| Big question: Were the Saxons peaceful settlers of vicious invaders?  Purpose: | | | | | | |
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|  | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Question: | Who were the Anglo Saxons? | How do we know about the Saxons? | How do we know about the Saxons? | What was life like in the Saxon times for females? | What makes a king great? | Were the Saxons peaceful settlers of vicious invaders? |
| Knowledge LO: | To know who the Anglo-Saxons are and why they chose to settle in England. | To understand the significance of Sutton Hoo | To understand the significance of Staffordshire Hoard | To describe the experiences of females in the Anglo-Saxon period. | To understand the significance of Alfred the Great. | To consider whether the Saxons were peaceful settlers or vicious invaders. |
| Skills LO: | To investigate the push and pull factors of historically relocating | To deduce information from a range of sources. | To deduce information from a range of sources. | To use a variety of sources to form a conclusion. | To deduce information from a source. | To use a variety of sources to form a conclusion. |
| Pillar focus: | Understand local, national and international history | Use a range of historical sources | Use a range of historical sources | Make comparisons and contrasts | Use a range of historical sources | Use a range of historical sources |
| Concept | Cause and consequence | Evidence and Interpretation | Evidence and Interpretation | Similarities and difference | Evidence and Interpretation | Evidence and Interpretation |
| Assessment: | **All:**  With the support of a teacher, children will explore reasons behind events occurring.  **Most:**  With increasing confidence, children will explore reasons behind events occurring.  **Some:**  Independently, children will explore reasons behind events occurring. | **All:**  With the support of a teacher, children will understand how different types of sources are used rigorously to make historical claims.  **Most:**  With increasing confidence, children will understand how different types of sources are used rigorously to make historical claims.  **Some:**  Children will understand how different types of sources are used rigorously to make historical claims. | **All:**  With the support of a teacher, children will understand how different types of sources are used rigorously to make historical claims.  **Most:**  With increasing confidence, children will understand how different types of sources are used rigorously to make historical claims.  **Some:**  Children will understand how different types of sources are used rigorously to make historical claims. | **All:**  With the support of a teacher, children will understand, explain and analyse the diverse experiences of females in past societies.  **Most:**  With increasing confidence, children will understand, explain and analyse the diverse experiences of females in past societies.  **Some:**  Children will understand, explain and analyse the diverse experiences of females in past societies. | **All:**  With the support of a teacher, children will understand how different types of sources are used rigorously to make historical claims.  **Most:**  With increasing confidence, children will understand how different types of sources are used rigorously to make historical claims.  **Some:**  Children will understand how different types of sources are used rigorously to make historical claims. | **All:**  With support of a teacher, children will construct informed responses by selecting and organising relevant historical information.  **Most:**  With increasing confidence, children will construct informed responses by selecting and organising relevant historical information.  **Some:**  Children will construct informed responses by selecting and organising relevant historical information. |