



Year 4 History LTP	Curriculum Driving Concepts		
	Typical Everyday Life, Civilizations, laws and leadership, Invasion, Religion		
	Autumn	Spring	Summer
Unit of work	Anglo Saxons and Scots What can we learn about the Anglo Saxons from what we see today?	Viking and Anglo-Saxon struggle for the Kingdom of England Why do the Vikings have a violent reputation, and do they deserve it?	Local History Which invasion tactics were used during the English Civil War?
Values	Friendship and Love Consider how religion should not be a barrier to friendship and love. Is it right so many people were treated badly because of their beliefs?	Respect and Responsibility Did the Vikings deserve the respect they demanded? What should a person do and how should a person behave in order to be respected?	Perseverance and Hope How do people maintain hope and positivity in the face of adversity and war?
Link to programme of study	Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: 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	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: 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	A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
What we need to know Red Hill Riches	There were distinct classes of people in Anglo Saxon England: cyning (king), thanes (his advisers), and ceorls (peasants). Slaves were at the bottom of the hierarchy, and women were not much more important. Sutton Hoo is an archaeological site in East Anglia that houses many artefacts that tell us about Anglo Saxon life. Many words we use today came from Anglo Saxon traditions, e.g. days of the week. Power, empire and democracy Anglo Saxons were gradually converted to Christianity from Paganism	Vikings invaded the UK in the North in Lindisfarne The Vikings were settlers as well as warriors. Many of the Viking raiders would eventually bring their families over from Scandinavia. This area of Britain was called Danelaw. Vikings had democratic elements like 'Things', which were like the city state assemblies that were found in Ancient Greece. Alfred the Great helped create a unified England, as well as his many other achievements and how this impacted the people of England. The events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Britain might be different today if the Battle of Hastings had had a different outcome.	Worcester was the site of an important Battle in The English Civil War on 3.9.1651 The English Civil War took place between 1642-1652. The two sides involved were The Royalists (Cavaliers) and The Parliamentarians (Roundheads). King Charles I led The Cavaliers, followed by his son, King Charles II, when he was beheaded for treason. Oliver Cromwell was the leader of The Parliamentarians There were differences between the Parliamentarians and Royalists The English Civil War was fought with Pike and Shot tactics. There were three main invasion groups: Musketeers, Pikeman and Cavalry
Cross curricular opportunities	Literacy: Diary entry of a ceol, estate agent advert for a home Geography: Map work	Literacy: Balanced discussion, who was the most entitled to the throne? Geography: Map work	Literacy: Diary entry of battle, persuasive speech, non-chronological report (double page spread)
Links to prior knowledge (footprints)	'Romanisation' occurred in Britain, which meant the Romans introduced customs and buildings that encouraged a more Roman culture (e.g. villas, Christianity, baths), many of which we can still see today. This meant that many people started to see themselves as Romans. In addition to Romanisation, Romans used their powerful armies to suppress uprisings, such as Boudica's rebellion in 60 AD. Romans also built walls to keep their enemies at bay, like Hadrian's Wall (built 122 AD).	Like the Mayans and Anglo Saxons, warfare was very important for the Vikings. They also had some more democratic elements like 'Things', which were like the city state assemblies that were found in Ancient Greece. What happened during the Lindisfarne raids and what was the impact?	They will know that Worcester once had walls and gates to keep out invaders. They will know a Civil War once took place during this time. They will understand the term invasion and its impact on others. They will know King Charles II was the King during this period.

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Vocabulary	Christianity, Power, empire and democracy, pagan, invasion, hierarchy, ceorl, thane cyning,	Democracy, warfare, Europeans, treaty, Danelaw, unification, invasion	Royalists/ Cavaliers, Parliamentarians/ Roundheads. King Charles III, Oliver Cromwell, Civil War, battle, Worcester, puritans, parliament, Catholics, Protestants, The Commandery, Fort Royal Hill, The King Charles Pub, Cathedral
Excellence Enjoyment Everyone Everything	<p>Excellence- Recognise the excellence of Anglo Saxon of Sutton Hoo findings and the significance of this. Aspirations to be a historian and learn about the past.</p> <p>Enjoyment- Enthusiasm looking at Anglo Saxon artefacts and acting as archaeologists.</p> <p>Everyone -How communities can work together to have a sustainable lifestyle. -What is a fair justice system? How does it contribute to a safer community?</p> <p>Everything- Know that Anglo Saxon findings have informed historians about typical life in Anglo Saxon times.</p>	<p>Excellence- recognising the excellence of Viking invasion techniques and justifying their reputation using sources of evidence.</p> <p>Enjoyment- recreating Viking invasions and visiting key Viking sites to enjoy a historical site first hand.</p> <p>Everyone What can we learn from other people's mistakes/behaviours?</p> <p>Everything Know that through history people have received reputations, both deserved and refuted through evidence.</p>	<p>Excellence- Compare invasion tactics used during the English Civil War and the excellence of these strategies</p> <p>Enjoyment- Enjoy visiting a local museum to explore artefacts and role play invasion tactics.</p> <p>Everyone Know what conflict resolution looks like today and throughout history and the impact of these actions</p> <p>Everything- Know that Worcester is a historically significant place for the English Civil war and</p>
Disciplinary Knowledge	<p>Sources and evidence</p> <ul style="list-style-type: none"> To start to know what type of sources will be available for different time periods. To know that there may be different interpretations of the same event/time period. To know that as more evidence about a period is found historians interpretations of that period might change. To be able to use different interpretations to gain a wider picture of key people and time periods. To be able to use evidence to justify their opinions To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. • To be able to compare what things continued to be the same between these periods. To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. • To be able to compare what things continued to be the same between these periods. To be able to compare how things changed during and between these time periods <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To be able to identify some similarities and differences between Ancient Greece, Roman Britain and Anglo Saxon and Viking Britain. <p>Cause and consequence</p> <ul style="list-style-type: none"> To investigate why groups of civilisations moved to different areas and the impact they had on them. Historical significance To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use a class timeline locate and plot periods in time. To know what is happening in different areas of the world at the same time as the period in time they are covering. To explore what is meant by 'ancient' and 'modern' in depth and explore the difference. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To start to know what type of sources will be available for different time periods. To know that there may be different interpretations of the same event/time period. To know that as more evidence about a period is found historians interpretations of that period might change. To be able to use different interpretations to gain a wider picture of key people and time periods. To be able to use evidence to justify their opinions To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. • To be able to compare what things continued to be the same between these periods. To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. • To be able to compare what things continued to be the same between these periods. To be able to compare how things changed during and between these time periods <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To be able to identify some similarities and differences between Ancient Greece, Roman Britain and Anglo Saxon and Viking Britain. <p>Cause and consequence</p> <ul style="list-style-type: none"> To investigate why groups of civilisations moved to different areas and the impact they had on them. Historical significance To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use a class timeline locate and plot periods in time. To know what is happening in different areas of the world at the same time as the period in time they are covering. To explore what is meant by 'ancient' and 'modern' in depth and explore the difference. To know when to use BC and AD. To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> To know that people's opinions can shape their view of a historical event. To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion. To be able to use evidence confidently to justify their opinions. Change and continuity To be able to identify the change and continuity within their local area. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To identify similarities and differences between our local area now and in the past. <p>Cause and consequence</p> <ul style="list-style-type: none"> To be able to identify and explain how and why Worcester City has changed <p>To understand chronology</p> <ul style="list-style-type: none"> To be able to use timelines to place the key events in history.



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