



HISTORY CLASS 3

Cycle B Spring 1

Britain's settlement by Anglo-Saxons and Scots

<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know that people from other societies have been coming to Britain for a long time. To learn & compare differences between Anglo-Saxons and Scots. To know the key features, sequence and duration of these societies. 	<p>Markers for Assessment</p> <ul style="list-style-type: none"> Can children explain the main features regarding the chronology, reasons for invading and settling, and the main features of both societies? Can children explain the evidence available for learning about the settlers? Can children explain why the Anglo-Saxons were able to achieve so much success? 	Below	Above
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> To select and organise relevant historical information. To note connections, contrasts and trends over time. To learn how we know about the Anglo-Saxons and Scots, and how we can use the available evidence to draw conclusions. 			
<p>Prior Substantive Knowledge</p> <ul style="list-style-type: none"> Children know about the Romans and why they left Britain in 410. Children know how the lives of rich & poor people were different in periods studied. 	<p>Vocabulary</p> <p>Settlement, migration, invasion, conquest, raiding , archaeology, evidence, myth, legend, kingdom.</p>		
<p>Prior Disciplinary Knowledge</p> <ul style="list-style-type: none"> Children can identify some similarities/differences between periods studied. Children can ask and answer questions. Children understand some ways we find out about the past. 			
<p>Questions (potential 'hook' questions for lessons)</p> <ul style="list-style-type: none"> Who were the Anglo-Saxons, and why did they invade and settle in Britain? What was life really like in Anglo-Saxon Britain? What did the Anglo-Saxons leave behind? How pleasant was it to live in Anglo-Saxon Britain? 	<p>Cross-Curricular/Enrichment</p> <p>Geography - Map work, eg where they came from, where they travelled to; Investigate & produce maps of different kingdoms.</p> <p>English – Myths and legends, eg Beowulf, Hengist and Horsa: Hot seating eg Bede, Sutton Hoo king; Imaginative writing</p> <p>Art – Paint in the style of an illuminated manuscript; Portraits; Artwork of archaeological finds and treasures eg Sutton Hoo helmet</p>		
<p>Key Substantive Concepts</p> <p>Invasive & Settlement Community & Culture</p>	<p>Second Order Concepts</p> <p>Change & Continuity Similarity & Difference</p>		