

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 4

Term: Autumn and Spring 1



Unit: Invasion



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Angle - A person from northern Germany who invaded and settled in parts of eastern and northern England.</p> <p>Anglo-Saxon - The period in Britain from the end of Roman rule to the Norman Conquest in 1066. Anglo-Saxons were the descendants of the Angles, Saxons and Jutes.</p> <p>Battle of Hastings - The battle between King Harold II of England and William, Duke of Normandy, in October 1066.</p> <p>Celt - A person of European origin who settled in Britain from c800 BC.</p>	<p>Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p>Historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.</p> <p>During the period AD 410–1066, Britain came under attack from the</p>	<p>What primary sources are and the fact that the experiences of their creators can affect what they depict. (This is the pre teaching for bias in the next year group.)</p> <p>The ways in which historians present historical information.</p> <p>How historians use timelines when studying history.</p>	<p>Cause and Consequence</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Change and Continuity</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>Significance</p>

<p>Danelaw - The area of Anglo-Saxon England where the Vikings ruled.</p> <p>East Anglia - A kingdom in eastern Anglo-Saxon England.</p> <p>Essex - A kingdom in eastern Anglo-Saxon England.</p> <p>heptarchy - The seven kingdoms into which England was divided in cAD 600 made up of East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex.</p> <p>hierarchy - A system in a society where people are organised into different levels of importance from highest to lowest.</p> <p>invasion - When a foreign army enters a country by force.</p> <p>Jorvik -The Viking name for the city of York.</p> <p>Jute - A person of Germanic origin who settled in Kent and the Isle of Wight.</p> <p>Kent - A kingdom in south-east Anglo-Saxon England.</p> <p>kingdom - An area ruled by a king. Mercia A kingdom in central Anglo-Saxon England.</p>	<p>Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.</p> <p>The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.</p> <p>As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power. Over time, these merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex.</p> <p>In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity.</p> <p>The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity.</p> <p>As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.</p>	<p>The timeline of invasion (in England) from AD410-1066 and the names of each invading group.</p> <p>Where in England each group invaded, where they came from and the consequences of the invasions.</p> <p>The development of Anglo-Saxon Kingdoms and how they changed over time.</p> <p>The development of Christianity during this time period.</p> <p>Anglo-Saxon religious beliefs and the effect of these on Christianity in England.</p> <p>The development of Christian monasteries in Anglo-Saxon Britain.</p>	<p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Similarity and Difference</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>Compare and contrast two civilisations.</p> <p>Evidence and Interpretation</p>
---	---	--	---

<p>monastery - A building where monks live, work, study and pray, separate from the outside world.</p> <p>monk - A member of a male religious community who lives in a monastery. mythology A collection of religious or cultural stories.</p> <p>Norman - The period in Britain from the Norman Conquest in 1066 until 1154.</p> <p>Northumbria - A kingdom in northern Anglo-Saxon England.</p> <p>pagan - A person who believes in many gods or does not follow one of the world's major religions.</p> <p>Pict - A person living in northern Scotland during the Roman occupation of Britain.</p> <p>Saxon - A person living in central or northern Germany during the Roman occupation of Britain. Many Saxons conquered and settled in southern England after the Roman withdrawal.</p> <p>Scandinavia - An area of Europe that includes Sweden, Norway and Denmark.</p> <p>Scot - A person originally from Ireland who moved to Scotland after the Roman withdrawal from England.</p>	<p>Anglo-Saxon words and place names still exist today.</p> <p>The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.</p> <p>The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected.</p> <p>Different civilisations can have similar or contrasting characteristics.</p> <p>Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'.</p> <p>There were three claimants to the English throne after Edward the Confessor died in 1066.</p> <p>Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.</p>	<p>The impact Anglo-Saxons still have on our life today – eg. The English language, laws.</p> <p>Why the Vikings invaded England and the consequences of this.</p> <p>The fact that the Anglo Saxon and Viking period in England overlaps. (They are not separate time periods.)</p> <p>The similarities and differences between the Anglo-Saxons and Vikings.</p> <p>The significance of Alfred the Great.</p> <p>How Anglo-Saxon and Viking rule ended in Britain.</p>	<p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>
---	--	--	--

<p>Sussex - A kingdom in southern Anglo-Saxon England.</p> <p>Viking - A person from Scandinavia who raided and traded with parts of north-western Europe.</p> <p>Wessex - A kingdom in central southern Anglo-Saxon England.</p>			
--	--	--	--

St Anne's C of E Primary School Curriculum Plan

Subject: History

Year: 4

Term: Spring 2 and Summer



Unit: Ancient Civilisations



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>afterlife - The life that is believed to begin after death.</p> <p>ancient Egypt - A civilisation that existed around the banks of the Nile from c3100 BC until 30 BC.</p> <p>ancient Sumer - The first civilisation in the world that existed in Mesopotamia, modern-day Iraq, from c4500 BC until c1900 BC.</p> <p>archaeologist - A person who studies human history by excavating sites and analysing artefacts.</p> <p>archaeology - The study of human history by excavating sites and analysing artefacts.</p> <p>artefact - An object that was made in the past, such as a tool.</p>	<p>Historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.</p> <p>The Fertile Crescent in the Middle East is known as the birthplace of farming.</p> <p>Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.</p> <p>Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded</p>	<p>How historical information can be presented and the ways in which historians use these sources.</p> <p>When and how the Ancient Sumer civilisation developed and their historical significance.</p> <p>How farming first developed and the methods used.</p> <p>How this helped the Sumer to start trading.</p> <p>Ancient Sumer inventions and the impact that these had in their lives.</p>	<p>Cause and Consequence</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Change and Continuity</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Construct a narrative, chronological or non-chronological account of a</p>

<p>canopic jar - A wood, stone or clay container with a lid used in ancient Egypt to hold organs from a mummified body.</p> <p>civilisation - The developed culture and way of life of a society.</p> <p>cuneiform - Ancient writing used by the Sumerians made up of simple pictures.</p> <p>Fertile Crescent - The area of land in the Middle East where the first ancient civilisations began.</p> <p>floodplain - A fertile area of low-lying land near a river that often floods when the river rises.</p> <p>hierarchy - A system in society where people are organised into different levels of importance from highest to lowest.</p> <p>hieroglyph - A picture or symbol representing a word used in ancient Egyptian writing.</p> <p>Indus Valley - The area next to the Indus River in modern-day Pakistan and north-west India where the Indus Valley civilisation developed from c2500 BC to c1700 BC.</p> <p>irrigation - The digging of channels to allow water to flow through a field to water crops.</p>	<p>bricks, and numbering and writing systems.</p> <p>In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.</p> <p>The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.</p> <p>In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire.</p> <p>Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC.</p> <p>Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</p> <p>Ancient Egyptian poor people lived in small, flat-roofed houses and did</p>	<p>The Ancient Sumer invented the first form of writing and a number system.</p> <p>What ancient Sumer cities were like.</p> <p>The hierarchy of people in Sumerian city states.</p> <p>When the Ancient Egyptians lived and how long the civilisation lasted for.</p> <p>The hierarchy of people in Ancient Egypt and the similarities and differences between the lives of poor and rich Egyptians.</p>	<p>past civilisation, focusing on their features and achievements.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Significance</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Similarity and Difference</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p>
---	--	---	---

<p>lugal - The name for a king in ancient Sumer.</p> <p>Mesopotamia - An ancient historical area in modern-day Iraq where the Ancient Sumerian civilisation developed in c4500 BC.</p> <p>mummification - The process of preserving a dead body by drying and wrapping that was used by the ancient Egyptians.</p> <p>necropolis - A large cemetery belonging to an ancient city.</p> <p>nomad - A person who travels from place to place to find food, water and shelter.</p> <p>papyrus - A material made in ancient Egypt from the stem of a water plant and used in sheets for writing or painting.</p> <p>pharaoh - A ruler of ancient Egypt.</p> <p>pyramid - A structure with a square or triangular base and sloping sides used as a royal tomb in ancient Egypt.</p> <p>sarcophagus - A stone coffin usually decorated with carvings or inscriptions used in ancient Egypt.</p> <p>scribe - A professional writer.</p>	<p>specialised jobs inside the city or worked on farms.</p> <p>The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</p> <p>A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.</p> <p>King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.</p> <p>King Khufu ordered the building of the Great Pyramid of Giza.</p> <p>King Hatshepsut was a woman who made herself a king because kings had more power than queens.</p> <p>Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.</p> <p>The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter</p>	<p>The role of a pharaoh in Ancient Egypt.</p> <p>The different leaders in Ancient Egypt and the impact that they made on the civilisation.</p> <p>The impact of the discovery of Tutankhamun's tomb on historian's knowledge of Ancient Egypt.</p>	<p>Evidence and Interpretation</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p>
---	--	---	---

<p>shaduf - An irrigation device from ancient Egypt that used a lever mechanism to raise water from a water source onto the land.</p> <p>vizier - The pharaoh's chief minister in ancient Egypt.</p> <p>ziggurat - A large pyramid in ancient Sumer made from mud bricks, with a temple on top</p>	<p>enabled historians to learn more about ancient Egyptian pharaohs.</p> <p>The Indus Valley civilisation ran from c2500 BC to c1700 BC.</p> <p>Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods.</p> <p>Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.</p> <p>Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.</p> <p>After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.</p> <p>After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.</p> <p>After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</p>	<p>When and where the Indus Valley civilisation lived.</p> <p>Details of the Indus Valley Civilisation and the reasons why historians do not have a full picture of life during this time – the lack of archaeological discoveries.</p> <p>Different reasons why civilisations end and the specific reasons why the Sumerian civilisation. Ancient Egyptians and Indus Valley civilisation ended.</p>	
---	--	---	--

--	--	--	--