

Subject: History	Year group: Year 4	Topic: Vikings	Initiation & activation activities:
<p>Prior knowledge required: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.</p>		<p>Vocabulary:  <b>Key Vocabulary:</b> recent history, time, difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view, comparing sources, similarities, difference, reliability, eye-witness  <b>Challenging Vocabulary:</b> way of life, dictated, inventions, impact on health/ education aspect, developments, comparison, hypothesis  <b>Topic Specific Vocabulary:</b></p>	
<p><b>Key Concepts Covered:</b> Change, Continuity, Causation, Significance, Similarity and Difference, Perspective, Sources, Chronology, Empathy</p> <p><b>Substantive Concepts Covered:</b> Society, Settlement, Economy, War, Conflict, Religion, Natural resources, Migration, Climate, Kingdom, Country, Monarchy</p>			
Programme of Study: Year 3 & 4*	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  <b>This could include:</b>  <i>Viking raids and invasion</i>  <i>resistance by Alfred the Great and Athelstan, first king of England</i>  <i>further Viking invasions and Danegeld</i>  <i>Anglo-Saxon laws and justice</i>  <i>Edward the Confessor and his death in 1066</i></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>GD-</b></p> <ul style="list-style-type: none"> <li>• Can they use their mathematical skills to help them work out the time differences between certain major events in history?</li> </ul>		

<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b>GD-</b></p> <ul style="list-style-type: none"> <li>• Can they recognise that people's way of life in the past was dictated by the work they did?</li> <li>• Do they appreciate that the food people ate was different because of the availability of different sources of food?</li> <li>• Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> <li>• Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul> <p><b>GD-</b></p>		
---	--	--	--

	<ul style="list-style-type: none"><li>• Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</li></ul>		
--	---	--	--

- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.