

YEAR 4

KEY CONCEPT YEAR 4 - Cause and Consequence

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

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TOPIC – Why did the Anglo Saxons choose to invade Britain?

Trip – Tatton Park

CC Link - DT - Peasant Bread

Children recap on previous learning and place the Romans on a timeline.

The children use a range of sources- including images, artefacts and books- to find out about life in Anglo Saxon times and what it was like to live in Britain during this historical period.

They investigate the types of food/culture/clothing/housing/leisure activities during Anglo Saxon times and compare their life

TOPIC – Who were the Vikings?

Visit – Tatton Park Viking Experience

Children recap on previous learning and place the Anglo Saxons on a timeline.

During this topic, the children build upon their understanding of the Anglo Saxons by learning about the Viking invasion of Britain and how that affected daily life. They study everyday life from farming to clothing and use a range of sources to support their findings. They investigate the influence that the Vikings left in Britain. The children recap

TOPIC - How did life in Britain change during the reign of the Tudors? Trip -Smithills Hall

CC Link - Art - Tudors (selfies through the ages)

CC Link - DT - Tudor purses

Children recap on previous learning and place the Vikings on a timeline.

The children use a range of sources to build their understanding of what life was like during the Tudor times.

They focus on King Henry 8th and the impact his reign had on Britain including the impact it had on the Church. The children gain a

	<p>to the life of an Anglo Saxon child. The children gain an understanding of the key concept peasantry and recap on the terms; invasion, settlements and beliefs.</p> <p>The topic is enhanced by a trip to Tatton Park for an Anglo Saxon experience.</p>	<p>on the key concepts; invasion, civilisation, settlements and trade.</p> <p>They create an Anglo Saxon and Viking timeline.</p> <p>Linked to the Vikings, the learn about the different weapons and armoury used in battle.</p>	<p>historically understanding of the key concept parliament.</p> <p>The children go on a trip to Smithills Hall to engage in historical role play reflecting daily life in Tudor times.</p>
	<p>KEY KNOWLEDGE & SKILLS:</p> <ul style="list-style-type: none"> • Pupils use evidence to describe the houses and settlements of people in the past/ the culture and leisure activities from the past/ the clothes, way of life and actions of people in the past/ buildings and their uses of people from the past. • Pupils describe some similarities and differences between some people, events and objects (artefacts) • Pupils use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Pupils ask, "What was it like for a... (child, rich person, etc) during..." and suggest sources of evidence to help answer questions. • Pupils present findings about the past, using dates and terms accurately. 	<p>KEY KNOWLEDGE & SKILLS:</p> <ul style="list-style-type: none"> • Pupils use a time line to place events. • Pupils suggest sources of evidence to help answer questions. • Pupils use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. • Pupils use evidence to describe the houses and settlements of people in the past/ the culture and leisure activities from the past/ the clothes, way of life and actions of people in the past/ buildings and their uses of people from the past. • Pupils use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Pupils ask, "What was it like for a... (child, rich person, etc) during..." and suggest sources of evidence to help answer questions. 	<p>KEY KNOWLEDGE & SKILLS:</p> <ul style="list-style-type: none"> • Pupils name the date of any significant event from the past and place it in approximately the right place on a time line. • Describe some similarities and differences between some people, events and objects (artefacts) • Pupils find out about how clothes/leisure time/culture/buildings may have changed during the time period and give reasons why the changes might have occurred. • Pupils describe some similarities and differences between some people, events and objects (artefacts) • Pupils look at two versions of the same event in history and identify differences in the accounts. Pupils give reasons why there may be different accounts of history. • Pupils present findings about the past, using dates and terms accurately. • Describe how some of the things from the past affect life today.

		<ul style="list-style-type: none"> Pupils discuss the most appropriate way to present information for an audience. 	
	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
	<ul style="list-style-type: none"> Know that the Anglo-Saxons began to settle in the British Isles once the Romans left around 450AD, from their original homes in what we now know as Germany, Denmark and the Netherlands. Know about how the Anglo-Saxons attempted to bring about law and order into the country. Know that during the Anglo-Saxon period Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Know that the Anglo-Saxon period lasted from the early fifth century AD to 1066. Know what Anglo-Saxon life was like for all groups of people. 	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo-Saxons. Know how Britain has had a major influence on the world. To know the first place they raided was the monastery of Lindisfarne. To know that the Vikings believed in many different Gods. 	<ul style="list-style-type: none"> Know that there were six Tudor monarchs who ruled England from 1485 to 1603. Know that Tudor England had two of the strongest monarchs ever to sit on the English throne. Henry VIII and his daughter Elizabeth I. The Tudor Rose was created when Henry VIII brought an end to the War of the Roses. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose. Know that religion was very important in Tudor time. If you didn't attend the same church as the monarch you might get arrested, thrown into the Tower of London or executed. Know that Henry VIII broke away from the Catholic Church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives and beheaded two of them. To know when Henry split the English Church from the Roman Church this was called the Reformation. At this time most still followed the Catholic religion.