

Subject: History	Year: 5 – Spring – Anglo-Saxons
Key Question: How hierarchy influence daily life for an Anglo-Saxon Concept: Cause and Consequence	
<p>National Curriculum objectives: Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	
<p>To begin this unit, the children should have already learnt:</p> <ul style="list-style-type: none"> • How romans and celts invaded Britain (Y4 Spring) • How the first settlements were made in the Neolithic period (Y3 Autumn) • How farming was used within the Neolithic period (Y3 Autumn) • That Boudicca’s revolution changed laws and democracy (Y4 Summer) • How Romans invented democracy 	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <ul style="list-style-type: none"> •
<p>By the end of this unit, children will know:</p> <ul style="list-style-type: none"> • Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation and how the Ango-Saxons relate to this and why groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment • Know how needs of individual and communities in day to day Anglo-Saxon life • That there were different classes in Anglo-Saxon society; To compare Anglo-Saxon society with today’s way of life • How Alfred the Great impacted life and that conflict between the Vikings and Anglo-Saxons changed Britain • Understand how Christianity evolved in Britain throughout Anglo-Saxon period 	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • Understand when the Anglo-Saxons invated Britain and represent this in a time line • To understand why many Anglo-Saxon settlers came to Britain and to describe their farming methods. • To discuss what is needed in an Anglo-Saxon settlement and how their daily life was lived • To compare daily life in Anglo-Saxons and how

<p>Vocabulary:</p> <ul style="list-style-type: none">• Invaders• Settlement• Anglo-Saxons	<p>End of unit assessment question:</p> <p>How hierarchy influence daily life for an Anglo-Saxon</p> <p>Local History Link:</p> <p>Norwich Castle Trip How Norwich was formally known as Norvic, and Anglo-Saxon town</p>	<p>Assessment criteria:</p> <p>WT – Pupil’s can identify that people lived within a class system and this affected daily life</p> <p>EX – Pupil’s can compare the daily life between individuals of different classes</p> <p>GD – Pupil’s can discuss and evaluate how the class system in Anglo-Saxons was used in comparison with other time periods</p>
<p>Recourse:</p> <p>https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/invaders-and-settlers-anglo-saxons/settlements/</p> <p>https://www.museums.norfolk.gov.uk/-/media/museums/downloads/learning/norwich-castle/ks4/anglo-saxon-and-norman-england-virtual-trail-tour-and-film-ks4.pdf?la=en</p>		