



Coverage of UKS2 objectives – Year A

| KS2 | Objective | Working towards (pupil initials) | Expected (no. of pupils) | Greater depth (pupil initials) |
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| Autumn Term (Year A) - Heavy | <p>Anglo Saxons N.B. when teaching, make links with Maya</p> <p>National Curriculum Content: Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> ☑ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ☑ Scots invasions from Ireland to north Britain (now Scotland) ☑ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ☑ Anglo-Saxon art and culture ☑ Christian conversion – Canterbury, Iona and Lindisfarne <p>How are the Anglo Saxons similar/different to the Maya?</p> <p>Chronological Understanding I can make comparisons between different times in the past. I can place the Anglo Saxons on a timeline in relation to other studies. I can use relevant dates and terms. I can sequence up to 10 events on a timeline.</p> <p>Range and depth I can examine causes and results of great events and the impact on people. I can compare beliefs and behaviour of another time studied. I can know key dates, characters and events of the Anglo Saxons.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use evidence to build up a picture of a past event. I can use books and the internet for research with increasing confidence. I can bring knowledge gathered from several sources together in a fluent account.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p> | | | |



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| Spring Term (Year A) - Light | <p>Local History Changing farms Link to Anglo Saxons</p> <p>National Curriculum content: A local history study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); changes in an aspect of social history</p> <p>How has farming changed since the Anglo Saxons?</p> <p>Chronological Understanding I can use relevant terms and periods labels. I can make comparisons between different times in the past.</p> <p>Range and depth I can compare life in early and late ‘times’ studied. I can compare an aspect of life with the same aspect in another period.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can offer some reasons for different versions of events.</p> <p>Historical enquiry I can begin to identify primary and secondary sources. I can select relevant sections of information.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p> | | | |
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| <p>Summer Term (Year A) - Heavy</p> | <p>Vikings Including local history/place names etc.</p> <p>National Curriculum content: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p> <ul style="list-style-type: none">☑ Viking raids and invasion☑ resistance by Alfred the Great and Athelstan, first king of England☑ further Viking invasions and Danegeld☑ Anglo-Saxon laws and justice☑ Edward the Confessor and his death in 1066 <p>Did the Vikings and Anglo Saxons get on?</p> <p>Chronological Understanding I can know and sequence key events of the time studied. I can use relevant dates and terms. I can make comparisons with different times in the past.</p> <p>Range and depth I can study different aspects of different people – differences between men and women. I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Interpretations I can offer some reasons for different versions of events. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use books and the internet for research with increasing confidence. I can recognise primary and secondary sources.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p> | | | |
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