**Year 4 HISTORY Curriculum – Summer Term**

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| **Theme: Anglo-Saxon Britain** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Continue to develop a chronologically secure knowledge & understanding of British & World history, establishing key narratives within &  across the periods they study.   1. To find out where the Anglo-Saxons came from. 2. To think about what it might have been like to be an Anglo-Saxon invader coming to Britain. 3. Identify Anglo-Saxon settlements and kingdoms: looking at place names and village life. | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – Fact file – Sutton Hoo  **Geography** – where did the Anglo-Saxons settle.  **Computing** – research and investigation |
| Invaders | Person or a group that enter by force in a country, region or other significant place. | Sutton Hoo | Site of very important archaeological excavation in 1939. | |
| Settlement | Place people moved to live in. | Dark Ages | Term that is used to describe the early medieval period of western European history. | |
| Christianity | Religion based on life and teachings of Jesus Christ which came to Britain in Saxon times. | AD / BD | Chronology vocabulary | |
| Monastery | Large religious building where monks lived and prayed. | Pagan | A person holding religious beliefs other than those of the main world religions | |
| Burial | The action or practice of burying a dead body | Missionaries | A person sent on a religious mission, especially one sent to promote Christianity in a foreign country | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children will have already studied the Roman Empire earlier in the year. They understand that a civilisation is a society with a strong cultural identity and a clear system of governance, infrastructure and beliefs. | | | | | Children will deepen their knowledge of chronology by studying the Vikings in Year 5. They will investigate other reasons for invasion, such as the need to find food. In Year 6, they will add to their knowledge of governance and democracy through a study of the Ancient Greeks. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? | | * Identify where the Saxons came from and explain why they came to Britain. * Understand what happened when the Anglo Saxons arrived. * Know that this period is called the Dark Ages because historians are not really sure about events. | | | | | * Chronological understanding * Use a range of primary and secondary sources to find out about the past. | |
| 1. How did people’s lives change when Christianity came to Britain and how can we be sure? | | * Know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) * Know the stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona. * Understand that it took about 70 years for English kings to give up pagan ways and become Christians. | | | | | * Critical thinking skills * Knowledge & understanding of events | |
| 1. How were the Saxons able to see off the Viking threat? | | * Understand that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 years later just one England. There were also separate Scotland, Wales and Ireland. * Identify at least one turning point in Saxon fortunes. | | | | | * Knowledge of people in the past * Interpretation | |
| 1. Alfred the Great, how great was he? | | * Identify which of Alfred’s achievements were the most significant. * Understand that lack of sources can distort our view of the past. | | | | | * Presenting, organising and communicating information and ideas | |
| 1. How effective was Anglo-Saxon justice? | | * Know the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes. * Identify which were the most effective methods of keeping order. | | | | | * Investigation * Critical thinking skills | |
| 1. Were Saxon times really ‘Dark’ Ages? | | * Understand a range of arguments for and against, including monasteries being international centres of learning and art and architecture. | | | | | * Presenting, organising and communicating information and ideas | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 1 – why did the Anglo-Saxons invade and how can we possibly know where they settled? | | | | | | | |
| **Invasion** | * Lesson 1 – why did the Anglo-Saxons invade and how can we possibly know where they settled? | | | | | | | |
| **Democracy** | * Lesson 5 – know the 6 main methods of keeping law and order in Anglo-Saxon times | | | | | | | |
| **Evidence** | * Lesson 6 - were Saxon times really ‘Dark’ Ages? | | | | | | | |