

Whitefield Primary School - Long Term Curriculum Overview - Year 4

History

KS2 NC:

- Pupils should continue to develop chronologically secure knowledge of British history.
- They should note connections, contrasts and trends over time and develop an appropriate use of historical terms.
- They should answer and devise questions about change, cause, similarity and difference, and significance.
- They should thoughtfully select and organise relevant historical information.
- They should know that our knowledge of the past is constructed from a range of sources.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4					<p><u>Who were the Anglo Saxons?</u></p> <p>KS2 NC: Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots including: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture</p> <ol style="list-style-type: none"> 1. Who were the Anglo Saxons? Place on timeline. Gaps to reflect period of time. 2. Where did they come from and why? Include Roman withdrawal from Britain in 410AD. 3. Where did they settle and why? 4. How was Anglo Saxon Britain ruled? (kingdom names) 5. What was village life like? Research 	<p><u>Were the Vikings really vicious?</u></p> <p>KS2 NC: Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor this could include: Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England.</p> <ol style="list-style-type: none"> 1. Who were the Vikings? Refer to timeline. Create timeline of Viking invasion on Britain. 2. Where did they come from and why? Where did they first raid? Look at famous raid/settlement sites e.g. York. Write a newspaper report on Lindisfarne invasion. 3. How did they get here?

					<p>task using range of sources - jobs, food, clothes, children etc) Writing opp - child's diary entry.</p> <p>6. How do we know about the Anglo Saxons? Teach historical terminology e.g. archaeologist, artefact, excavate, interpret, evidence</p> <p>7. Can we interpret Anglo Saxon artefacts? Look at pictures of different artefacts. What do they tell us? What questions do they raise?</p> <p>8. What is the significance of Sutton Hoo? Write letter from archaeologist about discovery.</p> <p>9. What was Anglo Saxon art and culture like?</p> <p>10. Were the Anglo Saxons religious? Include paganism and Christianity conversion. Look at burial traditions</p> <p>11. Who was Alfred the Great? Who was Athelstan? Include resistance to Viking invasion.</p>	<p>Look at long ships.</p> <p>4. How did the Anglo Saxons resist Viking invasion? Link to Alfred, Athelstan</p> <p>5. How did Vikings live and work? Longhouses, Clothes, jobs, food. Compare to Anglo Saxons.</p> <p>6. What were Viking warriors like? Range of sources. Include weapons. Why were they such successful invaders?</p> <p>7. Why were the Viking Gods and mythology significant? E.g. Norse 9 worlds, saga. Look at BBC animation sagas. Writing opp for retelling.</p> <p>8. How could we interpret Viking artefacts? Compare to Anglo Saxon.</p>
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Chronological understanding

Can they use words and phrases: century, decade, BC, AD, after, before, during?

Can they place periods of history on a timeline showing periods of time?

Knowledge and interpretation

Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?

Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?

Why did they come to Britain and how did they get there?

Specialist vocabulary and terminology related to these invaders and settlers;

The key features, sequence and duration of these societies.

Why did they come to Britain and move away from where they were born?

The reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today

What kind of people were they?

How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence; the characteristic features of different groups within these societies.

What challenges did they face in establishing settlement? The early settlers and how they overcame them; How the arrival of these societies might be interpreted differently.

How much fear did the Viking raids cause?

The key events associated with the raids; Why Vikings caused so much fear; How Vikings were able to succeed; Saxon responses; Whether there are any similarities with today.

With so much rivalry between Saxons and Vikings - who was more successful?

The nature of the conflict between Saxons and Vikings; The contribution made by Alfred; The changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro; The state of Britain on the eve of the Conquest.

Do they appreciate how items found belonging in the past are helping us to build up an accurate picture of how people lived in the past?

Was there much difference in the lives led by Saxons and Vikings? What did they eat? The key features and differences about life in Saxon and Viking times; Attitudes and values held by Saxons and Vikings; The role of different groups and sections of the population; To make informed judgements about the quality of life for different groups.

How important was religion to the Saxons and Vikings? The nature of religious life when the Saxons and Vikings first arrived; The nature of and reactions to the reintroduction of Christianity; How and why Christianity spread? Appropriate terminology related to religious life.

How far can we trust surviving evidence about the Saxons and Vikings?

Historical enquiry

Do the pupils know the difference between primary/secondary sources of evidence?

Can they use documents, printed sources, the internet, pictures, photos, artefacts, Visits (by 'Big Heritage' Viking Day) to collect information about the past? Can they select appropriate sources of evidence to answer questions? Can they research two versions of an event and say how they differ?

What was life like for an 11 year old Viking?

What did the Brits learn from the Vikings?

Can they research what it was like for a child in a given period from the past using illustrations etc. to display findings?

Organisation and communication

Can they communicate their knowledge and understanding orally and in writing and offer viewpoints based on what they have found out? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use dates and terms correctly? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use data handling skills to present information? Can they use subject specific words such as monarch, settlement, invader?