

Anglo Saxons and Celts

Curriculum Drivers

Key Assessment Questions:

- What is the chronology of when the Anglo-Saxons and Scots came to Britain and where did they come from?
- What are the changes that occurred in England after the Anglo-Saxons invaded?
- How did the Romans protect Britain from invasion?
- What are the Anglo-Saxon religious beliefs and how has this changed? (Christianity with the Romans, then Paganism and Christianity again)
- How many place names in Britain today have originated from Anglo-Saxon times?
- How did the Anglo-Saxons live and what was their culture?

Key Vocabulary:

Angles, Saxons, Denmark, Germany, Pagan, Picts, Scots, Ireland, Romans, battle, protection, invasions, Christianity, Canterbury, Lindisfarne, monks, art, culture, place names, Celts

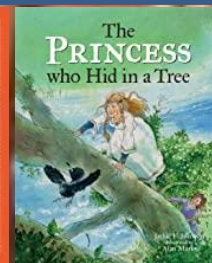
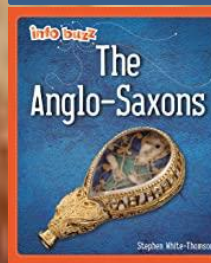
Sticky Knowledge:

- The Scots came from Ireland.
- There were constant battles between Britain and Scotland.
- The Romans protected Britain from the Picts and the Scots.
- The Picts and Scots were a constant threat to Britain after the Romans left in 410 AD.
- The Angles (Denmark) and the Saxons (Germany) invaded from Northern Europe and became known as the Anglo-Saxons.
- Many towns and villages in Britain were named by the Anglo-Saxons.
- Conversion of Britain from Paganism to Christianity began during the occupation of the Anglo-Saxons

Key Skills:

- To communicate knowledge and understanding.
- To place the time studied on a timeline.
- To use evidence to reconstruct life in time studied.
- To identify key features and events in time studied.
- To look at the evidence available.
- To use text books and historical knowledge.
- To use the evidence to build up a picture of a past event.
- To use the library and internet for research.

Super books to read around this topic.



Caring Community

I am the child who can appreciate the differences in countries and cultures affect how we live and work alongside each other.

Learning & Leading

I am the child who can understand that knowledge about the world around me empowers me to make my own decisions about our school community.

British & Global Values

I am the child who can recognise how different countries around the world provide us with different resources and make our communities more vibrant and multicultural.

Wellbeing & Being Well

I am the child who can understand how to manage my emotions and knows how to manage myself and others.

Enterprise & Effort

I am the child who can appreciate that different cultures and communities celebrate in different ways and the traditions and values deepen our understanding of each other..

Identity and Uniqueness

I am the child who can understand that our planet is unique and that we are all linked by our common identity as humans.

Writing	Maths	Art/DT	RE	PE	Science	Computing	PSHE - Jigsaw
Narrative – Stories which raise dilemmas. Poetry – Exploring different forms of Poetry - Shape Poetry.	Statistics Geometry - Properties of Shape Geometry - Position and Direction	Art and Design – Sculpture. Design and Technology – Structures – Pavilions. Sewing Pockets with a fastening.	Comparing different religions and looking at the similarities and differences between them – Sikhism and Christianity.	Rounders – To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two-handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.	Teeth and Digestion. Animals Including Humans -All living things.	Programming Repetition in Games - Scratch	Yr 4 PSHE - Piece 6 .Circle of Change.