

<p><b>Prior Knowledge:</b></p> <p><b>Geography:</b> The children have learnt about the British Isles and where the major cities are. They have used atlases to label maps of the world.</p> <p><b>DT:</b> The children have created levers and sliders before and have carefully selected materials to create a diorama.</p> <p><b>History:</b> The children have looked at events in living memory and have compared life in the time of their grandparents and now. The Year 4 children have also looked further back in history to the Stone Age settlers.</p>	<p><b>New Sticky Knowledge:</b></p> <p>By the end of this unit, the children will be able to place significant events in British history on a timeline. They will then look closely at a timeline of significant events during Anglo-Saxon times. They will be able to explain how the Anglo-Saxon occupation of Britain influenced our national identity and key aspects of Anglo-Saxon life. They will study Anglo-Saxon law and order and be able to identify the legacy that the Anglo-Saxons left behind.</p>
<p><b>Key Texts:</b></p> <p>Roald Dahl – The BFG</p>	<p><b>Key Vocabulary:</b></p> <p>Chronological order, era, period, AD (Anno Domini), invasion, settlers, evidence, source, primary, secondary, invention, legacy, impact, significance.</p>

**The Learning Journey**

**Society**

**What is our National Identity?**

<b>Question - the knowledge and understanding you want the children to acquire</b>	<b>Subject area - which subject/s will best answer this question?</b>	<b>Learning Intention</b>	<b>Lesson Content - what the children do during the lessons to develop the skill – what is produced at the end</b>	<b>Assessment – how will assessment of the lesson take place Next steps if needed?</b>
Where do people in Britain come from?	History Geography	To look at population demographics of Britain on a map.  To talk about the different ethnic groups in Britain.  Place where people in Britain come from on a map.	Listening to information about different groups of people who have come to live in England. Discussing how we use an atlas in order to place a country on a map. Using an atlas to label a map to show where people in Britain have come from.	I can select the correct answer to “Where did the Anglo-Saxons come from?”
When did early invaders arrive in Britain?	History	To place the early invaders of Britain on a timeline.  To use a variety of sources of evidence to order events.  To choose relevant material	Using chromebooks and books we will look at when each invader arrived and place it on a timeline.  Add a map to show how the division of the UK changed depending on the group of people in charge.	I can place events on a timeline.

## Year 3 and 4: Fox Class

### Autumn Term 1: What is our National Identity?



Who were the early invaders and what did they do for us?	History	To use a variety of sources to ascertain key information about life in different time periods.	Using a variety of sources children will find out key information about the early invaders. For example, which different words the Romans brought over which we still use today.	I can give a fact about each different early invader.
What was the journey to England like for different invaders?	Geography	To use an OS map to measure the distance that different 'invaders travelled'	Talk about how OS maps work, how we measure distance etc. Plotting the journey that different groups took and then measuring the journey using the skills we have just learnt	I can measure distances on a map.
What are the key features of Anglo Saxon pottery?	History Art / Design	To research the key features of an Anglo-Saxon artefact	Looking at different Anglo-Saxon pot designs, and using what we have learnt to create 6 different design samples. How do we think Anglo-Saxon pots were made? Discussing how they could have been made.	I can show different designs used in Anglo-Saxon pottery
How can I create a pot using clay?	Art	To create an Anglo-Saxon style clay pot.  I can select tools and equipment to complete the task. I can use clay and practise joining techniques.	Using what we learnt last lesson to create our own Anglo-Saxon pots, decorated with appropriate designs.	I can create an 'Anglo-Saxon' pot/
What did I do well when making my pot?	Art	To establish a success criteria for our pots and comparing it to the pot.	Establish what an Anglo-Saxon pot should have (using our previous research) and comparing this to what was actually produced.	I can evaluate my pot design/.

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<p>Who were the Anglo-Saxon Kings and what did they do?</p>	<p>History</p>	<p>Focusing on King Alfred the Great, Edward the Elder and Aethelflaed. What did they do to take back England from the Vikings.</p>	<p>Learn about the Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.</p>	<p>I can compare the significance of some Anglo- Saxon kings during the Viking period</p>
<p>Danegeld</p>	<p>History</p>	<p>To learn about King Ethelred II and why he introduced the Danegeld.</p>	<p>Identifying why King Ethelred II was known as 'the unready' and why Danegeld existed. Children to discuss what the point of Danegeld was.</p>	<p>I can explain who King Ethelred II was and say why Danegeld was introduced.</p>
<p>Viking Life</p>	<p>History</p>	<p>To learn about Viking life.</p>	<p>Different groups to research and make a poster about a different aspect of Viking life. Children to be provided with information which may be sorted into relevant and not.</p>	<p>I can identify and explain key aspects of Viking life.</p>

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Autumn Term 1: What is our National Identity?



The Last Anglo-Saxon kings	History		Learn about the last Anglo-Saxon kings and what happened during their reign. Add information about last Anglo-Saxon kings to the timeline	I can explain how the last Anglo-Saxon kings shaped Britain
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