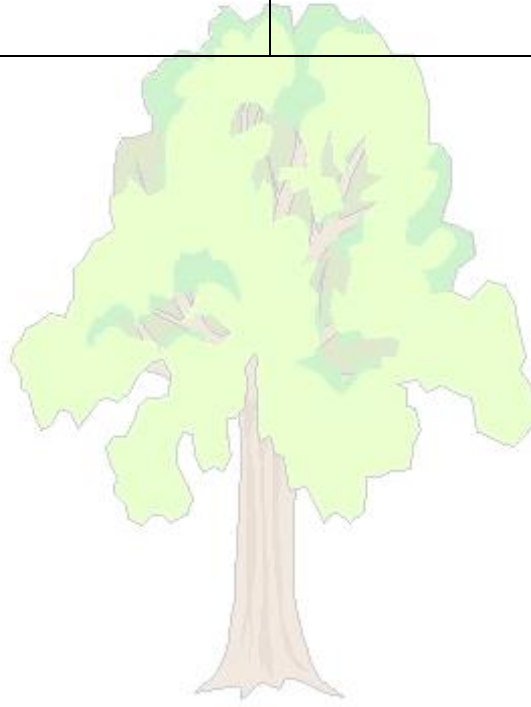


## Year 4 History Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>What were the main changes made during Anglo Saxon rule?</b> Settlement Conflict Religion	<b>Were Vikings explorers or Villains?</b> Settlement Conflict Monarchy		<b>How did the Ancient Egyptians live their lives?</b> Civilisation Settlement Religion		



## Year 4 History Medium Term Plan

Term 1 History- What were the main changes made during Anglo-Saxon rule?		
National Curriculum Links	Key Vocabulary	Pupil Offer
<b>HISTORY</b> Britain's settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	Settlement, migration, invasion, conquest, raid, conflict, raiding, religion, hoard, Sutton Hoo, Alfred the Great, conflict, kingdom.	Making a helmet

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson Overview including Substantive knowledge	<b>Year 3 Retrieval</b> Roman Invasion  <b>INVASION Conflict</b> <b>Why did the Anglo Saxons invade?</b> Pupils will learn about where the Anglo Saxons travelled from and their reasons for wanting to invade Britain.	<b>ANGLO SAXON LIFE Settlement</b> <b>What names did the Anglo Saxons give to the Kingdoms and places of Great Britain?</b> Pupils will be about the kingdoms Great Britain was divided into and what they were named by the Anglo Saxons.	<b>ANGLO SAXON LIFE Religion</b> <b>How did people's lives change when Christianity came to Britain?</b> Pupils will learn how the Anglo Saxons converted England from Paganism to Christianity and the issues they faced during this period.	<b>INVASION Conflict</b> <b>How were the Anglo Saxons able to see off the Vikings?</b> Pupils will learn about struggles the Anglo Saxons faced against the Vikings and how the Vikings were initially unsuccessful in taking over England.	<b>INVASION Conflict</b> <b>Just how great was Alfred the Great?</b> Pupils will learn about what type of leader Alfred the Great was and some of his achievements made in his lifetime.	<b>Retrieval- Big Question</b> <b>What were the main changes that occurred in Anglo Saxon England?</b> Pupils will explain what main change is being depicted in a set of pictures.
Disciplinary Knowledge	I can create a timeline of Britain for the time periods covered.  I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.	I can suggest sources of evidence to help answer a question.  I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.	I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.
Organisation and Communication	Mind map of reasons they invaded.	Label a map of England and the given place names.	Sequencing activity	Living graph of Viking invasions	Biography	Picture explanation of main change
Famous People					Alfred the Great	

## Term 2 History- Were Vikings explorers or villains?

National Curriculum Links	Key Vocabulary	Pupil Offer
<b>HISTORY</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> <li>• A study of Viking life and what significant changes were made to England during their rule.</li> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	Settlement, migration, invasion, conquest, raid, conflict, raiding, religion, hoard, Sutton Hoo, Alfred the Great, conflict, kingdom.	Viking day

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson Overview including Substantive knowledge	<b>VIKING LIFE</b> What image do we have of the Vikings?  Pupils will learn about where the Vikings came from and why they attacked. They will learn about why the Vikings were a real threat from the sea and how they gained this reputation.	<b>VIKING LIFE CONFLICT</b> Why have the Vikings gained a bad reputation?  Pupils will understand how the Vikings gained their reputation Through exaggerated accounts written by monks. They will learn that until recently monks' records were main source of evidence. They will also begin to distinguish similarities and differences between a Saxon and Viking account of the same event.	<b>VIKING LIFE CONFLICT</b> How did the Vikings try and take over the country and how close did they get?  Pupils will learn about significant events that led to the Vikings taking over England. They will investigate at least one period when the Vikings were successful and another when they were not. They will begin to understand the importance of the Danelaw as an area of Viking settlement.	<b>EXCAVATION SETTLEMENT</b> How have recent excavations changed our view of the Vikings?  Pupils will explore a range of primary and secondary sources of evidence that might suggest how our views of the Vikings can change. They will also investigate if evidence shows there were alternative reasons for the Vikings invading England.	<b>PLACE NAMES SETTLEMENT</b> Year 3 Retrieval Anglo Saxon Place Names  What can we learn about Viking settlement from a study of place-name endings? Pupils will use 2 different maps to investigate what names were given by the Vikings to many places in England. They will also investigate the meaning behind each suffix.	<i>Retrieval- Big Question</i> Explorers or Villains – how should we remember them?  Pupils will draw upon everything they have learnt over the term to provide evidence to answer the big question.
	Disciplinary Knowledge	I can create a timeline of Britain for the time periods covered.  I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.  I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.  I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.  I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can use historical artefacts to develop my understanding of the past and to pose historical questions.
Organisation and Communication	Children create an image of what they believe to be a Viking	Table of similarities and differences about the retold versions of the Battle of Lindisfarne.	Living graph	Use pictures to decide how we might view Vikings differently.	Labelling a map	Pupils will answer the Big Question.
Famous People						

## Term 4 History- How did the Ancient Egyptians live their lives?

National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>HISTORY</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:...Ancient Egypt</p> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Physical and human geography</li> </ul>	<p>Ancient, Pharaoh, Egyptian Gods (named), Sarcophagus, Tomb, Pyramid, Mummification, Ritual, Afterlife, Power, Status, Society, Scripture, Hieroglyphics, Slaves, River Nile</p>	<p>Ancient Egyptian dress up and theme day</p>

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p><b>LIFE IN EGYPT</b> <b>Civilisation</b></p> <p>How can we discover what Ancient Egypt was like 5,000 years ago? Pupils will learn about the location and conditions of land in Ancient Egypt.</p> <p><b>LIFE BY THE NILE</b> <b>Settlements</b></p> <p>Why was the Nile so useful? Pupils will be learning about how the Nile was useful for growing crops throughout the year, as well as trading.</p>	<p><b>LIFE IN EGYPT</b> <b>Civilisation</b></p> <p>What does evidence tell us about everyday life for Ancient Egyptians? Pupils will be using a range of evidence to learn about everyday life in ancient Egypt.</p>	<p><b>ANCIENT EGYPTIAN GODS</b> <b>Religion</b></p> <p>Pupils will be learning about Egyptian Gods and Goddesses and learning about their importance.</p> <p><b>LIFE AFTER DEATH</b></p> <p>What did Ancient Egyptians believe about life after death and how do we know? Pupils will learn about the process of mummification and the importance of lucky charms being taken with them to the afterlife.</p>	<p><b>PYRAMIDS</b></p> <p>What sources of evidence have survived and how were they discovered? Pupils will learn about what we can discover about Ancient Egypt from the pyramids.</p> <p><b>DRESS UP &amp; THEME DAY</b> <b>Civilisation and Religion</b></p> <ul style="list-style-type: none"> <li>Chronological Understanding</li> <li>Mummification</li> <li>Hieroglyphics</li> </ul>	<p><i>Retrieval- Big Question</i></p> <p>How did the Ancient Egyptians live their lives? Pupils will make comparison table to compare the lives of different people living in Ancient Egypt.</p>
Disciplinary Knowledge	I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can use evidence to develop a broad understanding of an ancient civilisation. I can suggest sources of evidence to help answer a question.	I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can suggest sources of evidence to help answer a question.	
Organisation and Communication	Locating Egypt and the Nile on a world and localised map.	Non-chronological report	Fact File based on Ancient Egyptian Gods	Recount	Process of mummification Writing in Hieroglyphics
Famous People			Tutankhamun		