



Year 4: History



Autumn Term – The Romans

Enquiry: *How did the arrival of the Romans change Britain?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils should be taught about The Roman Empire and its impact on Britain. Using maps, modern reconstructions, photographs, artefacts and written documents, our Year 4 historians will develop an understanding of what an empire is and will know the modern-day countries that were once part of the Roman Empire. They will learn about famous people from the past, including Boudica and Claudius and know about the gladiatorial games and the role of the gladiator. They will look at the impact of the Romans on Britain today and learn about why most Romans left Britain and returned to Rome.</p>	<ul style="list-style-type: none"> ➤ What an empire is. ➤ Modern day countries that were once part of the Roman Empire. ➤ Why Claudius invaded Britain in AD 43. ➤ Who Boudica was and why she was such a threat to the Roman settlement of Britain. ➤ The lifestyle of many high-status Romans living in Britain. ➤ Why the Romans constructed Hadrian's Wall in AD122. ➤ How and why the Romans designed and built many towns in Britain. ➤ What a gladiator was and why gladiatorial games were organised in Britain. ➤ Why so much evidence remains today in Britain of the Roman occupation. ➤ Why most Romans eventually left Britain and returned to Rome. 	<p>Selecting Choosing the information most suitable and relevant.</p> <p>Sequencing Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating Forming ideas about something without firm evidence.</p> <p>Synthesising Combining a range of ideas and facts from different sources.</p> <p>Explaining Showing understanding of how or why something happened.</p>

Sequence:

In Year 3, the children will have learned about how life changed in Britain from the Stone Age to the Iron Age; and that during this time people moved into Britain from places all over Europe. They will also have the knowledge that during the Iron Age wars were fought between tribes for control of land and resources.

Spring Term – The Anglo Saxons

Enquiry: *Who were the Anglo Saxons and how do we know what was important to them?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. Using maps, modern reconstructions, photographs, artefacts, engravings, stained glass windows and written documents, our Year 4 historians will know what happened in Rome AD410 that convince the Romans to leave Britain. They will gain an</p>	<ul style="list-style-type: none"> ➤ What happened in Rome in AD 410 that convinced the Romans to leave Britain. ➤ Who the Anglo Saxons were and where they came from. ➤ Why the Anglo Saxons settled in England after the Romans began to leave. ➤ Why the Anglo Saxons chose to live in villages rather than 	<p>Selecting Choosing the information most suitable and relevant.</p> <p>Sequencing Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting</p>

<p>understanding of who the Anglo Saxons were and why they settled in England. They will know why the Anglo Saxons were referred to as pagan and why England began to convert to Christianity. Our historians will also discover why Sutton Hoo is one of the most important archaeological sites in Britain.</p>	<p>towns left behind by the Romans.</p> <ul style="list-style-type: none"> ➤ Why the Anglo Saxons were referred to as 'pagan'. ➤ Why England began to convert to Christianity after the arrival of Constantine in AD 597. ➤ How ordinary people were affected by England's conversion to Christianity. ➤ Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. 	<p>Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating Forming ideas about something without firm evidence.</p> <p>Synthesising Combining a range of ideas and facts from different sources.</p> <p>Explaining Showing understanding of how or why something happened.</p>
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Sequence:

In previous units, the children have learned about what an empire is and why the Romans invaded and occupied Britain. They will know that invasions and wars are almost always about gaining control of land and natural resources. Through studying the Iron Age unit, the children will know that during the Iron Age wars were fought between tribes for control of land and resources.

Summer Term – The Vikings

Enquiry: *What did the Vikings want and how did Alfred help to stop them getting it?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Using maps, modern reconstructions, photographs, artefacts, engravings, stained glass windows, climate graphs and written documents, our Year 4 historians will consider the significance of the Viking attack on Lindisfarne and the motive behind the invasion of Britain by the Norsemen. They will compare Norse settlements with traditional Anglo-Saxon homes and study famous people from the Viking age, including King Alfred of Wessex and William of Normandy.</p>	<ul style="list-style-type: none"> ➤ Who the so called 'Vikings' were and where their original homelands can be found today. ➤ The significance of the Viking attack on Lindisfarne in 793. ➤ How England in Anglo Saxon times was made up of several separate kingdoms. ➤ The motives of the Norsemen who invaded Britain in the eighth and ninth centuries. ➤ The area of modern day Britain once occupied and settled by Norsemen. ➤ How Norse settlements compared with traditional Anglo Saxon homes. ➤ The difference between a myth and legend. ➤ How Anglo Saxons resisted invasion and occupation by Norsemen. ➤ Why King Alfred of Wessex has the title 'Great'. ➤ Why William of Normandy invaded England in 1066 ending the Anglo Saxon period. 	<p>Selecting Choosing the information most suitable and relevant.</p> <p>Sequencing Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating Forming ideas about something without firm evidence.</p> <p>Synthesising Combining a range of ideas and facts from different sources.</p> <p>Explaining Showing understanding of how or why something happened.</p>

Sequence:

Previous units on the Romans will have taught the children that invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources. They will be able to make links by recalling what the Romans wanted when they invaded and occupied England and how they absorbed it into their empire. The children will secure links between the Anglo Saxons and the Vikings by comparing settlements.