

History – Year 4

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>1. Impact of the arrival of Anglo-Saxons on Britons, following the departure of (most of) the Romans.</p> <p>2. Why and how the Vikings came and how their invasion and eventual settlement changed life in Britain.</p> <p>3. The Ancient Egyptian civilisation and how we know about it.</p> <p>4. Compare religious beliefs of different periods (Year 3 learning plus Anglo-Saxons/Vikings and Ancient Egyptians).</p>	<p>1. Understand what life was like for the Anglo-Saxons, why the heptarchy developed and how we know about life in this period.</p> <p>2. Know why the Vikings came to Britain, how their long-ships' design enabled their invasions and wide-ranging trading, and how Alfred resisted their rule.</p> <p>3. Explain how civilisation flourished in the desert; the role of pharaohs; beliefs regarding gods, goddesses and the afterlife; how archaeology has provided the evidence for this narrative.</p> <p>4. Children can compare and contrast ways in which religious changes impacted peoples' lives.</p>	<p>Anglo-Saxons: invader settlement</p> <p>Viking: longboat voyage craftspeople</p> <p>Ancient Egypt Term 5 pharaoh civilisation pyramid temple slaves</p> <p>Term 6 archaeology belief protection tomb</p>	<p>Anglo-Saxons: Cause/causation</p> <p>Viking: raid shield convert</p> <p>Term 6 perspective</p>	<p>Anglo-Saxons: Dark Ages heptarchy chronicles archaeology pagan</p> <p>Viking: missionary monastery monarchy warfare</p> <p>Ancient Egypt Term 5 hieroglyphics inundation</p> <p>Term 6 mummification afterlife ritual underworld amulet chariot papyrus Egyptologist</p>

Knowledge

Substantive Knowledge

Anglo-Saxons – concepts **development** and **beliefs**

How did the Anglo-Saxons develop England?

Lesson 1: LO: To know what Sutton Hoo reveals about the Anglo-Saxons

Hook – Sutton Hoo. Discovery of this hoard is the reason archaeologists know a lot about the Anglo-Saxons – tell about discovery as narrative. Use of photo sources of finds showing craftsmanship. (see British Museum website) (Opportunity for archaeological dig practical session hook. Learn about what the artefacts tell historians).

Vocabulary – archaeology, Dark Ages

Lesson 2: LO: To understand why the Anglo-Saxons settled in England

In the aftermath of the Roman soldiers leaving, why Anglo-Saxons wanted to settle in England (fertile farmland for crops, their own lands had flooded, no resistance (because Romans had gone). Push and pull factors. Know they were different groups of people (Saxons, Angles and Jutes) who came from Germany, Denmark and the Netherlands and where each group settled in England.

Vocabulary- settlements, invader, cause (causation)

Consider how things would be different if the course of events had been different if Anglo-Saxons had not settled in England.

Lesson 3: LO: To know that place names reveal where Anglo-Saxons settled

Use maps and introduce the endings of place names that show Anglo-Saxon origins. Add Viking place names, to prepare for next term's learning.

Lesson 4: LO: To understand how the heptarchy developed

Know that 'England' as a country did not exist, learn about **development** of the heptarchy – 7 tribal kingdoms that ruled themselves and warred with the others. Although shared language and culture, it was similar to Roman society – brutal and war-like.

Vocabulary - heptarchy

Lesson 5: LO: To understand the gods and beliefs of the Anglo-Saxons

Most aspects of daily life were thought to be controlled by gods. Explore the pagan gods Anglo-Saxons believed in. Include Tiw (war), Woden (chief of gods and wisdom), Thunor/Thor (nature), Frige (marriage and harvest) from which our modern days of the week evolved.

Disciplinary Knowledge

Each lesson: Tell chn – we are being Historians now. Plenary: Children to ask how do Historians know what we have just learned? Constant referral back to Historian roles, eg. archaeology and story-telling (creating a narrative from the available evidence).

Historical concepts to explore through the Anglo-Saxons:

Cause and consequence: cause, farmland flooded, consequence move to new farmland; cause desire to expand land controlled and resources, consequence wars with neighbouring kingdoms.

Analyse trends: follow trends of invasion and settling.

Continuity and change: changes that happened when Romans left, changes by Anglo-Saxons and then again by Vikings. Battles were continuous, as were farming and trading.

Historical concepts to explore through Ancient Egypt:

Similarities and differences: Life revolved around the river Nile, still does today - Egypt is still desert. Pyramids and some other stone structures are still there, difference in how they are perceived.

Significance: Reasons why the Ancient Egyptian civilisation was significant. It was a very powerful civilisation – it was rich in culture, the people understood mathematics, government, art and writing. Significance to Historians of finding Tutankhamun's tomb.

Written response to big question: Should the Egyptians be recognised as a great civilisation?

Vocabulary – pagan

Discuss the difference in religion

Lesson 6: LO: To know how Christianity was introduced to England

597AD Christianity introduced, gradually changed from belief in Pagan Gods to Christianity (Focus on roles of Saints Augustine, Columba and Aidan).

Monasteries were established (explore Bede's Chronicles as the source for much of modern understanding of life in this period).

Vocabulary - chronicles

Vikings – concept trade

What enabled the Vikings to trade around the world?

Lesson 1: LO: To understand the first contact between the Anglo-Saxons and Vikings

Link lesson: Lindisfarne raid AD793 – Vikings knew how wealthy Anglo-Saxons were as had traded with them for years. Christian beliefs (missionaries eg. Saint Aidan had converted Anglo-Saxons - retrieval) meant monks could not resist the powerful, lethal attacks by Vikings. Raids continued.

Vocabulary – raid, missionary, convert, monastery

Lesson 2: LO: To know the Vikings were traders

Although sometimes thought of as raiders and invaders, Vikings were also proficient **traders**, all over Europe and to Central Asia – look at evidence (sources). Skilled craftspeople produced goods that could be traded either for food, other goods or money, at home or abroad. Use York as example – lots of evidence available to show that Yorbik was where Vikings settled and traded.

Vocabulary – craftspeople

How would things be different if the Vikings had not been traders?

Lesson 3: LO: To explore how artefacts evidence trade in the Viking era

Use artefacts that link to trade to bring this to life (from The Collection).

Vocabulary – shield

Lesson 4: LO: To understand how longships enabled Vikings to trade and travel

The design of their long-ships allowed trading (and war faring). Highly respected as well as feared seafarers.

Vocabulary – longboats, voyage, warfare

Lesson 5: LO: To know how Alfred the Great resisted the Vikings

Alfred the Great resisted the Viking raids, explore how and why. Children need to know that Vikings first raided, then settled, then spread – but couldn't take over all of England because of Alfred. Sequence the events of his conflict with the Vikings. Know why he came to be known as 'Great' – united England, wrote laws, translated Latin into English so they were accessible for others, as well as protecting Wessex from Vikings.

Vocabulary – monarchy, warfare

Lesson 6: LO: To understand the effect Vikings had on England

The Vikings brought their own distinct laws, place names, customs, measurements, skilled crafts and farming techniques to the Danelaw (area of England controlled by them). Battles and raids on Anglo-Saxons areas did not stop, England had four Viking kings between 1013 and 1042, the greatest of these was King Cnut (Canute). He accepted Anglo-Saxon culture rather than trying to make them obey Viking laws, and it was a peaceful reign.

Consider how things would have been different if the Vikings had not invaded Britain.

Ancient Egypt – concepts – civilisation and development

Was Ancient Egyptian civilisation different to ours?

Lesson 1: LO: To understand the long timeline of Ancient Egyptian civilisation.

Focus on civilisation as a concept – why is Ancient Egypt considered a civilisation? Look at a timeline – when did it begin – when did it end? Where does it overlap with other timelines children are familiar with. Children to understand the thousands of years that this civilisation spanned.

Photo page lesson.

Vocabulary – civilisation, hieroglyphics

Lesson 2: L.O To understand the importance of art to a civilisation.

Look at art from the stone age and art from Viking times. Why were these an important part of civilisations?

Show hieroglyphs and sculptures – examine how art was important to Ancient Egyptian civilisation. Examine historical sources and what they are telling the viewer at the time vs what they tell us today.

Vocabulary – pyramids, temple, sphynx, hieroglyphs

Discuss how Ancient Egyptian art has impacted art today.

Lesson 3: L.O To know about servants and jobs that created Ancient Egyptian civilisation.

Focus on understanding what a slave is. Use a narrative to help children to understand.

Then understand two key jobs – engineer and farmer (use BBC Rames and Nanu Narrative episodes to help if needed).

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rames-the-engineer/zvbhm39> (engineer and farmer)

Vocabulary – slave, civilisation, development

Lesson 4: L.O To know about games in Ancient Egypt.

Do not share the L.O

Show the children artefacts of games – or printed out sources if the objects are not available.

Can children draw inferences and deductions about what these are for.

Then teach about the games and discuss similarities and differences with games we have.

Vocabulary – civilisation, game, competition

Express how playing these games has made you feel.

Lesson 5: LO: To know some of the achievements made by Ancient Egyptians

The Ancient Egyptians had advanced understanding of Maths, medicine, engineering and farming, explore examples of these.

Vocabulary – papyrus, pyramids

Lesson 6 – answering the Big Question

L.O To know similarities and differences between Ancient Egyptian civilisation and life today.

Term 6

Was the river Nile the secret to the Ancient Egyptian Civilisation?

Lesson 1: LO: To know some of the gods Ancient Egyptians believed in

Learn about the many gods the Ancient Egyptians believed controlled aspects of life (Ra, Sun; Anubis, the Dead; Osiris, the Underworld; Horus; Bastet, good health and protection). (compare these beliefs and gods to previous LKS2

history learnt – Stone Age, Romans, Anglo-Saxons, Vikings). Link back to the river Nile.

Vocabulary – belief, aspect, protection

Reflect on different religions

Lesson 2: To know about the beliefs about death in Ancient Egypt.

Children to understand that Ancient Egyptians believed that they could take things with them to the afterlife – this is why there were so many treasures buried with pharaohs.

Look at the weighing of the heart ceremony. What did this mean for living life as an Egyptian during this life? Boats in the tombs – sail to the after life – importance of the river.

Retell the story of the weighing of the heart in an extended write.

Vocabulary: Osiris, Afterlife, feather, heart

Lesson 3: LO: To know about the mummification of pharaohs.

Explore the mummification process for the rich and royal including the mummification of pets – link to the Gods and Natron and the connection to Nile water.

Lesson 4: LO: To know how historians learn about Ancient Egypt

How do we know so much about the ancient Egyptians?

Share the job title – Egyptologist.

Look at sources (box of artefacts) develop deductions and inferences. Allow children to decide what they think things were for based on their knowledge. Give sentence stems I believe they could... this may have been used... etc.

Then share that narratives have been built around the evidence found and sometimes a new discovery makes us change everything we ever thought. Teach about the discovery of the Rosetta stone and how that changed the way we understood the ancient Egyptians.

Vocabulary – hieroglyphics, artefacts

Lesson 5: LO: To understand the significance of Tutankhamen's tomb

Tell story of Howard Carter (an Egyptologist) finding the tomb – persistence, resilience shown as no one believed it was where he claimed it was.

Focus on Tutankhamun's tomb specifically as this is what much of our modern understanding of Ancient Egypt is based on. Use videos and images

of finds to bring this to life and empathise with the sense of awe and wonder felt at the time.

Vocabulary – Pharaoh, tomb, chariot

Lesson 5: To know why the water cycle was important to the Ancient Egyptians.

Use a narrative to teach about the importance of the floods to support farming. Link to the gods and belief about flooding.

Vocabulary – papyrus, farming, belief

Express how the water cycle makes you feel

Lesson 6: To know how the River Nile was important to trade in Ancient Egypt.

Focus on the Nile and its importance to trade. Egypt exported grain, gold, linen, papyrus, and finished goods, such as glass and stone objects. Imported resources, like metal and wood and precious stones.

Vocabulary – amulet, papyrus

Lesson 7:

Answer the Big Question.

Concepts

Civilisation

Trade

Beliefs (including religious)

Development

SKILLS

Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical enquiry
<p>Locate events from period studied on a time line and know the century in which events occurred.</p> <p>Use terms related to the period.</p> <p>Understand and use more complex terms e.g. CE, epoch.</p> <p>Use maths skills to work out how long ago events would have happened and to round up/down time differences into centuries and decades.</p> <p>Recognise the different time periods that exist between different groups that invaded Britain.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Describe key features and events, identify connections, causes and effects in time studied.</p> <p>Identify and explain causes and effects of key events. May go on to evaluate the significance of these events.</p>	<p>Appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Examine the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Apply background knowledge and or research to find more.</p> <p>Suggest reasons for why certain events happened as they did in history</p> <p>Suggest why certain people acted the way they did in historical events.</p> <p>Explain how events from the past have helped shape our lives today.</p>	<p>Compare a range of sources, such as artefacts, diaries, newspapers) to build up a hypothesis of a past event or a picture of how people lived in the past.</p> <p>Formulate a variety of questions and evaluate the answers based on the evidence.</p> <p>Identify differences and similarities between given periods in history.</p> <p>Research two versions of an event and discuss how and why they differ</p>

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.