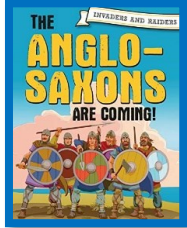
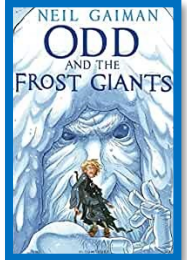
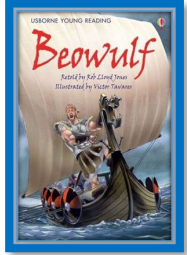
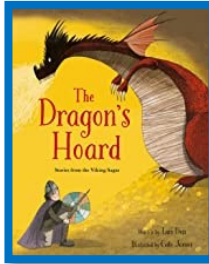
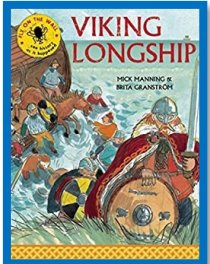
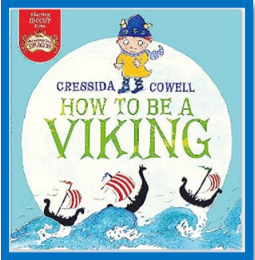




YEAR 4

HISTORY CURRICULUM

Year 4 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes		Topics of Study-Substantive Concepts	
<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 		<ul style="list-style-type: none"> Anglo-Saxons and Scots: Invasion and Empire/Settlements and Social History Vikings: Invasion and Empire/Settlements and Social History 	
Key Historical Knowledge and Understanding		Vocabulary	
<ul style="list-style-type: none"> Know that the Anglo-Saxons raided Roman Britain around 400AD and that the Romans left Britain in 410AD. The Anglo-Saxon settlement began in 450AD. They settled near rivers or seas and renamed villages. Know that the Vikings conflicted with the Anglo-Saxons between 739AD to 1066AD for control over Britain. Know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich. Know that the Anglo-Saxons mainly settled alongside the Britons and that there is no evidence to suggest a significant invasion or struggle. Know that the Anglo-Saxons held pagan beliefs and believed in gods of nature. Know and understand what it was like to live and grow up in the Anglo-Saxon era for different groups of people. Understand how England changed after the Anglo-Saxon invasion including, the formation of 7 major kingdoms and the rise of Christianity with churches and monasteries being built. Understand and name the different ways that the past can be represented. Know that the Vikings travelled from Scandinavia on longships and landed in Lindisfarne stealing gold and jewels from monks in monasteries. Know the names of the rulers during Viking times and that Viking King Guthrum landed in Lindisfarne. Know that the Vikings captured 'Jorvik' York and it became the Viking capital of England. Know that the Vikings were excellent seafarers, farmers, explorers and traders but were also brutal raiders. Know about the attacks on the Lindisfarne monastery and the resistance led by Alfred the Great. Know that the Anglo-Saxons and Vikings lived alongside each other but frequently fought. Know that King Ethelred the unready was a weak king who tried to pay the Vikings to leave. He fled to France after Viking King Sweyn Forkbeard invaded London-he then became the first Viking King of England. Then in AD1016 his son, King Cnut became monarch. He was a strong and powerful Christian king of England, Denmark and Norway and had a long and successful reign. Know that Edward the Confessor, the childless son of Ethelred the unready, became monarch in 1042. 		<p>Timeline, BC/AD, century, decade, chronological, chronology, evidence, Ancient Kingdom (Angles, Saxons and Jutes) empire, settlement, Christianity, Monks/Monasteries, invasion, Lindisfarne, raid, pagan, Scandinavia, Danelaw, resistance, invade, heir, kingdoms, settlements.</p>	
Quality Literature Links			
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Year 4 Disciplinary Knowledge

Cause & Consequence	Change & Continuity	Similarity & Differences	Historical Significance	Sources & Evidence	Historical Interpretation
<p>Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Explain how people and events in the past have influenced life today.</p>	<p>Explain similarities and differences between an aspect of society e.g. the religious beliefs of the Romans and native Britons.</p>	<p>Explain advancements in technology in Roman Britain.</p>	<p>Devise own questions to find answers about the past. Begin to undertake own research. Compare different accounts of an event and explain why they may differ.</p>	<p>Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p>



PRIOR LEARNING LINKS

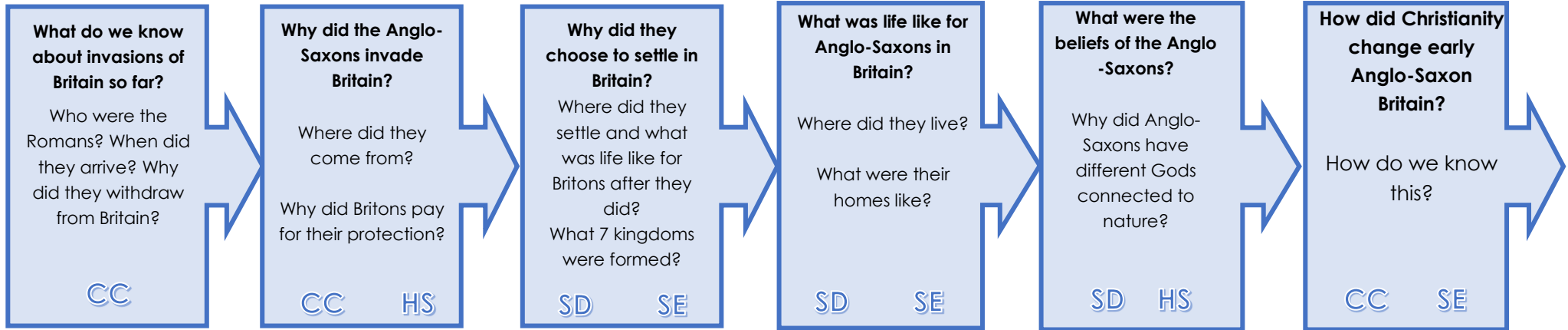
- **Y3: Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y3 Romans:** learnt about the final successful invasion of Britain by the Romans in 43AD. Learnt about significant individuals such as, Boudica. Learnt about how the Romans changed and shaped Britain during their rule and beyond.

FUTURE LEARNING LINKS

- **Y4: Anglo-Saxons and Vikings:** Learn about the Viking invasion in Britain and how we can learn about the lives of the Vikings using different historical evidence and sources. How Britain changed because of the Vikings.

Year 4 History
Unit of Learning: Anglo Saxons and Scots
Substantive Concept: Invasion/ Settlements
& Social History
Were Saxon times really 'Dark Ages'?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.



PRIOR LEARNING LINKS

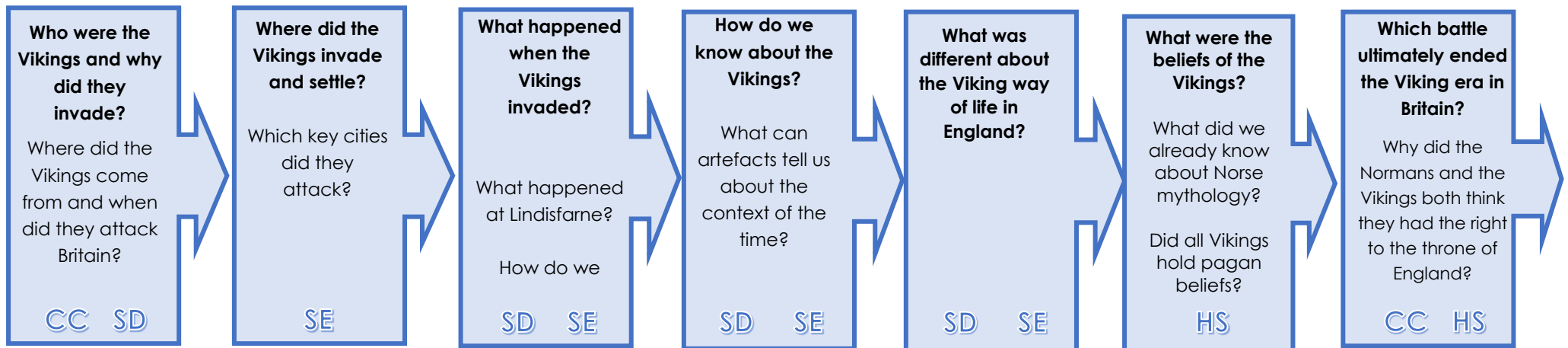
- **Y3 Stone Age-Iron Age:** Learnt about key features of life in Britain through the Stone Age to Iron Age - explored evidence sources from this time.
- **Y4 Romans:** learnt about the final successful invasion of Britain by the Romans in 43AD. Learnt about significant individuals such as, Boudica. Learnt about how the Romans changed and shaped Britain during their rule and beyond.
- **Y4 Anglo-Saxons and Scots:** Learnt how the Picts, Scots and Saxons raided Roman Britain and how the Anglo-Saxons began to settle alongside Britons in 450AD. Learnt about the seven new kingdoms and life in Anglo-Saxon Britain.

FUTURE LEARNING LINKS

- **Y6 Victorians:** Learn about the lives of children during Victorian times. Look at the significant turning points that lead to better working conditions for children and compulsory education for all.

Year 4 History
Unit of Learning: The Vikings
Substantive Concept: Invasion and Empire/
Settlements & Social History
Were the Vikings History's greatest invaders?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

Cause and Consequence - CC	Change and Continuity - ChC	Similarity and Difference - SD	Historical Significance - HS	Sources and Evidence - SE	Historical Interpretations - HI
Why an event occurred, or the consequences of an event.	The extent, nature or pace of change across time.	Analysing similarities and differences within or between groups, places or societies in the same time period.	How historians and others decide whether historical events or people are significant- criteria used.	Use of sources and evidence to investigate and make claims about the past.	How and why historical interpretations are different.