

Medium Term Plan

– KS2 Year 6 –

Anglo Saxons



Curriculum Objective	Skills	Vocabulary	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · Britain’s settlement by Anglo-Saxons and Scots 	<p>Place key events from current period of study on a time line, in relation to one other period of time and make comparisons within or across the two periods.</p> <ul style="list-style-type: none"> · Use relevant/ more complex dates. · Begin to identify primary and secondary sources. · Compare accounts of events from different sources. · Understand fact and opinion. · Offer some reasons for different versions of events. · Select relevant sections of information from sources to form conclusions linked to one of the key concepts. · Formulate historically valid questions and answer historical questions. 	<p>Angles Saxons Jutes Mead Rune Wattle-and-daub Thatched Farmer-warrior Sutton Hoo Lindisfarne</p>	<p>Hengest and Horsa Monk Illumination Manuscript Weregeld Athelstan Christianity Augustine Alfred the Great Aethelred the Unready</p>
Non-negotiable knowledge			
<ul style="list-style-type: none"> -To understand why the Anglo Saxons invaded Britain. -To understand the significance of Alfred the Great. - To understand the importance of the Anglo-Saxon Law. 			

Sequence of Learning

Immersion/Spark lesson	Chronology	Britain after the Romans	Invaders and their characteristics	Achievements	Housing/Architecture	Assessment
<p>What do we already know? What would we like to know/find out about?</p> <p>Artefacts from the finds at Sutton Hoo. (Primary Source Analysis).</p>	<p>To be able to place Anglo-Saxon periods of Rule in Britain into a coherent chronological framework and compare with one other period of time already studied.</p>	<p>To understand the struggle for control of Britain after the Romans left around 410AD.</p>	<p>To understand the various groups who invaded Britain after Roman occupation and why. Angles, Saxons, Jutes. Britain was undefended and had good soil, some were invited over to help defend against Scots and Picts;</p>	<p>To understand the achievements of the Anglo-Saxons and their impact nationally.</p> <ul style="list-style-type: none"> - Anglo Saxon Chronicles – Craft workers (jewellery, instruments, toys and games) (Sutton Hoo) - Language/Alphabet - 	<p>To identify continuity and change in housing from Roman Britain to Anglo-Saxon Britain.</p> <p style="text-align: center;">Society</p> <p>To identify the social structures of the Anglo-Saxons.</p> <ul style="list-style-type: none"> -Alfred the Great <p style="text-align: center;">Food</p> <p>To identify the types of food available to</p>	<p style="text-align: center;">To create a powerpoint which could be used as a teaching resource for another class who have no knowledge. Assessed against the 3 non- negotiables.</p>

				Storytellers - The first code of law for all England. (Danelaw)	Anglo-Saxons. Beliefs/Religion To identify the changes in religious beliefs throughout the Anglo-Saxon period. (Sutton Hoo).	
SEND						
	To place a smaller amount of events on the timeline. Adult supported.	To have scaffolded sentences to complete.	More pictorial images which they need to match. Adult support with reading.	Working in mixed ability pairs.	Scaffolded sheet with key words-missing words to complete.	Working in mixed ability pairs to complete.