



# Mendell Primary School

Aspire Challenge Achieve

## Medium Term Plan History



<p><b>Year Group:</b> 4</p>	<p><b>Term:</b> Autumn #1 2021</p>	<p><b>Teacher:</b> Hannah Jones</p>	<p><b>Subject lead:</b> Dionne Sanati</p>	<p><b>Overview:</b> <b>Anglo Saxons and Scots: Britain's settlement</b></p>	<p><b>Key End Points: By the end of this unit children will be able to:</b></p> <ul style="list-style-type: none"> <li>-Place events from period studied on a timeline sequentially using dates and begin to make links between civilizations of Anglo-Saxon and Roman Britain.</li> <li>- Follow a given line of historical enquiry with questions: 'how', and 'why'.</li> <li>- Begin to identify primary and secondary sources and explain the difference between them.</li> <li>-Identify some of the causes and effects of Anglo-Saxon invasion.</li> <li>-Compare and contrast some of the characteristics of Anglo-Saxon and Roman Britain civilizations and identify some aspects of continuity and changes between them.</li> </ul>				
<p><b>Links to other learning:</b> Geography – Map work/ locality Maths – scaling in timelines</p>	<p><b>Relevant Prior Learning:</b> Y4 – Chn will have previously studied Stone Age to Iron Age changes and Roman invasion and settlement of Britain to make links to.</p>		<p><b>Relevant Future Learning:</b> In Y4 Spring children will study the link between Anglo Saxons, Scots and Vikings.</p>	<p><b>High Quality Text:</b> Beowulf by Michael Morpurgo  Shield Maiden by Richard Denning</p>	<p><b>Risk Assessment:</b></p>	<p><b>Teacher CPD:</b> Read through Anglo-Saxon articles and listen to podcasts on HA website to support subject knowledge prior to teaching. <a href="https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history">https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history</a> <a href="https://www.history.org.uk/primary/resource/7914/britains-settlement-by-anglo-saxons-and-scots">https://www.history.org.uk/primary/resource/7914/britains-settlement-by-anglo-saxons-and-scots</a> <a href="https://www.history.org.uk/podcasts/categories/432/podcast/187/the-anglo-saxons">https://www.history.org.uk/podcasts/categories/432/podcast/187/the-anglo-saxons</a></p> <p>Mr T Does Primary History Chronology Vocabulary Clips <a href="https://www.youtube.com/channel/UCyppfQy_uIJ8R8XgFHjwNTIQ">https://www.youtube.com/channel/UCyppfQy_uIJ8R8XgFHjwNTIQ</a></p> <p>Additional reading if time allows <a href="https://www.history.org.uk/publications/resource/9481/the-historian-139-the-anglo-saxons">https://www.history.org.uk/publications/resource/9481/the-historian-139-the-anglo-saxons</a> Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1</p>			
<p><u>Learning Intention</u></p>		<p><u>Lesson Outline</u> (Key Questions in colour)</p>			<p><u>Resources</u></p>		<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>	
<p>1</p>	<p>I can discuss and understand the chronology of British history</p>	<p>Introduce topic: Anglo-Saxon Invasion and Settlement Hook: English DNA 'one-third' Anglo-Saxon. See opposite news article link.</p> <p><b>Introduce overarching enquiry question for the unit of work. By the end of this unit of work you will be able to answer the overarching enquiry question: Did the settlement by the Anglo-Saxons make England a better or worse place to live?</b></p> <p>Words of the week: invade &amp; invasion</p> <ul style="list-style-type: none"> <li>• Invade (verb)- (of an armed force) enter (a country or region) so as to overpower or occupy it.</li> <li>• Invasion (noun) - an instance of invading a country or region with an armed force.</li> </ul> <p>Think about what you learnt in History in Year 3, do invasions have a positive or negative impact?</p> <p>Today we are going to explore the chronology (the order of events or dates) of the Anglo-Saxon invasion and settlement of Britain. We will be thinking about...</p> <p>Where in history does this period sit? How does it link to what we already know?</p>			<p>Context for teachers: The period known as Roman Britain did not end on the day that the last of the legions left. The legacy of Rome was still visible far beyond this and we can still see their influence today. The arrival of the Angles, Saxons, Jutes and Scots from AD450 signalled a change from the 'unified' Roman Empire to disparate kingdoms who warred and vied for control of Britain for the next 600 or so years. The theme of migration, immigration and invasion is present throughout history from the earliest migration of people in the Palaeolithic following the herds of animals to the modern migration which is present and of political importance today. In particular, the movement of people tied into British history can be tracked from the Stone Age to Iron Age, Romans, Saxons and</p>	<p><b>Chronology</b> <b>Invade</b> <b>Invasion</b></p> <p>settlement migration Continuity and change cause and effect Duration period of history</p>			

**Our enquiry question for today is: How did Saxon England begin?**

Introduce what timelines will look like in this unit using ppt focus on chn understanding increments and scale. Recap on prior learning from year 3: Periods of British history that have been studied in the past and show their relative durations on a timeline using ppt.

Which periods of British history have we studied? (Accept references to world history they may know but explain the difference).

In which order would you place them on a timeline?

Recap prior learning from Year 3: Chn to discuss and identify the similarities and differences between the way of life of people in the later Stone Age (Neolithic) to Iron Age with the introduction and growth in settlement size and that of Roman Britain (teacher to use sheet provided from Mr T Does Primary History to guide discussions). Teacher to display discussion ideas as written notes or pictorial table on WW.

How did they get food to eat?

What were their homes like? (settlements)

Who was in charge in the different periods? (systems of government)

What religions did they follow?

How were they similar and different?

Did the Romans just disappear when the Anglo-Saxons invaded Britain?

Focus attention on to the end of Roman Britain and introduce them to the danger Rome itself faced from the tribes of the Goths and Visigoths.

How would the Romans react if their home country was in danger?

Introduce children to quotes from letters of Emperor Honorius sent in AD410 (you could ask someone to dress up as the Emperor and act in role to explain why the Romans were unable to help protect Britain against the Picts, Scots and Anglo-Saxons. (see quotes opposite)

How would the people of Britain feel at this stage when the Romans retreated back to Rome?

What could they do in response to this?

To enhance their understanding chn can listen to Roman and Briton talking about why they are leaving and how they feel about. <https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82>

Main Task: Chn to analyse the maps opposite in their books and to discuss where invaders came from and to show how groups of invaders settled in different parts of the country overtime. Chn to create keys underneath (examples with answers opposite) to show where invaders came from and changes in settlement.

Then write a sentence/ create labels on the maps to answer each of the questions below.

How did they get the name Anglo-Saxon?

Which countries did the Anglo-Saxons come from? (your key will answer this question)

Which invaders settled where we live? (label on the maps the location of Wirral)

Plenary: Chn to listen to Pict and Anglo-Saxon characters talking about why they are invading and then answer question below in their books.

Why do you think these tribes decided to invade Britain?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82>

Vikings and beyond to show how Britain was shaped.

Lesson 1 ppt in resources folder

English DNA 'one-third' Anglo-Saxon

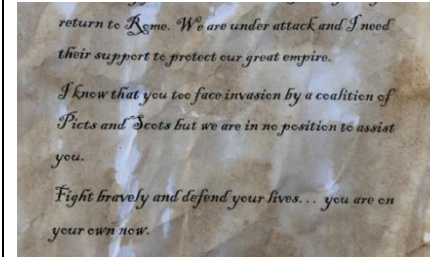


<https://www.bbc.co.uk/news/science-environment-35344663>

In AD410, the Roman Emperor Honorius sent a goodbye letter to the people of Britain. He wrote, "Fight bravely and defend your lives...you are on your own now."



"No forces can be spared to protect distant Britain" "Look to your own defences"

After nearly 400 years of Roman rule, Britain was no longer part of the Roman empire and was all alone.




Picts = Scotland

Main task to be teacher led in a group

			<p>Scots = Ireland          Jutes = Southern Denmark          Angles and Saxons = Northern Germany</p>  <p>Blue/ green = Celts          Purple = Romans          Red = Anglo-Saxons  <a href="https://www.abroadintheyard.com/maps-britain-ireland-ancient-tribes-kingdoms-dna/">https://www.abroadintheyard.com/maps-britain-ireland-ancient-tribes-kingdoms-dna/</a></p>		
2	<p>I can sequence events in chronological order</p>	<p><b>Enquiry question: What happened during the period of Saxon England?</b></p> <p>Word of the week: scale  <i>A scale is a set of numbers that help to quantify objects. In the case of history, it allows us to quantify chronology more accurately.</i></p> <p>Introduction: Show PPT slide 5 from lesson 1 to recap internal narrative of Anglo-Saxon period. Explain that these give us an overview of this period of history that we can use to help build up our understanding.  <i>Does a timeline tell us everything about a period of history? No, we must use other source of evidence to build up a picture and deepen our understanding.</i></p> <p>Use image opposite explain what the symbols on the timeline cards represent and how they help us understand different aspects of the period being studied e.g. movement of people, society and culture, achievements and legacy.</p> <p>Group Task: Distribute the chronology cards to the class and allow them to read through and identify language that they don't know the meaning of.  <i>Which of the words are you unsure of?</i>  <i>How can you work out their meaning?</i>          Children sequence the cards chronologically in groups. <i>Take photo for chn's books of this activity.</i></p> <p>Main Task: Scale them by creating a mathematical scale drawn in their books (1cm = 10 years works effectively for the intervals) and then adding highlighted information from events onto it. <i>Teacher to model this or show chn a model they have scaled in a book.</i> If time is limited chn can stick smaller version of events cards onto their timelines.  <i>What does the scaled timeline show you that the sequenced cards didn't?</i>  <i>Why do you think the events have different intervals between them?</i>  <i>What does this tell you about them?</i>  <i>Discuss that the events are spaced differently as they do not always follow each other directly (It's also important for children to understand that we only look at a small part of this period because of a lack of time).</i></p> <p>Extension Task: Ask chn to start to make links between events by looking for common names, locations and type of events. Explain that when something happens in life, there are always consequences and we can see those.  <i>Can you find any common names or locations?</i>  <i>Are they any common events?</i>  <i>Why do you think these events are linked?</i>  <i>Is our locality mentioned?</i></p>	<p>Context for teachers: It's important for children to understand the wider narrative of historical periods and how they fit together chronologically. The Saxon period falls within what is commonly known as the Dark Ages. It also includes the conflict with the Vikings and the 'unification' of the Saxon kingdoms into a Saxon led England by the end of the period. A key feature is the decline in population centres – especially in urban areas and an increase in migration.</p>  <p>Chronology cards highlighted version in resources folder.</p>	<p><b>Chronology</b>  <b>Chronological Scale</b></p> <p>Invasion, immigration, settlement, kingdom, Overview, depth, interval, duration, continuity and change, significance</p>	<p>Give chn pre-drawn scales to they can focus on sequencing events</p>

		<p>Do you think that means nothing happened?</p> <p>Plenary/ reflection/ conclusion: Discuss the fact an overview timeline is important to ensure we can see a more complete narrative of different periods of history. How does the overview help us to understand this period of history?</p> <p>Chn to answer this question in their books... Does an overview timeline tell us everything we need to know about the period? No, we must use other source of evidence to build up a picture and deepen our understanding.</p>			
3	<p>I can investigate and analyse primary sources of evidence and ask questions to deepen my understanding</p>	<p>Word of the week: primary source <i>Primary sources provide a first-hand account of an event or time period taken or written during that exact time or afterwards by someone who experienced it. They represent original thinking, report on discoveries or events, or share information.</i></p> <p>Introduction: Introduce the types of sources that we can use to learn about the past and discuss which ones they have used in previous years in History (archaeology/ artefacts, primary written sources, secondary sources). Have we encountered these types of sources before in History? Deepen questioning: What could archaeology tell us that a written source wouldn't? Would it be a good idea to use just one source to answer questions?</p> <p>Life for people in Anglo-Saxon England was very much dependent on their position in society. It was made up of three main groups: Thanes – the Saxon upper class Churls – some were quite well off but others very poor Thralls – a class of slaves People tended to live in small village groups but this changed over the period. Kinship (family ties) was very important. Today we are going to investigate and analyse primary sources. We will make inferences about Anglo-Saxon life based on the sources and ask questions to deepen our understanding. We will be thinking about... <b>Enquiry question: What was life like during the Anglo-Saxon period? (primary sources)</b></p> <p>Main Task: Use images of archaeological sources and written source from Gildas if appropriate to make inferences. Teacher model on ppt how to investigate, analyse and ask questions using helmet artefact and Gildas source and then model how to complete inference grid. Question prompts for discussion, prompt chn to also ask their own questions during modelling. What artefacts can you see? Have you seen anything similar before? What kind of person would be buried with such items? Probably someone of upper class (Thanes). What do these archaeological finds tell you about the Saxon period? What can you infer about the people? What questions would you like answering to help you find out more about the Anglo-Saxons?</p> <p>Children complete their own inference grid for one (or two/ three for HA) of the finds.</p> <p>Whole Class Task (teacher led): Introduce some of the primary written sources available and who wrote them (Gildas). Does this change any of your opinions or support them?</p> <p>Discuss what the primary sources have told us about the Anglo-Saxons as people. Identify the fact that the written sources tend to come from monks and what this says about their culture (education wasn't widespread beyond the religious monks).</p>	<p>Context for teachers: Life for people in Anglo-Saxon England was very much dependent on their position in society. It was made up of three main groups: Thanes – the Saxon upper class Churls – some were quite well off but others very poor Thralls – a class of slaves People tended to live in small village groups but this changed over the period. Kinship (family ties) was very important.</p> <p>Lesson 3 ppt in resource folder</p> <p>Images of archaeological sources in resource folder: -Locality artefacts -Sutton Hoo image collection from British Museum -Sutton Hoo society images -Staffordshire hoard -Gildas source</p> <p>Inference grids template and images for chn to cut out.</p> <p>Main task sentence starters: <i>The artefact I am analysing is...</i> <i>I have seen something similar...</i> <i>I think the person it belong to was...</i></p> <p>Main task sentence starters: <i>These archaeological finds tell me...</i> <i>I think that Anglo-Saxon people were...</i> <i>I think that Anglo-Saxon life was...</i>  <i>The questions want to ask to find out more are...</i></p>	<p><b>Primary source</b></p> <p>Settlement, society, burial, culture, monk, Christian, Pagan secondary source, evidence similarity and difference</p> <p>Thanes Churls Thralls</p>	<p>Teacher led main task to scribe chn's ideas on inference grid</p>

		<p>How does the author being a monk effect what we can learn from it? <i>It may have been written with some bias as the monk would have been a Christian.</i></p> <p>Discuss what the archaeological evidence has told us about the Saxon kingdoms and complete table on ppt slide 11 as a class. <i>Display on WW or save to use in following lesson.</i></p> <p>Reflection/Plenary/Conclusion: Compare the sources and which one was the most useful/ hardest to learn from. Children should attempt to justify their reasoning.</p> <p>Which source told you the most about the lives of the Anglo-Saxons? Why? Can anyone explain why they have a different opinion? Children share their findings and check they match against other groups. How is your work the same/different? Do you want to change or amend your answers?</p>	<p>Reflection task sentence starters: <i>The source that told me the most about the lives of the Anglo-Saxons was...because...</i> <i>However, ... in my class found the ...source the most useful because they said...</i></p>		
4	<p>I can investigate and analyse secondary sources of evidence</p>	<p><b>This lesson may need to be taken over 2 afternoons or the second part completed the following morning as there is a written outcome at the end.</b></p> <p>Word of the week: secondary source <i>A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.</i></p> <p>Recap on the conclusions generated from last lesson on primary sources. Focus on the limited picture it generated and the fact our conclusions involved lots of inference.</p> <p>What was challenging about last lesson? Did we get a complete picture? Is it possible that our findings are wrong?</p> <p>Ensure children understand the archaeological finds are from the wealthiest as they could afford items like those which were found. <i>Why wouldn't a poorer person be buried with such grand pieces? They wouldn't have been able to afford items like those we have seen and also they may not have had a proper burial.</i></p> <p>Today's lesson focuses on investigating and analysing secondary sources to learn more and add detail to our enquiry question from last lesson . <b>Enquiry question: What was life like during the Anglo-Saxon period? (secondary sources)</b> <i>What type of secondary sources can you think of that we could use? Non-fiction texts e.g. information books, news articles, internet articles/websites.</i></p> <p>Return to slide 11 from lesson 3 on WW or saved and create a list of what it didn't tell us. Ensure the children cover the following points: - Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events <i>Which groups of people did we learn about? Upper class society, Thanes.</i> <i>What aspects of their lives did we learn about? Military, culture, religion.</i> <i>What aspects of life don't we know about yet? Everyday life for the poorer classes, government, roles in society, entertainment, trade etc..</i></p> <p>Main Task 1: Children use <b>ipads</b> (and books if available)to research secondary sources to add depth to their understanding of daily life for the wealthy and poorer groups in society. Chn could record information as a comparison table with headings wealthy society and poorer society. <i>What type of source did you use?</i> <i>Which knowledge has surprised you most? Why?</i></p>	<p>Context for teachers: Life for people in Anglo-Saxon England was very much dependent on their position in society. It was made up of three main groups: Thanes – the Saxon upper class Churls – some were quite well off but others very poor Thralls – a class of slaves People tended to live in small village groups but this changed over the period. Kinship (family ties) was very important.</p> <p>Ipads are needed for this lesson.</p>	<p><b>Secondary source</b></p> <p>Settlement, society, burial, culture, monk, Christian, Pagan Primary source, evidence similarity and difference</p> <p>Thanes Churls Thralls</p>	

	<p>Can you link any of the knowledge to what you learned last time?</p> <p>Extension/ Reflection Task: Compare the sources and which one was the most useful. Children should attempt to justify their reasoning. Which source told you the most about the lives of the Anglo-Saxons? Why? Can anyone explain why they have a different opinion?</p> <p>Introduce the importance of combining sources to make sure we have as clear a picture as possible of the past. Do the sources support each other in anyway way?</p> <p>Teacher led: Record findings related to the key concepts on slide and display on WW.</p>  <p>What key information did we learn? Did any evidence add to what we already knew? Conclude with the fact that often, historians and archaeologists don't have a complete picture of the past so interpret the available findings to come up with their best estimate.</p> <p>Independent/ Group Written Task: Write a conclusion (this should be completed in a written form decided by the teacher dependent on class ability e.g. non-chron report/ information text) which uses evidence to answer the lesson's enquiry question. <b>Enquiry question: What was life like during the Anglo-Saxon period?</b> Children should try and combine what they learned from primary and secondary sources. <b>Teacher should write their own model prior to lesson to model writing task to chn before they write.</b> What aspects of life have we learned about? What do they tell us about the period of history?</p>	<p>Lesson 4 websites for research: <a href="https://www.bbc.co.uk/bitesize/clips/znjqxnb">https://www.bbc.co.uk/bitesize/clips/znjqxnb</a> <a href="https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/">https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/</a> <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg</a></p> <p>Extension task sentence starters: <i>I found the...website the most useful to tell me about the lives of the Anglo-Saxons because...</i> <i>However, ... in my class found the ...website the most useful because they said...</i></p> <p>Conclusion written task sentence starters: <i>From my investigation and analysis of primary and secondary sources, I have found out about...</i> <i>The primary source...tells me about...because it shows...</i> <i>Using this sourced I inferred...</i> <i>The secondary source...tells me about...because it shows...</i> <i>Using this source I inferred...</i> <i>The primary and secondary sources...and...tell me about...</i></p>		<p>Teacher to guide conclusion with this group and scribe their answers</p>
<p>5</p> <p>I can follow a given line of historical enquiry</p> <p>I can ask a variety of questions to deepen their understanding</p>	<p>Word of the week: significant &amp; significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future</i></p> <p>This period is known as the dark ages and one of the aspects which makes it 'dark' are the lack of primary written sources. There was no unifying monarch (king/emperor etc) and the kingdoms fought against each other. This settled into what is commonly known as the heptarchy. Today we will be focusing on a couple of key individuals that are significance during this time period for different reasons. We will then be following a line of historical enquiry to answer the question...<b>Enquiry question: Why was King Offa of Mercia a significant individual during the period?</b></p>	<p>Context for teachers: This period is known as the dark ages and one of the aspects which makes it 'dark' are the lack of primary written sources. There was no unifying monarch (king/emperor etc) and the kingdoms fought against each other. This settled into what is commonly known as the heptarchy.</p> <p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived.</p>	<p><b>Significant Significance</b></p> <p>Dominant heptarchy Unified Monarch</p>	

Ensure children have understood that significant individuals are remembered because of their actions or achievements.  
 What does significant mean?  
 What would learning about a king tell us?

Introduction: Recap on the narrative of the period of history leading up to 789AD with the Viking raid on Lindisfarne. This can be done using the ppt from lesson 1 or cards from the chronology task in lesson 2. Emphasise the period of time when Mercia was a dominant kingdom.  
 Which periods came before the Anglo-Saxon?  
 What similarities and differences have we learned? (Link to Roman lesson).

Discuss the fact that this timeline does not end in 1066 when the Saxon period does as that is being taught later.  
 Does anyone anything about the next period to be studied?  
 Make reference to the significant individuals on the timeline and what it tells us about them so far.  
 What does significant mean?  
 Where do they sit on our timeline?

Recap on the types of source available to us from this period, how we can learn from them and potential issues with using them.  
 Why is it important to combine sources of evidence? *Because the past is like a jigsaw and we must reconstruct it using as many pieces of evidence as possible to build a clearer picture.*  
 What can we do if sources disagree? *We could look for additional sources to back up what we have already read.*

Introduce the chn to who King Offa was and some of the reasons why he is considered a significant individual in the period using video clip <https://www.english-heritage.org.uk/members-area/kids/anglo-saxon-england/anglo-saxon-interview/Anchor1>

Main Task 1: *\*Teacher modelling is the suggested approach when reading the information page provided to equip children with the skills to add independent research on in the second part. If they struggle, the second part requires more direct instruction teaching.*  
 Read the information page provided and look at map images opposite.  
 Work as a class to fill in what it tells us about the key concepts studied using grid provided at end of info sheet. Emphasise the importance of working out the meaning of words to understand the whole piece.  
 \*Some of the names aren't ones we see today.  
 How can we tell they're names?  
 Reflect: *Does this tell us everything we need to know? No because it is just one source of evidence and historians should us a range of sources to build their understanding of the past.*

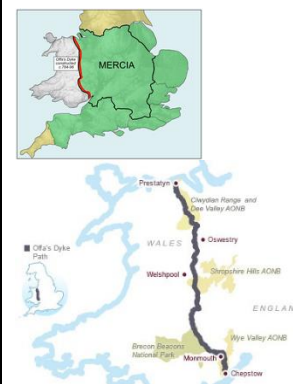
Main Task 2: Children conduct further research using ipads to understand Offa and the wider kingdom of Mercia. Chn to make notes using subheadings or a table on the following:  
 - His character  
 - His achievements  
 - His wars and conflict  
 Which source was most useful and why?  
 Which piece of evidence is most useful and why?  
 Has anything surprised you?  
 Can you link this person to another from history you've learned about?  
 Chn to add their findings to key concepts table used in main task 1.

Sum up and collate the key findings from the lesson using the evidence recorded.

-Had a lasting impact on their country or the world.  
 -Had been a really good/bad example to people of how to live and/or behave.

Ipads are needed for this lesson.

Information page about King Offa and key concepts grid in resources folder.



Interactive resource about King Offa half way down the page  
<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zqrc9j6>

		<p>Which information has surprised you most? Would you like to be a subject of Mercia whilst Offa was king? Why?</p> <p>Reflection/ Conclusion Task: Work collaboratively, partner or independent (based on ability) to write an evidence-based answer to the statement. <b>Offa was significant because..</b> What made you decide to use that evidence to support your answer?</p>	<p><a href="https://kids.kiddle.co/Offa_of_Mercia">https://kids.kiddle.co/Offa_of_Mercia</a></p> <p>HA resources (challenging read!) <a href="https://www.bl.uk/people/offa">https://www.bl.uk/people/offa</a> <a href="https://intriguing-history.com/king-offa/">https://intriguing-history.com/king-offa/</a></p> <p>Conclusion written task sentence starters: <i>Offa was significant because..</i> <i>The evidence I analysed showed that he..</i> <i>A primary source of evidence to support this opinion is..</i> <i>A secondary source of evidence to support this opinion is..</i></p>		<p>Teacher led collaborative write for conclusion</p>												
6	<p>I can extract evidence from sources to begin to compare and contrast a characteristic of different civilisations</p>	<p>Today we are going to extract information from a range of sources to help us compare and contrast. We will be using what we have learnt about daily life in Anglo-Saxon Britain to compare it to daily life in Roman Britain. The knowledge we already have and our research today will help us answer the following question.. <b>Enquiry question: How did Saxon daily life compare to that of Roman Britain?</b></p> <p>Recap on prior learning from Year 3 about the daily life of people that lived during the Roman period. <b>Teacher to use highlighted comparison scaffold to guide discussions and to note findings on a class example comparison grid on WW – see opposite example.</b> Where did they live? What entertainment did they have? What does that tell us about their culture?</p> <p>Chn should predict and attempt to justify what daily life would be like during the Anglo-Saxon period based on what they have learnt so far (smaller communities, different beliefs, no empire).</p> <p>Main task: Introduce the three aspects of daily life to be focused on: settlement, society and governance. What did we learn about the Anglo- Saxons previously that helps us with this? What have we learned about the Romans that ties in?</p> <p>Children research against the key headings using sources available from their previous work. Children can note their findings on comparison table in their books – see opposite example. Key teaching points: - Evidence must link with the headings - Children should attempt to link the evidence together or identify differences between sources - Collaboration, discussion and debate over meaning and importance should be encouraged and supported</p> <p>Teacher led questioning during research: How do these sources differ/agree? What questions has it made you want to ask? Which information did you find that helped someone else? Have you had any disagreements over what you've found?</p> <p>Plenary: Teacher led discussion children identify the evidence they found which best highlights similarities and differences between the two periods. Teacher could add findings to class example on WW. Which evidence showed a similarity/difference that taught you something new? Why is it interesting to you?</p>	<p>Context for teachers: The Saxon period saw a change from Britain being part of a wider empire to it being broken into a number of kingdoms which were explored in lesson 1. The period is also known as part of the 'Dark Ages' because of the change from urban centres to smaller villages and farmsteads (amongst other reasons).</p> <p>Comparison grid example</p> <table border="1" data-bbox="1335 730 1774 970"> <thead> <tr> <th></th> <th>Roman Britain</th> <th>Anglo-Saxon Britain</th> </tr> </thead> <tbody> <tr> <td>settlement</td> <td></td> <td></td> </tr> <tr> <td>society</td> <td></td> <td></td> </tr> <tr> <td>governance</td> <td></td> <td></td> </tr> </tbody> </table> <p>Conclusion written task sentence starters: <i>Settlements in Roman Britain were..</i> <i>The differences in settlements during the Anglo-Saxon period were..</i> <i>The evidence to support this is..which shows/ tells us..</i></p>		Roman Britain	Anglo-Saxon Britain	settlement			society			governance			<p><b>Settlement governance society</b></p> <p>Primary source, secondary source, evidence, reliability, locality, similarity and difference</p>	
	Roman Britain	Anglo-Saxon Britain															
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society																	
governance																	



	<p>Reflection/ conclusion: Chn to write a conclusion which answers the main question for the lesson. The use of evidence to support the differences is key and adding multiple types of evidence (archaeology/text etc) should be encouraged.</p> <p>Which evidence have you included in your answer?</p> <p>Why that piece?</p> <p>Have you covered all three aspects of life we were looking at?</p>	<p><i>Society in Roman Britain was...</i>  <i>However, the society in the Anglo-Saxon period was...</i>  <i>The evidence to support this is...which shows/ tells us...</i></p> <p><i>Governance in Roman Britain was..</i>  <i>In contrast governance in the Anglo-Saxon period was...</i>  <i>The evidence to support this is...which shows/tells us...</i></p>	<p>Teacher led collaborative write for conclusion</p>
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