

	Year:	Year 5/6	Unit:	Were the Anglo – Saxons really smashing and successful?
	What will I learn this year? - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts. - Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history. - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. - Begin to recognise why some events, people and changes might be judged as more historically significant than others. National Curriculum - History - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne National Curriculum links to other subjects - Art – Have an increasing awareness of different kinds of art, craft and design. - Geography - Locate the world's countries, using maps to focus on Europe (including the location of Russia) museums.education@lancashire.gov.uk outreach services available			

Key Vocabulary		Before 886AD	After 886 AD	What should I already know?	
Primary sources of evidence	Evidence created during the time being studied by the people of that time.			I should already know the terms BC, AD, BCE, CE	
Secondary sources of evidence	Evidence created by other people based on primary evidence.			Understand some methods of historical enquiry.	
Artefact	A historical object.			I should have used a variety of sources to form constructive responses.	
Tribe	Group of people of the same culture.				
Monk	A man who has devoted his life to his religion and lives in a religious community.	Sutton Hoo: An Anglo-Saxon ship burial		The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes.	
Raiders	People who attack, then take what they find away with them.	Discovered by Archaeologists in 1939.			They name 'Angles' eventually became 'English' and their land became 'England'.
Paganism	The religion of the Anglo-Saxons who believed in many gods.	Primary sources found at Sutton Hoo.		They came to Britain from across the North Sea in the middle of the 5th century.	
Conversion	Change.			For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land.	
Monastery	Building where monks live.			The Anglo-Saxons were fierce people who fought many battles, including fighting each other	
Society	The people who live in a place and their way of life.			The Anglo-Saxon period ended when the Normans conquered Britain in 1066.	

**** For teachers planning**

History - End of Year Expectations

Year 6	- Use dates and a wide range of historical terms when sequencing events and periods of time. - Develop chronologically secure knowledge of the events and periods of time studied. - Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Week 1 Week 2 Week 3 Week 4 Week 5 Week 6	- Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. - Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.	- Regularly address and sometimes devise historically valid questions and hypotheses. - Give some reasons for contrasting arguments and interpretations of the past. - Describe the impact of historical events and changes. - Recognise that some events, people and changes are judged as more significant than others.	- Acknowledge contrasting evidence and opinions when discussing and debating historical issues. - Use appropriate vocabulary when discussing, describing and explaining historical events. - Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. - Choose the most appropriate way of communicating different historical findings.
Year 5	- Use dates and appropriate historical terms to sequence events and periods of time. - Identify where people, places and periods of time fit into a chronological framework. - Describe links and contrasts within and across different periods of time including short-term and long-term time scales.	- Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. - Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. - Describe key aspects of a non-European society such as the early Islamic civilisation.	- Use a wider range of sources as a basis for research to answer questions and to test hypotheses. - Recognise how our knowledge of the past is constructed from a range of sources. - Evaluate sources and make simple inferences. - Choose relevant sources of evidence to support particular lines of enquiry.	- Discuss and debate historical issues. - Use appropriate vocabulary when discussing and describing historical events. - Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. - Choose relevant ways to communicate historical findings.

Word Aware Vocabulary to be taught directly			Recommended Reads	
May cross over depending on year group and previous experiences				
Tier 1	Tier 2	Tier 3		
sequence chronological tribes crime punishment defend kingdom settle / settled artefacts culture	invaders coast law justice modern jury hypothesis relevant construct interpretation evidence conclusion examine	Tithing Hue and cry Wergild		

