

Year 5 – Anglo Saxons

UKS2 Spring 1

Breadth	Concept	Milestone 3(Years 5&6)	Knowledge	Vocabulary
Britain's settlement by Anglo Saxons and Scots.	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 	<p>I know the difference between primary and secondary sources</p> <p>I know the importance of primary and secondary sources for historians in finding out about the past</p> <p>I know the Anglo Saxons arrived in Britain after the Romans – around 450AD</p> <p>I know the Angles, Saxons and the Jutes were different tribes</p> <p>I know the Anglo Saxon time period is named that because it is made from different tribes</p> <p>I know the names of towns and cities that were named during the Anglo Saxon rein</p> <p>I know artefacts give us evidence of how people lived in the past</p>	Anglo Saxon/Scots Romans Roman empire Sutton Hoo Primary source Secondary source Archaeologist AD/BC Century Chronological Period God/goddess Invader Settler Epoch (era) Civilisation Conflict Empire Enemy Evidence Invasion Law Justice Nation Power Rights Settlement War Trade/trade route Kingdom
	Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life	<p>Identify continuity and change in the history of the locality of the school.</p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. 	<p>I know how to use contents and index pages in non-fiction books to locate information to support my historical hypothesis</p> <p>I know that the Anglo Saxons were Pagans</p>	

	<p>is different for different sections of society.</p>	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>I know the names of some of the Anglo Saxon gods</p> <p>I know what a typical Anglo Saxon would have looked like</p>	
	<p>Understand chronology</p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<p>I know the names of the key features of an Anglo Saxon village</p> <p>I know the roles of jobs of an Anglo Saxon, both male and female</p> <p>I know the Anglo Saxons converted to Christianity</p> <p>I know Sutton Hoo is a primary source of information about the Anglo Saxons</p>	

	<p>Communicate historically</p> <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy. <p>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p>		
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