

Final Outcome: We are working towards designing and constructing our own Anglo-Saxon village.

Component 6:

What we will know after this sequence:

- Children will be able to explain how Anglo-Saxon houses were designed and built.
- They will be able to identify which materials were used in the construction of houses and how these depended on the location of the settlement.

Vocabulary: Settlement, materials, construction, excavation, thatched, resources

How will this feed into my next learning:

Pupils will use their knowledge of the design of Anglo-Saxon houses in their design and construction of a model Anglo-Saxon village.

SEN: Visual examples of information given. Record verbal responses for task, encourage social integration for group work.



Component 4: To understand the development of Anglo-Saxon settlements.

What we will know after this sequence:

- Children will be able to explain how Anglo-Saxon settlements were developed.
- They will be able to explain where they were located and why.
- They will understand what made a good location for a settlement.
- They will be able to identify how the Anglo-Saxon settlements differed from Roman settlements.

Vocabulary: Settlement, location, land use, community, protection, access, advantages, disadvantages

How will this feed into my next learning:

Pupils will use their knowledge of Anglo-Saxon settlements to explore the history of Anglo-Saxon place names.

SEN: Visual examples of information given, record verbal responses to task.



Component 5: To understand the influence of Anglo-Saxon place names on Britain today.

What we will know after this sequence:

- Children will understand that many places were named in the Anglo-Saxon times and that these names described the place in some way.
- They will be able to identify which Anglo-Saxon place names are still in existence in the local area.

Vocabulary: Evidence, describe, chief, landscape, fortified, Pagan

How will this feed into my next learning:

Pupils will use their knowledge of Anglo-Saxon place names to look at settlements in detail and understand how buildings were designed.

SEN: Visual examples of information given, record verbal responses to task, encourage social integration for group work.



Component 3: To describe the different Anglo-Saxon kingdoms.

What we will know after this sequence:

- Children will be able to explain how Anglo-Saxon Britain was divided into kingdoms.
- They will know who the main Anglo-Saxon kings were.
- They will be able to locate the main kingdoms on a map.

Vocabulary: Kingdom, sub-kingdoms, compare, locate

How will this feed into my next learning:

Pupils will use their knowledge of Anglo-Saxon kingdoms to explore how Anglo-Saxon settlements were developed.

SEN: Visual examples of information given. Visual word mat with newly learnt vocabulary, record verbal responses to task.



Component 2: To know about the Anglo-Saxon invasions.

What we will know after this sequence:

- Children will understand how the invasions of Britain happened.
- They will be able to explain how the Saxons invaded from the sea from Europe and Ireland, and by land from Scotland
- They will be able to explain how forts were used in defence.

Vocabulary: Invasion, forts, defence, location, ancestors, Vortigern, Picts, raiders

How will this feed into my next learning:

Pupils will use their knowledge of how the invasions happened to explore how Anglo-Saxon Britain was divided into kingdoms.

SEN: Visual representation of all new vocabulary. Be aware of sensory sensitivities, encourage social integration for group work.



Component 1: To understand the timeline and geography of the Anglo-Saxons.

We should know:

That the Romans ruled Britain until AD 410. That the Celts lived in Britain at the time of the Romans and Anglo-Saxons.

What we will know after this sequence:

- Children will be able to explain where the Anglo-Saxons came from.
- They will be able to identify when the Anglo-Saxons ruled Britain.
- They will understand why the Anglo-Saxons invaded Britain.

Vocabulary: Invasion, invader, settler, emigration, Jutes, Saxons, Angles, tribes, Scot

How will this feed into my next learning:

Pupils will use their knowledge of where the Anglo-Saxons came from to understand how the invasions of Britain happened.

SEN: Pre teaching new vocabulary using multisensory approach. Record verbal responses to task.

