

Year 4 HISTORY Topic 1: Treasure Seekers

Key Assessment Questions

Who were the Anglo Saxons? Where did they come from, why and how did they come? When did the Anglo Saxons live? Why is historical interpretation important when thinking about sources? Do historians always agree on what sources tell us? How has history exaggerated Alfred's significance? Who thought of the terms Middle Ages/Dark Ages? Why?

SCHOOL VALUES (Autumn 1): Service and Friendship Children will explore the idea of settlements and how people lived in community and served each other. As children explore themes of emigration, they should reflect on the ethnic, cultural and religious diversity of Birmingham, our local community and school. This ties in with serving others and showing respect.

KNOW

DO

UNDERSTAND

Medieval or Middle Ages is a period in history which starts in AD400S and ends in 1400s. This is a term given by historians much later on.
Dark Ages describe the period after the fall of the Roman Empire in Britain until AD1100. This term was used later.

VOCABULARY

Describe meaning of terms **chronological, prehistoric, BC and AD, age, era, empire, ancient civilisation** in the context of Year 3 periods studied. (Revisit)

New vocabulary introduced during this unit: **medieval/middle ages, Dark Ages, historical interpretation, emigration, invaders, settlers asylum, tolerance, pagan.**

Chronological Understanding

- Know what a timeline is, and what it shows us, and that chronological order is important.
- Know that the Anglo-Saxon Age in Britain was from around AD410 to 1066.
- Know that the Anglo Saxons were 3 warring tribes: Angles (German), Saxons (North Danish) and Jutes (South Danish).
- Know that an **invader** is someone who comes to another country to steal or attack.
- Know that a **settler** is someone who leaves his/her own country to live in another country.

Place the period of the Anglo Saxons on a timeline, and compare it to other known periods from Y1, 2, and 3.

Explain the story of the Anglo-Saxon movement to Britain on a timeline and a map.

Unit picks up the next part of the story. Year 3 ends with the Romans leaving Britain around AD410.

Link Norman Conquest learning from Year 1 (Dungeons and Dragons) with end of Anglo Saxon period.)
Geography Link – all of the learning in this unit should be centred on maps of Europe and UK.

Enquiry (Sources and interpretation)

- Know that King Alfred the Great was the King of Wessex and lived from 849 to 899 AD.
- Know that Alfred the Great was a great warrior, and he improved the English legal system, he encouraged people to learn, and built a defensive system across southern England.
- Know that historians use sources and evidence to make judgements and deductions about what happened.

Present information about what life was like in Anglo Saxon Britain by researching secondary sources of information.

Examine findings of Sutton Hoo and understand how historians use them to draw conclusions (understand the difficulty of being certain in history when using artefacts).*

Children should now be more confident in their understanding that different versions of the past may exist because archaeologists and historians don't always agree with each other.

More schemata is built as children explore how historians use sources and evidence to make arguments.

Enquiry: Cause & consequence, change & continuity, similarity & difference **Significance**

- Know that modern day life in UK would not be the same if the Anglo Saxons had not come to Britain.
- Know that historians have influence in deciding who is significant in history.
- Know that everyday life (housing, work, technology, language, art, religion) was different in Anglo Saxon Britain compared to Roman Britain.

Describe reasons why Alfred the Great is remembered today. Was he truly Great? How has history exaggerated his achievements? *

Describe how Anglo Saxon belief systems changed over time and identify Lindisfarne and Iona, **with a focus on analyzing the extent of changes.**

Compare life in Roman Britain with life in Anglo Saxon Britain.

RE Link: as children explore Anglo Saxon conversion to Christianity, they should be given the chance to reflect on own belief systems.

Year 4 HISTORY Topic 3: Raiders

Key Assessment Questions

Who were the Vikings, wheredid they come from? When and why did they invade? Who was living in Britain at the time of the first invasions? What was like in Danelaw? Name sources that tell historians about the Vikings. How have recent excavations changed our view of the Vikings?

SCHOOL VALUES (Autumn 2): Perseverance and Respect With reference to the value of respect, children should be given the chance to explore and debate the ethics of invasion and occupation, and reflect on complexity of this, since the Vikings left such an important legacy in the end (similar debate at the end of year 3 on Roman occupation).

KNOW

DO

UNDERSTAND

VOCABULARY

Explain what the terms: **emigration, asylum, pagan, historical interpretation** and **invaders** mean from the previous topic in Year 4. (Revisit)

New vocabulary introduced during this unit: **medieval/middle ages, Dark Ages, plunderer, powerstruggle, unjust, danegeld and legacy Danelaw trade**

Chronological Understanding	<p>Know that the Anglo-Saxon age in Britain was from around AD410 to 1066 and the Viking period was from around AD800 to 1066.</p> <p>Know at least 2 important dates in Viking history:</p> <ul style="list-style-type: none"> AD789 - first Viking raid reported by the Anglo Saxons AD991 - major attack on Britain. 	<p>Place the period of the Vikings on a timeline, and compare it to other known periods (Greeks, Romans, Stone – Iron Ages, William the Conqueror 1066, Anglo Saxons).</p> <p>Explain the story of the Viking movement to Britain in the context of an Anglo Saxon Britain on a timeline and a map.</p>	<p>Children should think of this unit as an extension of <i>Treasure Seekers</i> since the Vikings arrive just after the Anglo Saxons. Continue to develop chronologically secure knowledge of periods studied.</p> <p>Geography Link – Develop understanding of a maps of Europe and DANELAW.</p>
	<ul style="list-style-type: none"> Know that the Vikings were a people group from Scandinavia who came to invade Britain. Know that an invader is someone who comes to another country to steal or attack. Know that a plunderer is someone who invades another country and steal people’s belongings. Know that the Danegeld was a tax that the Vikings made the Anglo Saxons pay to them so they would not attack them. From evidence (especially in York) historians can argue that Vikings were both raiders and traders. 	<p>Research and describe aspects of Viking life in Britain (weapons, money, coins, boats, settlements – Geography link, food, clothing).</p> <p>Name and describe different kinds of sources historians can use when analyzing how the Vikings lived in Britain weaponry, money/coins, <i>runic inscriptions, Sagas; Anglo Saxon Chronicle; Chronicles of Adam of Bremen</i>.</p> <p>Understand that different versions of the past may exist, giving some reasons for this e.g. <i>Anglo Saxon Chronicle</i> is biased against Vikings. Was that the full truth? Were the Vikings only violent plunderers?</p> <p>How have recent excavations changed our view of the Vikings?*</p>	<p>Children to understand the term invader by looking at William the Conqueror (Year 1). They should remember that Willaim and Harold fought over land and power.</p> <p>They should understand that Viking period overlaps with Anglo Saxons. Literacy Link Viking Sagas</p> <p>Children should be increasingly confident in understanding how knowledge of the past is constructed from a range of sources.</p> <p>The idea of historical interpretation should be explored more: writers have their own reasons/motives for writing. Look at York findings and understand how historians use evidence for their arguments.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that the Vikings were pagans with lots of gods and practices. Know that everyday life (housing, work, technology, language, art, religion) and culture was different between the AngloSaxons and the Vikings. Know that the word legacy means something you leave behind. Historians have influence in deciding who is deemed worthy to study. 	<p>How has historians’ views of Vikings changed over time? How do they decide on who should be remembered in history? (Consider Gareth Williams from British Museum)*</p> <p>Describe Viking gods and their power. Explain how these may have affected the actions of the Vikings.</p> <p>Describe historians understand the main differences and similarities between the Vikings and Anglo Saxons (same period in Britain).</p> <p>Name and describe some of the legacies the Vikings left in Britain that affect our lives today (trade, money, language, creation of England and Scotland).</p>	<p>RE Link: How do my beliefs impact the way I live and treat others?</p> <p>Similar to debate on the ethics of invading another country during the Year 3 and Treasure Seeker units, children should be reflect on the motives of the Vikings and their legacy.</p> <p>By the end of Y 4, children should be able to make note changes within and across overlapping periods (Romans, Anglo Saxons and the Vikings) in Britain’s history.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference Significance	<ul style="list-style-type: none"> Know that the Vikings were pagans with lots of gods and practices. Know that everyday life (housing, work, technology, language, art, religion) and culture was different between the AngloSaxons and the Vikings. Know that the word legacy means something you leave behind. Historians have influence in deciding who is deemed worthy to study. 	<p>How has historians’ views of Vikings changed over time? How do they decide on who should be remembered in history? (Consider Gareth Williams from British Museum)*</p> <p>Describe Viking gods and their power. Explain how these may have affected the actions of the Vikings.</p> <p>Describe historians understand the main differences and similarities between the Vikings and Anglo Saxons (same period in Britain).</p> <p>Name and describe some of the legacies the Vikings left in Britain that affect our lives today (trade, money, language, creation of England and Scotland).</p>	<p>RE Link: How do my beliefs impact the way I live and treat others?</p> <p>Similar to debate on the ethics of invading another country during the Year 3 and Treasure Seeker units, children should be reflect on the motives of the Vikings and their legacy.</p> <p>By the end of Y 4, children should be able to make note changes within and across overlapping periods (Romans, Anglo Saxons and the Vikings) in Britain’s history.</p>

