ANGLO-SAXONS KS2 PLANNING

Class: **Term: Autumn 2** **Topic: Anglo-Saxons** **Subject: History**

Differentiation and support	Cross curricular links
SEN: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. GT: carry out additional research. Encourage inclusion of factual information e.g. names and dates.	Science and D + T: different materials they used ICT: research on websites and archaeological simulations Literacy: making notes, using dictionary, role-play, writing from different points of view. Numeracy: dates, timeline, centuries etc. Geography: where Anglo-Saxons came from and settled RE: Anglo-Saxon religious beliefs and the differences between Paganism and Christianity

W	LO	Lesson structure and activities	Resources	Success Criteria	Evaluation
	To research information on the Anglo-Saxons	Over half-term children to research information on one aspect of Anglo-Saxon life e.g. Anglo-Saxon religion, Anglo-Saxons kings etc Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term			
1	To make notes about life in Anglo-Saxon Britain To present information that they have researched	Intro: Explain that children will be presenting their poster / PowerPoint that they made over half-term to the rest of the class. Explain that those who are listening will be using what they find out to make a mind map. Model how to make a mind map, with the topic in the middle (Anglo-Saxons) Emphasise the need to put information with other related information and to try not to write the same thing more than once. Remind children of how to present well and how to be a good audience. Main: Children present their poster / PowerPoint to the rest of the class, who use their information to make a mind map. After each presentation, give children who are listening a chance to ask the presenter a couple of questions. Plenary: Share their mind map with their partner and compare what information they recorded and how they organised it.	Children's presentations	MUST: present some information on the Anglo-Saxons and makes notes on other people's presentations SHOULD: organise their mind map so information on similar topics is grouped COULD: make links between different areas of their mind map	

2	To arrange historical events in chronological order

To understand how we name centuries e.g. the 21st century | Intro:
Revise AD and BC. Explain how the Anglo-Saxons arrived in Britain after the Romans had left.
Model how to arrange key events on a timeline.
Explain how when we talk about a century e.g. the 21st Century we add on a century because of the years 0-99AD being the 1st century

Main:
Children to arrange key events from Anglo-Saxon period on a timeline.
Extension: Annotate events from the timeline as being in the 5th, 6th etc century

Plenary:
Go through how timeline should have looked and what century each date was in e.g. 1066 was in the 11th century | Events to cut out and stick

Scissors

Glue sticks | MUST: arrange **some** of the dates in the correct order on the timeline

SHOULD: arrange **all** of the dates in the correct order on the timeline

COULD: label which century each date was in | |
| 3 | To ask and answer questions about an archaeological site

To understand some of the strengths and limitations of archaeological evidence and it can be interpreted in different ways

To find out who was buried at Sutton Hoo and why it was such an important archaeological find | Intro:
Revise what an archaeological site is
Explain that we will be looking at a major Anglo-Saxon archaeological site called Sutton Hoo

Main:
Go through artefacts found at Sutton Hoo from http://primaryhomeworkhelp.co.uk/saxons/suttonhoo/index.htm (if the link does not work, Google 'primary homework help Sutton Hoo index')
Give children three choices of who each artefact could belong to: a soldier, a king or a monk.
For each artefact children need to write who they think it belonged to and why, and who they think it would not have belonged to and why.

Plenary:
Children complete 3 statements bringing all the evidence together:
The person buried at Sutton Hoo was *almost definitely* a soldier / king / monk because …
The person buried at Sutton Hoo *might have been* a soldier / king / monk because …
The person buried at Sutton Hoo was *almost definitely **not*** a soldier / king / monk because …
In partners children discuss who they think was buried at Sutton Hoo.
Explain that it is thought to have been probably King Raedwald who ruled East Anglia in the seventh century.
What can we not find out from archaeological evidence e.g. voice, appearance, character etc? | Writing frames | MUST: say who they think owned / did not own different artefacts

SHOULD: explain their choice of who they think owned / did not own different artefacts

COULD: understand the limitations of archaeological evidence e.g. we can't tell exactly who was buried there | |

To access the complete version of the Anglo-Saxons KS2 planning, with every resource needed to teach each lesson, visit:

http://www.saveteacherssundays.com/history/year-4/353/