



History Long Term Plan: Year 4

What are the aims and intentions of this curriculum?

Pupils will learn:

- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Term	Topic	Key Learning	Vocabulary
Autumn	<b>The Roman Empire and its impact on Britain</b>	<p><b>Who were the Romans and where did they come from?</b></p> <ul style="list-style-type: none"> <li>• Know that Rome existed 800 years before ever conquering Britain</li> <li>• Know that it originally began as a city state in Italy</li> <li>• Know the extent and limitations of the empire (after conquest of Britain)</li> </ul> <p><b>What was Roman society like?</b></p> <ul style="list-style-type: none"> <li>• Know that Rome had a strong hierarchy with emperor at the top</li> <li>• Know that Britain was ruled by a governor</li> <li>• Know that migration and multiculturalism strong across the empire</li> <li>• Know that trade and commerce were at the centre of society</li> </ul> <p><b>Why was the Roman Army so effective?</b></p> <ul style="list-style-type: none"> <li>• Know that Roman soldiers were well equipped</li> <li>• Know the Roman army was well organised</li> </ul>	<p><b>Disciplinary:</b> chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p> <p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> Baths, senate, towns, baths, roads, aqueducts,</p>



		<p><b>What did the Romans achieve?</b></p> <ul style="list-style-type: none"> <li>• Know that Rome introduced coins to Britain</li> <li>• Know that Rome introduced writing (as Latin) to Britain.</li> <li>• Know that Rome introduced public health measure (sewage, public baths, fresh water)</li> <li>• Know that Rome built many structures (including Hadrian's wall)</li> </ul> <p><b>What did Romans believe (at the start of the occupation of Britain)?</b></p> <ul style="list-style-type: none"> <li>• Know that Rome's religion was polytheistic.</li> <li>• Know that Rome had its own creation myth (Romulus and Remus).</li> </ul> <p><b>What were Roman homes like?</b></p> <ul style="list-style-type: none"> <li>• Know that rich Romans built villas with separate rooms with different functions</li> <li>• Know that Roman homes were made of brick and wood.</li> <li>• Know that Roman homes were often whitewashed and had clay tiles</li> <li>• Know that villas had the potential to have 'central' heating.</li> </ul> <p><b>Who was Boudicca and why do we remember her?</b></p> <ul style="list-style-type: none"> <li>• Know that Boudicca was an Iceni queen</li> <li>• Know how and why she violently resisted Roman rule</li> </ul> <p><b>Final Enquiry Question: What were the main impacts of the empire on Britain? (Trade, language, society, etc)</b></p>	<p>Hadrian's Wall, villa, temple, legion, soldier, weapon, Celt, fort, roundhouse, Civilisation, Archaeology</p>
<p>Spring</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p>	<p><b>Who were the Anglo-Saxons and where did they come from?</b></p> <ul style="list-style-type: none"> <li>• Know that the 'Anglo-Saxons' were the name given to lots of different tribes that arrived in Britain after the fall of Rome</li> <li>• Know that the Anglo Saxons created of kingdoms</li> <li>• Know that the Definition of England and Scotland date to this period</li> </ul> <p><b>What were Anglo-Saxon homes like?</b></p>	<p><b>Disciplinary:</b> chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p>



		<ul style="list-style-type: none"> <li>• Know there was a shift back to wooden roundhouse style (most were on farms)</li> <li>• Know that homes generally had a single room or a small number of separate rooms (animals might stay there)</li> <li>• Know that Anglo Saxons used wood as a primary building material</li> <li>• Know that houses used only for necessity – most time spent outside working on farms</li> </ul> <p><b>What was Anglo-Saxon society like?</b></p> <ul style="list-style-type: none"> <li>• Know that allegiances moved towards kings of kingdoms (first ‘kings of England’)</li> <li>• Know that Anglo Saxons had a defined structure</li> <li>• Know that Anglo Saxons moved back to a more agrarian way of life (farmer warriors)</li> <li>• Know that women had more rights than Romans (could be queens)</li> </ul> <p><b>What did Anglo-Saxons believe?</b></p> <ul style="list-style-type: none"> <li>• Know that religion Initially polytheistic</li> <li>• Know that not a lot is known about the names of the pagan gods (were initially unable to write)</li> <li>• Know that pagan beliefs stressed the existence of an afterlife</li> <li>• Know that Anglo Saxons converted to Christianity towards end of 6<sup>th</sup> century</li> </ul> <p><b>What did the Anglo-Saxons achieve?</b></p> <ul style="list-style-type: none"> <li>• Know that Anglo Saxons adopted monasticism</li> <li>• Know that Anglo-Saxons introduced the first art and culture – first real ‘English’ literature (Beowulf) and defined stylistic arts and crafts</li> <li>• Know that Alfred the Great looked to elevate society through education</li> </ul> <p><b>Final Enquiry Question - What changed and what stayed the same between Roman and Anglo-Saxon Britain?</b></p>	<p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> kingdom, tribes, roundhouse, agriculture, polytheism, monotheism, conversion, monastery, arts and culture.</p>
Summer	<b>The Viking and Anglo-Saxon</b>	<b>How did Viking Raids impact the Anglo-Saxon Kingdoms?</b>	<b>Disciplinary:</b> chronology, source, interpretation,



	<p><b>struggle for the Kingdom of England to the time of Edward the Confessor</b></p>	<ul style="list-style-type: none"> <li>• Know that the Vikings raided the British Isles.</li> <li>• Know that long ship technology allowed Vikings to reach the British Isles</li> <li>• Know that monasteries were undefended</li> <li>• Know that monasteries contained valuable goods</li> </ul> <p><b>Who were the Vikings and where did they come from?</b></p> <ul style="list-style-type: none"> <li>• Know that the Vikings were expert seafarers</li> <li>• Know that Vikings had exploration and trade networks that stretched across Europe and Asia.</li> </ul> <p><b>What did Vikings believe?</b></p> <ul style="list-style-type: none"> <li>• Know there was an Elaborate polytheistic belief system (never part of the Roman Empire)</li> <li>• Know that Vikings had an afterlife – Valhalla</li> <li>• Know that Religion was central to daily life</li> <li>• Know that Vikings eventually converted to Christianity</li> </ul> <p><b>What was Viking society like?</b></p> <ul style="list-style-type: none"> <li>• Know that slaves were a common feature</li> <li>• Know that women had considerably more rights than concurrent groups</li> <li>• Know that raiding a key feature of life</li> </ul> <p><b>What were Viking houses like?</b></p> <ul style="list-style-type: none"> <li>• Know that settlements often located near water</li> <li>• Know that different styles of house – usually made from wood, wattle and daub</li> <li>• Know that most people spent little time indoors</li> <li>• Know that crafts and cottage industries dominated home life</li> </ul> <p><b>What did the Vikings achieve?</b></p> <ul style="list-style-type: none"> <li>• Know that the Viking ‘Thing’ was a precursor of parliamentary democracy</li> <li>• Know that longship technology allowed Vikings to reach the British Isles</li> </ul> <p><b>Who was Alfred the Great?</b></p> <ul style="list-style-type: none"> <li>• Know Alfred became King of Mercia at age of 30</li> <li>• Know Alfred initially Bought Viking peace with Danegeld</li> </ul>	<p>causation, change and continuity, similarity/difference, historical significance, reliability</p> <p><b>Substantive:</b> homes, beliefs, society, achievements, settlement/invasion</p> <p><b>Topic specific substantive:</b> longboat, raid, tribe, polytheism, conversion, wattle and daub, Thing, democracy</p>
--	---	---	---



History Curriculum: Year 4

		<ul style="list-style-type: none"><li>• Know that after many setbacks, Alfred defeated Vikings</li><li>• Know that Alfred agreed to split the country with Vikings to Establish Danelaw</li><li>• Know that Alfred Worked hard to improve infrastructure of the kingdom.</li></ul> <p><b>Final Enquiry Question</b> - "<i>Just brutal savages who did no good</i>" Is this your opinion?</p>	
--	--	--	--