



Year group: Year 4

Term: Autumn

Subject: History – Who were the Anglo Saxons and Scots?

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now. They would have commented on images of familiar situations in the past.

Year 3: Children would have learnt about the Stone Age to Iron Age periods and can use their prior knowledge of this topic.

What comes next?

Year 5 Children will learn meet the Vikings and Anglo Saxons again in their Year 5 unit. The children will use their prior knowledge from their Anglo Saxons learning to help them in this topic, especially with their chronology.

Key vocabulary

Farmer-warrior Jutes Rune Lindisfarne

Notes and guidance

In this topic, children will learn about Anglo-Saxon life in Britain and why they wanted to settle. They will also learn about the mystery of Sutton Hoo. The children will explore the Anglo-Saxon settlement in Britain by exploring an Anglo-Saxon village as well as how they found out about Christianity.

Learning Outside the Classroom

The children can look at artefact loan boxes relevant to this topic. The children could take a walk around the local area to compare settlements then and now.

Substantive Knowledge

I know the Anglo-Saxons were made up of three tribes; the Angles, Saxons and Jutes.
I know the Anglo-Saxons came from Britain from across the North Sea in the middle of the 5th Century after the Romans had left.
I know for a long time; England was not one country. Anglo-Saxons kings ruled lots of small kingdoms across the land.
I know the Anglo-Saxons were fierce people, who fought many battles involving fighting one another.

Procedural Knowledge

I understand how our knowledge of the past is constructed from a range of sources.
I can assess changes, causes, similarity and differences between this period and previous periods of learning.
I can ask and answer historically valid questions about change, cause, similarity and difference.

Disciplinary Knowledge

I understand historians gather and interrogate evidence.

Links to other curriculum areas

Year 4 Science – Classifying living things

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.



Year group: Year 4

Term: Spring

Subject: History – Down the Pit

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now.

Year 2: During their Autumn topic of 'The Voyage of the Titanic' children have learnt about local history of the making of the chain in Netherton.

Year 3: In the topic of the Stone Age to the Iron Age, children will develop an understanding on who lived in Britain.

What comes next?

Year 5: Children will develop their understanding on the chronological understanding of Britain through their topic of 'Vikings vs Anglo-Saxons'. This will help children to place periods of study in relation to one another.

Key vocabulary

Mine

Industrialisation

Workhouse

Shaft

Notes and guidance

During this local history study, children will recall the history of mining in the Black Country and Rowley Regis. They will gain an understanding of what mining is and why it was so important during the Victorian times. They will look at the Coal Mining Act and recognise why it was needed.

Learning Outside the Classroom

The children can visit Warren's Hall, which is an industrial heritage site that provides links with the past with the Netherton Canal Tunnel.

Substantive Knowledge

I know the history of mining in the Black Country and in Rowley Regis..
I know why coal was so important during the Victorian times.
I know what children did in coal mines..
I know what the dangers of working in a coal mine are.
I know what The Coal Mining Act was and why it was put in place.

Procedural Knowledge

I can develop a chronological understanding of Britain and the local area.
I can establish a clear narrative and note connections, contrast and trends over time.
I can identify and compare the significance of history of local area and impact it has made on today.

Disciplinary Knowledge

I understand historians gather and interrogate evidence.

Links to other curriculum areas

Year 4 PSHE – Being the best I can be

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.



Year group: Year 4

Term: Summer

Subject: History – Ancient Greece

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now.

Year 3: Children will have learnt about the Roman Empire in the summer term in Year 3.

What comes next?

Year 5: Children will learn about the Ancient Egyptians. Children will use what they know about the Romans and Greeks to help them understand this ancient civilisation and be able to place it in chronological order in relation to the Romans and Greeks.

Year 6: Children will learn about the Ancient Mayans in their topic: 'Marvellous Maya'. They will use their understanding of the Ancient Romans (Year 3), Ancient Greeks and the Ancient Egyptians (Year 5).

Key vocabulary

Democracy

Olympics

Archaeologist

Parthenon

Notes and guidance

In this topic, children will learn about who the Greeks were by exploring different artefacts. They will also learn about the impact the Greeks have had on our lives today by exploring their language and the creation of the Olympic games.

Learning Outside the Classroom

Children could have the opportunity to complete the Olympic Games in the playground/hall.

Substantive Knowledge

I know what everyday life was like in Ancient Athens.

I know why Athens was able to be strong in the 5th and 6th century BC.

I know why I would prefer to have lived in Athens or Sparta.

I know what Ancient Greece was like from studying their theatre and the Olympics.

I know what the Greeks did for us.

Procedural Knowledge

I understand how our knowledge of the past is constructed from a range of sources.

I can assess changes, causes, similarity and differences between this period and previous periods of learning.

I can ask and answer historically valid questions about change, cause, similarity and difference.

Disciplinary Knowledge

I understand historians gather and interrogate evidence.

Links to other curriculum areas

Year 4 Geography – coasts and islands

Year 4 Art – Greek myths

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.