

Y4 Su1 History Plan

Unit Rationale

This unit follows on from the children's learning on Roman Britain. Pupils will recap the ways in which the Romans changed Britain and then learn about the changes that happened when they left. They will continue to develop their chronological understanding of the history of Britain and will look at early Anglo-Saxon migration, settlement and beliefs.

National Curriculum Objectives:

- Britain's settlement by Anglo-Saxons and Scots

Cross Curricular Links:

Geography - mapwork

Trips/Visits:

Modern Day Links:

Prior Learning:

Y4 Sp - Roman Britain - how life changed
 Y3 Su - Life in Iron Age Britain - tribes, polytheistic beliefs, before Roman invasion

Substantive Knowledge:

Big ideas/Disiplinary Knowledge

Continuity and change

What next?

Y5 Au - How the Anglo-Saxons lived in Britain
 Y5 Sp - The Viking invasion

Lesson	WALT	What should the children remember?	Lesson plan and outcome	Key Vocabulary	Key Questions
Lesson 1	present reasons for why the Romans left Britain.	<ul style="list-style-type: none"> - The Romans occupied Britain for over 400 years - There are a number of factors that led to the Romans leaving Britain - The most well-known reason is because they were being attacked back home in Rome and had to send their army back for defense - Other reasons include issues with money, stretching 	<p>Quiz: What was the Roman empire? When did the Romans invade Britain? What changes were made to Britain as a result of the Romans settling there?</p> <p>Look at the picture of Roman Britain. Use this to help you answer the questions.</p> <p>Why did the Roman Empire, which ruled vast lands for over 400 years, suddenly come to an end? Today we are going to explore this history mystery!</p> <p>Show pupils the image and slowly reveal each part. Ask pupils to suggest reasons they can think of for why the empire ended and use the picture to develop ideas. Explain that the picture shows the Barbarians looting and pillaging the treasures of ancient Rome, including the toppling of statues of emperors. Raids on the empire from the east had been happening for a couple of hundred years but came to a head in the 4th century the time this picture describes.</p> <p>So was the only reason the Roman Empire fell because of invasion? This is what we are going to explore today.</p> <p>Go through slides 5 to 12 and make sure pupils have grasped the key reasons. To make sure they have captured at least 3 reasons ask them to draw a quick sketch of each idea on a different playing-card-sized piece of paper. Some</p>	empire barbarians looting pillaging invasion Huns Visigoths inflation corruption	Can you tell your partner what the key vocabulary means for this lesson?

		<p>their army too thin to cope with the invading groups all over the world, incompetence of the leaders.</p>	<p>will be quite literal: others quite creative. All they need is a trigger image that would help someone else guess. For example, for the religious reasons they might simply draw a cross. Stress the need for a quick sketch of an idea, not a detailed drawing. Allow just 1 minute per idea to keep the pace up, thereby freeing space for the higher-level thinking activity. Ask pupils to put their initials on the back of each picture.</p> <p>Now mix all the class pictures up and distribute them across the class to see if pupils can work out what they all are. Encourage pupils on the same table to help. This should consolidate pupils' understanding of the ideas. You might want to reiterate what they are.</p> <p>The sorts of ideas that historians currently include are:</p> <ul style="list-style-type: none"> a. military overreach. The empire was just so vast and sprawling that it was bound to come under threat at some time. b. the invasions by Huns and Visigoths from Northern and Central Europe c. inflation and increase in taxation d. corruption and political incompetence e. simply the sheer cost of maintaining all those bridges, roads and aqueducts f. the cost of the games such as gladiators in amphitheatres meant the government diverted money it should have spent on the army and people had less money to pay taxes 		
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			<p>Pupils now need to think about the links between the various causes. Distribute copies of slide 13 one between two. Using a pencil only see if pupils can spot and then draw any links between the ideas shown in the boxes, the ones they have been discussing. Could they see a link between the lack of money and the size of the army, or between the costs of defence and the Barbarian invasions?</p> <p>Task: Children to stick the sheet in their books with their lines drawn for links and must explain the links that they have made.</p>		
Lesson 2	identify why the Angles, Saxons, Jutes and Frisians settled in Britain.	<ul style="list-style-type: none"> - Four main groups of settlers travelled from different parts of Europe - There were reasons for them to want to leave their home (push) and reasons to want to settle in the UK (pull) - Some of the key reasons for the migration are better farming and 	<p>Quiz: True/false - The Roman Empire in Britain lasted for over 4 centuries. Place these events in chronological order: Anglo-Saxons (449AD - 1066AD) The Celts (800BC - 43AD) The Romans (43AD - 410AD)</p> <p>Which of the factors that we looked at last week do you think was the most significant in why Roman Britain ended?</p> <p>After the Romans left, who came next to settle in Britain? The Anglo-Saxons!</p> <p>Who were they? The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago. Made up of four tribes who came over from Europe, they were called the Angle, Saxon, Jute and Frisan tribes. The two largest were the Angles and Saxons, which is how we've come to know them as the Anglo-Saxons today. They were fierce people, who fought many battles during their rule of Britain – often fighting each other! Each tribe was ruled by its own strong</p>	<p>Angles Saxons Jutes Frisians Celts Hengist Horsa Vortigan warriors push/pull factors</p>	<p>What are the key reasons why Saxons settled in Britain?</p> <p>What is meant by push and pull factors?</p>

		<p>climate, Saxon land flooded and therefore food was scarce, the opportunity was there after the Romans left</p>	<p>warrior who settled their people in different parts of the country.</p> <p>(show map) This is where they came from in the early 400s (that's about 1600 years ago!) but why they came is a mystery which you are going to investigate and come up with the answer.</p> <p>Print out picture slides and put one on each table. Allow pupils to walk around and discuss what they can see and what this might tell them about why the Saxons invaded. Their job is to find as many possible reasons as they can, just from the clues.</p> <p>Clues go from easy (1) to hard (6). If possible, source objects rather than just using pictures.</p> <p>Clue 1: More land for farming Clue 2: Better, milder climate Clue 3. Saxon land flooded Clue 4: There was not enough food Clue 5: They thought they could easily win any battle now that the Romans had gone and could set up their own kingdoms there Clue 6: They (i.e. Saxon leaders Hengist and Horsa) were invited by the Celtic leader Vortigern to come over to help fight against the Picts who had invaded from Ireland and Scotland after the Roman troops had withdrawn.</p> <p>When the children have worked out the clues, collect their ideas and place them on the whiteboard under the heading, Possible reasons why the Saxons invaded.</p> <p>Children to work in groups of 4 to sort the 10 downloadable cards, with possible reasons why the Saxons invaded, into</p>		
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			<p>categories – those which are likely to be true, unlikely, impossible or those they need to find out about.</p> <p>Now point out that when people explain why the Saxons invaded they don't just list reasons, they often divide them into push and pull factors. Use slides to show the difference, using examples of why people move to another country nowadays. When the concept is clear, ask the children to sort out which of our six factors are push and which pull.</p> <p>List the 6 reasons on the board and ask the children to mime either a push or pulling motion as you read out each factor.</p> <p>Task: watch the video https://www.bbc.co.uk/programmes/p011501p The children's job is to say how good the explanation given on the film is for understanding the Saxon reasons for invasion. They should look at the factors and decide which have been explained then write to the producer of the film saying what they liked about the film and how it could have been 'even better if'. This gives the more able pupils a chance to evaluate and to mention ways of explaining that the film could have used e.g. push and pull factors.</p>		
Lesson 3	test a simple hypothesis about where the early Anglo-Saxons lived and how we know.		<p>Before the lesson, use this link to find a picture of your local area on the map https://shop.thisismikehall.com/products/bromley-london-borough-retro-map-giclee-print</p> <p>Quiz: True/false - The settlers after the Romans came from different countries in Europe. Which of the following is not a reason for them settling?</p>	Angles, Anglo-Saxon, archaeologist century, clearing, evidence, farm, ford, homelands, Jutes, land, migrate, opinion, place name, raid, reliable, remain,	<p>What evidence is there that Anglo-Saxons buried their dead?</p> <p>Name three places in our local area where the Anglo-</p>

			<ul style="list-style-type: none"> - The Romans were gone - The climate was better - They got lost on the way to France - There were more farming opportunities <p>What do historians mean by 'push and pull factors'? Can you give an example of each?</p> <p>Pupils start with a mystery object, slide 4. I wonder what it is? It is 1500 years old. It helps us to work out where the Anglo-Saxons lived. Before revealing the mystery object's true purpose, ask the children why we don't just find the houses they used to live in 1500 years ago. It should quickly become apparent that hardly any remains survive because Saxons built exclusively out of wood. There is one exception in West Stow where they have tried to reconstruct what Anglo-Saxons houses would have been like. You can see that on slide 3.</p> <p>Now go back to the mystery object. It belongs on top of the object shown on slide 4 (as a stopper). Show, and explain this is where people's remains were placed after they died. It goes without saying that you will need to be aware of any sensitivities here. You may prefer to say the pots were found in the ground near to where people had died. The important thing for children to realise is that East Anglia was full of urns like the one on slide 5. Children may not know at this stage where the Saxons came from slide 8 and 9 show them this – hopefully the animated men will help it stick in their memory. Stress that East Anglia was their first 'port of call'.</p> <p>Introduce the pupils to the main part of the lesson – a hypothesis to solve. Show them what seems to be a complicated map but then quickly help them make sense of it with the aid of bells and whistles. The map to use can be</p>	<p>Saxons, settle, settlement, tribe, valley, village</p>	<p>Saxons settled</p> <p>Why did the Angles, Saxons, Jutes and Frisians leave their homelands and travel to Britain?</p> <p>What challenges do you think they may have faced when settling here?</p>
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			<p>accessed using PowerPoint presentation slide 10. The map explains what the red dots are and has a key which gives distances and height of the land. Ask for suggestions for what the blue lines are.</p> <p>Once pupils have had a chance to familiarise themselves with the map make a few simple statements about the land, which require pupils to give a true/false answer. Pupils boo if the statement is false and cheer when the answer is true.</p> <p>Here are some examples of statements to try out: There were only 10 rivers in East Anglia (false). There were lots of cemeteries where urns were found (true). All the land in East Anglia is more than 600 metres above sea level (false). The Anglo-Saxons only buried their dead close to the coast (false). Anglo-Saxons buried their dead all over the region (true).</p> <p>Task: Get the children to stick in the picture of the maps (the one from the board and the local area map). Give the children the statements and discuss them as a class.</p> <p>Then they will produce 3-6 hypotheses of their own, starting 'I think the early Anglo-Saxons lived.....' and write this under the map in their books. Each statement should be supported with an explanation which shows analysis of the map and using their knowledge of the time e.g. I think the early Anglo-Saxons lived close to sources of water because I can see from the map that the areas of just land did not contain as many urns.</p> <p>Underneath this, make a list of local area names of places, their translation from the sheet and whether they agree with</p>		
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			the translation e.g. Ley - forest clearing - Bromley - I can see wooded areas on the map.		
Lesson 4	outline the challenges faced when establishing new settlements.		<p>Quiz True/false - the early Anglo-Saxons buried their dead. List three places in our local area that the Anglo-Saxons settled. (referring to qu2) How reliable is our evidence of this?</p> <p>Recap - why did the Angles, Saxons, Jutes and Frisians leave their homelands and travel to Britain? What challenges do you think they may have faced when settling here?</p> <p>Activity Settler game - children in groups of 5. Define some terms that come up in the settlement event sheet e.g. civil war, christian missionaries</p> <p>Task: Pupils write a response to answer the question, 'what do you think was the biggest challenge faced when settling?' Use your knowledge of the time to justify your answer. Include reasons why you chose it over other challenges.</p>	Angles Saxons Jutes Frisons homelands Settlers Civil war missionaries	
Lesson 5	describe the early beliefs of the settlers.	At the beginning of the Anglo-Saxon period, Paganism was the main religion.	<p>Quiz True/false - migration is when you move to live in a new place. Which of the following was not a group that travelled from Europe to live in Britain?</p> <ul style="list-style-type: none"> - Jutes - Picts - Frisians - Angles <p>List three challenges that new settlers faced.</p>	Polytheism Paganism	<p>How can we be sure that what we have learnt is true?</p> <p>How can we use evidence to show how Christianity came about?</p>

		<p>To arouse pupils' interest use the slow reveal technique using slides 2 and 3 of the PowerPoint presentation – Part 1. What do the pupils think is happening here? Some might be able to spot a monk and a coffin. They might then think the man is being buried. They are in fact opening the coffin 11 years after this death to inspect the body. They find that the body has not decayed and proclaim it to be a miracle – the work of God. This is covered in slides 4-8. Stress to the pupils that this is clearly happening in a Christian country. By 687 much of England was Christian but at the start of Saxon times it was pagan. The story of the death of Cuthbert reminds them that Christianity seems to have taken hold at least somewhere in Britain by the end of the 7th century. So when did it all start?</p> <p>Remind pupils of the last years of Christianised Roman Britain and the reversion to paganism that followed the end of the Roman Empire. The timeline on slide 9 should prove helpful here. Use this as a basis for discussion. Get pupils to interact with it using a Timeteams approach. In teams of 3, pupils have to answer the questions on chronology shown on RS1. Which team can be first to get all the statements correct?</p> <p>Now tell the story of the arrival of Christianity using slides 12 and 13 to help.</p> <p>To consolidate their understanding of the narrative, ask pupils to sequence the key events using the cards cut from RS2a. There are many ways of doing this task. For the most able give them the undated cut up cards on RS2a and ask them to see how far they can sequence them without reference to the timeline. Then give them the timeline RS2b to self-check. The lower attaining pupils will clearly need far fewer cards. We suggest that you use only the ones marked</p>		
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		<p>with an asterisk. When it comes to them self-checking, tell them to look for the ones on the timeline with an asterisk.</p> <p>Now pose the question about how quickly Christianity caught on and whether it was widespread across the British Isles using slide 14 to help. This will really help pupils' understanding of change and continuity. Introduction in one place at one time does not necessarily signify wholesale adoption. Sometimes in history things can appear to regress as well as progress e.g. immediately after the end of Roman occupation.</p> <p>Now switch the focus from story-telling to asking how we know this really happened when we have already learned that evidence from Saxon times is thin on the ground. Using the images from the second PowerPoint (Part 2) see if the pupils can work out which sources would have led historians to have made the statements they did, as shown on resource sheet RS3. A good way of doing this is to use a technique called gallery. Simply place the print-outs of the slides (number 3-13: evidence numbered 1-11 in black circles) around the classroom/hall/corridor, as if it were an art gallery. Give pupils, working in pairs, a clipboard and a copy of RS3. Ask them to find evidence from the numbered slides that backs up the statements. RS4 provides the answers. NB The numbers refer to the evidence in a black circles not the PowerPoint slide numbers.</p> <p>I have found 4 ways of differentiating this task to be particularly helpful.</p> <p>Idea A Place the statements in ascending order of difficulty so low attainers aren't confronted with the hardest sources first. By the same token, ask the more able to start at statement 10 and work backwards thereby ensuring that</p>		
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			<p>they are challenged from the start.</p> <p>Idea B Give the lower-attainers a part completed chart with the hard ones done for them so they can complete the whole sheet</p> <p>Idea C You help the lower-attainers more with the ones they will find harder.</p> <p>Idea D Ask the more able to identify the best evidence so they use their skills of judgement rather than just identification.</p> <p>Feedback groups' findings. Use RS4 to check their answers. This contains the answers that I think Y5 should be coming up with. As always, challenge pupils' thinking: accept justifiable but different answers. Push the more able to defend their judgements.</p> <p>Task: pupils to present their findings in groups at the end. Create a photosheet including the evidence looked at in the lesson. Set a GPL task at the bottom of the page for pupils to complete at the beginning of the next lesson. GPL task: explain what you learnt from the evidence.</p>		
Lesson 6	answer the question, 'What happened to Britain when the Romans left?'		<p>Multiple choice quiz</p> <p>Write extended answer - provide picture sources and a WAGOLL</p>		