

History Assessment Grid: Anglo-Saxons, Picts and Scots: Year 3/4

Anglo-Saxons, Picts and Scots								
Group: Year: Term:								
History								
Lesson 1	Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?							
	Do children understand what an archaeologist does and why they excavate certain sites?							
	Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?							
Lesson 2	Can children explain the terms migrate, invade and settle?							
	Can children use a timeline to establish the beginning, end and duration of the Anglo Saxon period in Britain?							
	Can children name some of the historical and archeological sources that tell us about Anglo Saxon migration?							
n 3	Do children know who the Scots and Picts were, where they lived and why they are important?							
Lesson	Can children describe what they know about the lives of the Picts and Scots?							
Le	Can children name historical sources which tell us about the lives of the Picts and the Scots?							
4 n	Can children generate questions relating to everyday life in Anglo-Saxon times?							
Lesson	Can children use artefacts to find out about everyday life in Anglo-Saxon Britain?							
Le	Can children compare the lives of rich and poor Anglo-Saxons?							
n 5	Do children know what the term 'culture' means?							
Lesson	Can children infer what life was like in Anglo Saxon Britain from the story of Beowulf?							
<u>د</u>	Do children understand why stories like <mark>Beo</mark> wulf were im <mark>porta</mark> nt in Anglo-Saxon Britain?							
Lesson 6	Do children understand the terms 'change' and 'continuity'?							
	Can children describe how religious beli <mark>efs a</mark> nd practices changed during the Anglo-Saxon period?							
	Can children describe some of the differences between the beliefs and practices of pagans and Christians?				T E			
Lesson 7	Can children summarise and organise historical evidence?							
	Can children draw a conclusion based on historical evidence?							
Le	Can children evaluate the reliability and relevance of different sources of evidence?							

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