

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out how we know about the past.	Children explore the idea that our understanding of the past is based on a range of historical sources, including artefacts made at the time, written accounts and environmental evidence. During the session, children will learn about the excavation at Sutton Hoo and about what was found there. They will examine some of the artefacts found at the site and use these to ask and answer questions about the Sutton Hoo burial.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Slides Artefact Cards Artefact Analyser 1A/B/C/D Sorting Challenge (FSD? activity only) Sorting Challenge Sheet 1A/B/C (FSD? activity only) Blank Sorting Sheet
Lesson 2	To find out about Anglo-Saxon migration.	In this session, children find out who the Anglo-Saxons were, where they came from, and when and why they came to Britain. Children will bust some common myths about Anglo-Saxon Britain as they learn that Anglo-Saxon kingdoms took more than a century to form and that many different tribes lived in Britain at that time. Children will review evidence and decide whether they think the Anglo-Saxons invaded Britain by force or settled peacefully.	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Slides Challenge Card 2A/B/C/D Evidence Cards 2A/B Information Sheet Record Sheet 2A/B/C Answer Sheet 2A/B/C Anglo-Saxon Story Builder (FSD? activity only) Answer Cards 2A/B (FSD? activity only)
Lesson 3	To find out who the Picts and Scots were and where they lived.	Here, children will find out who the Picts and Scots were and where they lived in Britain. Children will use environmental evidence from settlements, forts and monuments, as well as artefacts from the time, to find out about the lives of the different tribes. They will also consider the limitations of accounts written by Anglo-Saxons and Romans, including bias. Children apply their knowledge by creating and answering quiz questions about the Picts and Scots based on the given ebook resources.	<ul style="list-style-type: none"> Do children know who the Scots and Picts were, where they lived and why they are important? Can children describe what they know about the lives of the Picts and Scots? Can children name historical sources which tell us about the lives of the Picts and the Scots? 	<ul style="list-style-type: none"> Slides Question Cards Question Sheets 3A/B/C Answer Sheets 3A/B Picts/Scots eBooks Design Sheet (FSD? activity only) Instructions Sheet (FSD? activity only) Picture Cards (FSD? activity only) Ogham Alphabet Sheet (FSD? activity only) Clay, clay tools, paint (FSD? activity only)
Lesson 4	To use a range of artefacts to find out about Anglo-Saxon life.	Children are challenged to identify three mystery objects from Anglo-Saxon Britain. They will learn how to question what the artefacts are for, who might have used them and what these can tell us about life in Anglo-Saxon times. To apply their understanding, children will sort artefacts into different categories relating to everyday life: clothes, work, food, buildings and leisure. Then, children will describe and evaluate an artefact in detail using an archeological record form.	<ul style="list-style-type: none"> Can children generate questions relating to everyday life in Anglo-Saxon times? Can children use artefacts to find out about everyday life in Anglo-Saxon Britain? Can children compare the lives of rich and poor Anglo-Saxons? 	<ul style="list-style-type: none"> Slides Archeological Record Form 4A/B Information Sheet 4A/B Picture Cards Activity Sheets (FSD? activity only) Ingredients listed in recipes, onion skins, water, salt, wool, cardboard looms, counters for games (FSD? activity only)

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Lesson 5	To explore Anglo-Saxon society and culture.	In this session, children use the story of Beowulf to explore how Anglo-Saxon society was organised. Children make notes as they listen to a shared read of Beowulf and discuss what they can infer about Anglo-Saxon culture and society. Children will then create storyboards to retell Beowulf in their own words and pictures before using their understanding to decide whether the person buried at Sutton Hoo was a king, thane or peasant.	<ul style="list-style-type: none"> Do children know what the term 'culture' means? Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? Do children understand why stories like Beowulf were important in Anglo-Saxon Britain? 	<ul style="list-style-type: none"> Slides Storyboard 5A/B/C Beowulf Story Sheet Story Cards Challenge Cards Riddle Challenge (FSD? activity only) Riddle Cards (FSD? activity only) Riddle Solutions sheet (FSD? activity only)
Lesson 6	To know about paganism and the spread of Christianity in Britain.	During this session, children explore the concepts of change and continuity while looking at religion. Children will use timelines to discuss the two major shifts in religious beliefs and practices during the Anglo-Saxon era: the introduction of Anglo-Saxon paganism and the spread of Christianity from centres such as Iona, Lindisfarne and Canterbury. Children will use their knowledge of Christian and pagan practices to help them identify the religion of the person buried at Sutton Hoo.	<ul style="list-style-type: none"> Do children understand the terms 'change' and 'continuity'? Can children describe how religious beliefs and practices changed during the Anglo-Saxon period? Can children describe some of the differences between the beliefs and practices of pagans and Christians? 	<ul style="list-style-type: none"> Slides Fact Cards Fact Sheet 6A/B/C Answer Sheet 6A/B My Life in Objects 6A/B (FSD? activity only)
Lesson 7	To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.	In this final session, children bring together everything they know to solve the mystery: who is buried at Sutton Hoo? Children will learn about six kings who ruled territories in seventh-century Britain and use evidence packs to draw a conclusion about which of these kings was buried at Sutton Hoo. Children will consider the reliability and relevance of the evidence in their pack.	<ul style="list-style-type: none"> Can children summarise and organise historical evidence? Can children draw a conclusion based on historical evidence? Can children evaluate the reliability and relevance of different sources of evidence? 	<ul style="list-style-type: none"> Slides Record Sheet 7A/B/C Evidence Sheets 7A/B/C/D/E Picture Cards (FSD? activity only) End of Unit Quiz and Answers