

What it looked like last unit



Invaders and Settlers: The Romans

You moved on from the pre-history period to the next invaders of Britain chronologically, the Romans and explored the impact that the Romans had at the time and on our modern lives.

Vocabulary (definitions)

archaeologist - a person who studies human history and prehistory through the **excavation** of sites and the analysis of **artefacts**

Angles - Germanic people who settled in Britain in the post-Roman period

Anglo-Saxon - Germanic inhabitant of England between the 5th century and the Norman Conquest

Christianity – religion based on the teachings of the Bible

druids – Celtic religious people and healers

migration – to move from one place to another for survival

invasion - incursion of an army for conquest or plunder

Jutes - Germanic people believed to have come from Jutland in modern Denmark

Monk - a person who practices religious asceticism by monastic living, either alone or with any number of other **monks**

Pagan – An ancient religion that predates Christianity meaning ‘one who lives with the country’.

Picts - ancient people inhabiting northern Scotland in Roman times

Roman – Invaders from Rome

Saxons - a group of people that inhabited parts of central and northern Germany from Roman times

What it looks like next unit



Ancient Greeks

You have studied Pre-historic Britain, the Ancient Egyptians, and an introduction to Early Civilisations. You will then develop your knowledge of the Greeks with a more in-depth study.

Sequence of Learning

1. Study the archaeological evidence at Sutton Hoo to ask and answer questions.
2. Find out who the Anglo-Saxons were and where they came from.
3. Find out who the Picts and Scots were and where they lived.
4. Use various historical sources to find out about Anglo-Saxon life.
5. Explore the spread of Christianity in Britain.
6. Use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.



Year 4 – Anglo-Saxon, Picts and Scots

Scots - member of a Gaelic people that migrated from Ireland to Scotland around the late 5th century
 settler/settlement - a person who moves with a group of others to live in a new country or area
 source - a book or document used to provide evidence in research.

Cultural Capital

This unit is the next chronological chapter in British History after your study of the Romans. You have a background knowledge of Britain before this point which you will now build on.

What do I know already about British history?
 Who invaded Britain in 43AD?
 What impact did the Romans have on Britain?
 Why did it give way to the Bronze Age?
 Who could be buried at Sutton Hoo?
 How are the Scots, Picts and Saxons different?
 What information do we have on this era and how true is it?
 How can archology help us to piece together the past?

Other Links

Year 3 Pre-historic Britain, Year 4 Invaders and Settlers: The Romans, Year 5 Saxons Vs Vikings, Year 6 Crime and Punishment through the ages, Year 6 A Local Study: the Tudors

Skills

<i>Chronological Awareness</i>	<i>Range and Depth of Historical Knowledge</i>	<i>Interpretations of History</i>	<i>Historical Enquiry</i>	<i>Organisation and Communication</i>
Place events from period studied on a timeline. Use terms related to the period studied and begin to date events. Understand more complex terms e.g. BCE/AD Use words and phrases; century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilisations.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library, e-learning for research	Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.

Schemas:

- 1 - Timeline of events
- 2 - Invaders and Settlers (and their decline)
- 3 - Study of everyday life changing over time
- 4 - Chronology

