

## National Curriculum Objectives

### History

Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop appropriate use of historical terms. Sometimes devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how knowledge of the past is constructed from a range of sources.

Britain's settlement by Anglo-Saxons and Scots.

### Geography

Human and physical geography. Use maps, atlases, and globes to locate countries and describe features studied. Investigate impact on human geography, settlement and land use and distribution of natural resources including energy, food, minerals, and water.

### Design and Technology

Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

## Skills

### Chronology

To name concurrent, subsequent and preceding periods of history and how they may have interacted.

### Enquiry and Sources of Evidence

Understand and link different sources of evidence (primary, secondary, fact, opinion, bias, reliable etc) and use these to formulate questions.

Be aware that different evidence will lead to different conclusions and understand that when making interpretations

### Similarities and Differences

Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied.

### Cause, consequence, change, continuity and significance

Evaluate how the period has impacted Britain (cultural, economic, military, political, religious and social history).

Identify and explain continuity and change across a larger chronological period that extends to present day

### Interpretations

Examine evidence across history to look at how interpretations of history can change and say why and how they caused it to change.

Use various sources of evidence and learning to draw their own interpretations of a period/event /period and say why.

## The Anglo-Saxons and Vikings Years 3 and 4

### Key Questions (Knowledge)

1. Were the Saxon times really the 'dark ages'? (Civilisation)
2. Were the Vikings vicious raiders or peaceful settlers? (Civilisation, Progress)

### Key Vocabulary

Hypothesis, Artefacts, Anglo-Saxons, Vikings, Romans, invasion, burial sites, settlement, Sutton Hoo, archaeologist, mound, amulets, Lindisfarne, Monks, Christianity, Pagan, monasteries, crime, punishment, longboat.