

MEDIUM TERM PLANNING

Class:

Term: Summer 1

Topic: Invaders and settlers: Anglo Saxons

Subject: History

For lessons where children need computers / laptops, if you don't have access to them then just get one child at a time to do the activity on the IWB

Lesson length: 1 hour	
Differentiation and support	Cross curricular links
<p>SEN: Simplify tasks to focus on collecting less information. Provide with templates and writing frames.</p> <p>GT: carry out additional research. Encourage inclusion of factual information e.g. names and dates.</p>	<p>Science and D + T: different materials they used</p> <p>ICT: research on websites</p> <p>Literacy: making notes, glossaries, role-play, writing from different points of view.</p> <p>Numeracy: dates, timeline, negative numbers, centuries etc.</p> <p>Geography: map work on where Anglo-Saxons came from and settled</p> <p>RE: difference between Paganism and Christianity</p>

W	LO	Schemes of work Skills/Knowledge/Activities	Resources	Success Criteria	Evaluation
1	<p>Know about one or more aspects of life in Anglo-Saxon Britain;</p> <p>Present information they have researched, using terminology appropriate to the period</p>	<p>Intro: Over half term the children had a project of researching an area of Anglo-Saxon life and either making a poster about it or making some pages on Fronter about it. Explain that children will be presenting their poster / Fronter pages to the rest of the class. Explain that those who are listening will be using what they find out to make a mind map. Model how to make a mind map, with the topic in the middle (Anglo-Saxons) and the sub-topics coming off as branches, with further branches coming off these again. Emphasise the need to put information with other related information and to try not to write the same thing more than once. Remind children of how to present well and how to be a good audience.</p> <p>Main: Children present their poster / Fronter pages to the rest of the class, who use their information to make a mind map. After each presentation give children listening a chance to ask the presenter a couple of questions.</p> <p>Plenary: Share their mind map with their partner and compare what information they recorded and how they organised it.</p>	Children's presentations	<p>M: present some information on the Anglo-Saxons and makes notes on other people's presentations</p> <p>S: organise their mind map so information on similar topics is grouped</p> <p>C: make links between different areas of their mind map</p>	
2	Use dates relating to the Anglo-Saxon period and the Sutton Hoo burial	<p>Intro: Revise AD and BC. Explain how the Anglo-Saxons arrived in Britain after the Romans had left. Model how to arrange key events from BBC website on timeline. Explain how when we talk about a century e.g. the 21st Century we add on a century as</p>	Books on Anglo-Saxons	<p>MUST: arrange dates in the correct order on the timeline</p> <p>SHOULD: classify</p>	

		<p>it were because of the years 0-99AD being the 1st century. (15 mins)</p> <p>Main: Children cut out key events from BBC website and stick them in their books to make a timeline. Annotate events from the timeline as being in the 5th, 6th etc century. Extension: find other events from the BBC website or in books from the library to add to their timeline. (30 mins)</p> <p>Plenary: Go through how timeline should have looked and what century each date was in e.g. 1066 was in the 11th century (15 mins)</p>		<p>dates by what century they were in</p> <p>COULD: find other dates and add them to the timeline</p>					
3	<p>Ask and answer questions about an archaeological site</p> <p>Know that an event can be interpreted in different ways</p> <p>Understand some of the strengths and limitations of archaeological evidence and how this has resulted in different interpretations of the grave</p>	<p>Intro: Explain that we will be playing a game on the BBC website (available at: http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/) to find out about what archaeology is and how it is done. Model for children how to use the 'Geophysics' survey to move their diggers to a certain square on the archaeological site.</p> <p>Main: Children play the game and use it to answer questions about archaeology as they go e.g. why do we use trowels and not spades for smaller items? Children also use dictionary to look up key terms e.g. archaeology, artefact and reconstruction.</p> <p>Plenary: Revise key terms from the lesson archaeology, artefact and reconstruction. Discuss strengths and weaknesses of archaeological evidence – that it tells us about the past, but it has to be interpreted. Explain what interpreted means in the context of the children having to guess what the artefacts that they found in the game were.</p>	Laptops	<p>MUST: know what archaeology involves</p> <p>SHOULD: understand that artefacts give us clues and evidence about the past</p> <p>COULD: understand the strengths and limitations of archaeological evidence</p>					
4	<p>Ask and answer questions about an archaeological site</p> <p>Know that an event can be interpreted in different ways</p> <p>Understand some of the strengths and limitations of archaeological evidence and how this has resulted in different interpretations of the grave</p>	<p>Intro: Explain that we will be playing a different archaeology game on the 'Past Explorers' website (available at: http://www.pastexplorers.org.uk/village/). Focus for previous lesson was as an introduction to archaeology, related terms and the tools that are used for archaeology. Focus for this lesson is on knowing how we use artefacts that we find to tell us things about historical life.</p> <p>Main: Model how to find artefacts using either the metal detector or 'field-walking'. Children need to complete a table with the following headings:</p> <table border="1" data-bbox="388 1242 1318 1318"> <tr> <td>Artefact</td> <td>Made from</td> <td>Used for</td> <td>What it tells us</td> </tr> </table> <p>Extension: Write a paragraph summarising what they have found out based on the finds from the dig. Emphasise that they can only use the evidence they found in the dig, not things that they found out previously.</p> <p>Plenary: Discuss as a class what we can tell about Anglo-Saxon life from our findings.</p>	Artefact	Made from	Used for	What it tells us	Laptops	<p>M: record basic information on artefacts they find</p> <p>S: infer something about Anglo-Saxon life from what they find</p> <p>C: summarise what they found by bringing together all the evidence</p>	
Artefact	Made from	Used for	What it tells us						

5	<p>Ask and answer questions about an archaeological site</p> <p>Know that an event can be interpreted in different ways</p> <p>Understand some of the strengths and limitations of archaeological evidence and how this has resulted in different interpretations of the grave</p> <p>Have a clear understanding of who was commemorated by the grave and what can be deduced about him from the grave finds</p>	<p>Intro: Revise what an archaeological site is. Explain that whereas in the previous lessons we have been looking at simulations of archaeological sites, today we will be looking at a real site at Sutton Hoo. Explain how this was a major archaeological find.</p> <p>Main: Go through artefacts found at Sutton Hoo from http://www.woodlands-junior.kent.sch.uk/Homework/saxons/suttonhoo.htm Give children three choices of who each artefact could belong to: a soldier, a king or a monk. For each artefact children need to write who they think it belonged to and why, and who they think it would not have belonged to and why.</p> <p>Plenary: Children complete 3 statements bringing all the evidence together: The person buried at Sutton Hoo was <i>almost definitely</i> a soldier / king / monk because ... The person buried at Sutton Hoo <i>might have been</i> a soldier / king / monk because ... The person buried at Sutton Hoo was <i>almost definitely not</i> a soldier / king / monk because ... In partners children discuss who they think was buried at Sutton Hoo. Explain that it is thought to have been probably King Raedwald who ruled East Anglia in the seventh century.</p> <p>What can we not find out from archaeological evidence e.g. voice, appearance, character etc? (15 mins)</p>		<p>MUST: say who they think owned / did not own different artefacts</p> <p>SHOULD: explain their choice of who they think owned / did not own different artefacts</p> <p>COULD: understand the limitations of archaeological evidence e.g. we can't tell exactly who was buried there</p>	
6	<p>Know about one or more aspects of life in Anglo-Saxon Britain</p> <p>Present information they have researched, using terminology appropriate to the period</p>	<p>Intro: Explain that Anglo-Saxons wrote in letters called runes. Show Anglo-Saxon alphabet from BBC website. Model how to write a word in Anglo-Saxon and see if the class can tell what word it is.</p> <p>Independent work: Children write words using Anglo-Saxon runes</p> <p>Plenary: Children swap books and try to decipher what word their partner has written. Were there any words that you could not write in runes? (there is no Q or C in their alphabet)</p>	Anglo-Saxon alphabet	<p>MUST: know that the Anglo-Saxons had a different alphabet and language to us</p> <p>SHOULD: <i>attempt</i> to write modern day words in Anglo-Saxon runes so they can be decoded</p> <p>COULD: write modern day words in Anglo-Saxon runes so they can be <i>successfully</i> decoded</p>	
7	<p>Know that an event can be interpreted in different ways</p>	<p>Intro: Explain how areas of Britain unconquered by the Anglo-Saxons remained Christian after the Romans left. Explain how the Anglo-Saxons were Pagans and what a Pagan is. In 597AD the pope sends Augustine to Britain as a missionary to persuade the Anglo-Saxon Kings to become Christian. Explain what a missionary is. Discuss how a Christian and a Pagan might feel about Augustine coming? How would they feel differently? Why?</p>	Writing frames	<p>MUST: write a recount from 2 different points of view, on a frame with sentence starters</p> <p>SHOULD: write a recount from 2 different points of view,</p>	

	<p>Explain independent work</p> <p>Independent work: Children pretend to be an Anglo Saxon Pagan and a Christian and write 2 recounts, one from each person's point of view. LA: have writing frame with sentence starters HA: no writing frame or sentence starters</p> <p>Plenary: In pairs children pretend to be either an Anglo-Saxon Pagan or a Christian and argue about who is right Explain that as a Christian school we believe in Christianity and that Paganism has pretty much died out</p>		<p><i>without</i> a frame with sentence starters</p> <p>COULD: include factual details e.g. difference between Pagan and Christian beliefs</p>	
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Assessment

Some children will not progress so far and will L2c-b	Most children will achieve: L2a – 3b	Some children will progress further L3a – 4c
<ul style="list-style-type: none"> recognise that the Anglo-Saxon period was a long time ago; recall some detail of what was discovered at Sutton Hoo; give some explanation about the person the grave commemorated 	<ul style="list-style-type: none"> ask and answer questions about an archaeological site; show knowledge and understanding of an Anglo-Saxon grave and what it reveals about the beliefs and way of life of Saxons in Britain; know about one or more aspects of life in Anglo-Saxon Britain; know that an event can be interpreted in different ways; present information they have researched, using terminology appropriate to the period 	<ul style="list-style-type: none"> use dates relating to the Anglo-Saxon period and the Sutton Hoo burial; have a clear understanding of who was commemorated by the grave and what can be deduced about him from the grave finds; understand some of the strengths and limitations of archaeological evidence and how this has resulted in different interpretations of the grave