.	
Wk 4	Create a visual timetable for a child living in Anglo-Saxon times. How would it compare with our school timetable?	To understand how the Anglo-Saxons brought law and order to Britain	What are laws? Why do we have them? What would happen if there weren't any laws? Powerpoint – Laws and Justice. Work in pairs to decide the Anglo Saxon punishment and the modern day punishment. Independently complete a table of Anglo Saxon crimes and their modern day punishments.	Match the crime with the punishment.	

Wk 5			Assessment piece		
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 Phase 4 Review: Evaluation on a Page					
Term : Autumn		Year group: Y5		Unit: History	
Topic: Anglo-Saxons					
Assessment of Endpoints: Knowledge, Skills and Understanding					
Essential vocabulary to be retained		Sticky Knowledge (facts) particular to this unit of study. 3 key facts at KS1 and 6 key facts at KS2.		Endpoints related to NC (refer to progression of knowledge, skills and understanding endpoints)	
-timeline -ancestor -historical -change -impact		Knowledge ☐ The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. ☐ The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. ☐ They came to Britain from across the North Sea in the middle of the 5 th Century. ☐ For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. ☐ The Anglo-Saxons were fierce people who fought many battles, including fighting each other. ☐ The Anglo-Saxon period ended when the Normans conquered Britain in 1066.		Skills and Understanding the children must demonstrate: ☐ Relate current studies to previous studies. ☐ Confidently make comparisons between different times in history. ☐ Give reasons why changes may have occurred, backed up by evidence. ☐ Make links between some of the features of past societies. (e.g. religion, houses, society, technology). ☐ Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. ☐ Evaluate evidence to choose the most reliable forms. ☐ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions	
Assessment and Metacognition					
How will this be assessed at the end of the unit? (What task will the children do e.g. quiz, draw their own sorting tree, create a habitat, video in PE, model in DT, tick list of skills observed etc.)				When and where will this learning be revisited? (retrieval of information to support metacognition e.g. Flash back 4, Spelling Bee)	
Diary entry – a day in the life of an Anglo-Saxon.					
Working towards (WT) Children who didn't achieve the objectives		Working at (WA) Children who met the objectives		Working beyond (WB) Children who worked beyond the objectives	
Number and %		Number and %		Number and %	