


|  <b>History overview – Cycle B</b><br><b>Year 3/4</b> |  |  |  |
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|   | <b>Unit 1</b>  | <b>Unit 2</b>  | <b>Unit 3</b>  |
| <b>Year 3/4</b>   | Period: Stone age – 3,300BC<br><b>Was everything stone in The stone age?</b>   | Period: Anglo Saxon Britain 410 - 1066AD<br><b>Why did the Saxons and Scots invade?</b>  | Period: Vikings 793 - 1066AD<br><b>Where the Vikings ruthless raiders or tactful traders?</b>  |
| <b>N/C</b>  | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <b>Examples (non-statutory) This could include:</b><br>§ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae § Bronze Age religion, technology and travel, for example, Stonehenge<br>§ Iron Age hill forts: tribal kingdoms, farming, art and culture  | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> </ul> <b>Examples (non-statutory) This could include:</b><br>§ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire<br>§ Scots invasions from Ireland to north Britain (now Scotland)<br>§ Anglo-Saxon invasions, settlements and kingdoms: place names and village life<br>§ Anglo-Saxon art and culture<br>§ Christian conversion – Canterbury, Iona and Lindisfarne   | <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <b>Examples (non-statutory) This could include:</b><br>§ Viking raids and invasion<br>§ resistance by Alfred the Great and Athelstan, first king of England<br>§ further Viking invasions and Danegeld<br>§ Anglo-Saxon laws and justice<br>§ Edward the Confessor and his death in 1066  |
| <b>Hierarchies</b>  | <b>Investigate and interpret the past</b><br>H1: Use evidence to ask questions and find answers to questions about the past.<br>H2: Suggest suitable sources of evidence for historical enquiries.<br>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.<br>H5: Suggest causes and consequences of some of the main events and changes in history.<br><b>Build an overview of world history</b><br>H6: Describe changes that have happened in the locality of the school throughout history.<br>H7: Give a broad overview of life in Britain from ancient until medieval times.<br>H8: Compare some of the times studied with those of other areas of interest around the world.<br>H9: Describe the social, ethnic, cultural or religious diversity of past society.<br>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.<br><b>Understand chronology</b><br>H11: Place events, artefacts and historical figures on a time line using dates.<br>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.<br>H13: Use dates and terms to describe events.<br>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.<br><b>Communicate historically</b><br>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <b>Investigate and interpret the past</b><br>H1: Use evidence to ask questions and find answers to questions about the past.<br>H2: Suggest suitable sources of evidence for historical enquiries.<br>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.<br>H5: Suggest causes and consequences of some of the main events and changes in history.<br><b>Build an overview of world history</b><br>H6: Describe changes that have happened in the locality of the school throughout history.<br>H7: Give a broad overview of life in Britain from ancient until medieval times.<br>H8: Compare some of the times studied with those of other areas of interest around the world.<br>H9: Describe the social, ethnic, cultural or religious diversity of past society.<br>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.<br><b>Understand chronology</b><br>H11: Place events, artefacts and historical figures on a time line using dates.<br>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.<br>H13: Use dates and terms to describe events.<br>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.<br><b>Communicate historically</b><br>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <b>Investigate and interpret the past</b><br>H1: Use evidence to ask questions and find answers to questions about the past.<br>H2: Suggest suitable sources of evidence for historical enquiries.<br>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.<br>H5: Suggest causes and consequences of some of the main events and changes in history.<br><b>Build an overview of world history</b><br>H6: Describe changes that have happened in the locality of the school throughout history.<br>H7: Give a broad overview of life in Britain from ancient until medieval times.<br>H8: Compare some of the times studied with those of other areas of interest around the world.<br>H9: Describe the social, ethnic, cultural or religious diversity of past society.<br>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.<br><b>Understand chronology</b><br>H11: Place events, artefacts and historical figures on a time line using dates.<br>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.<br>H13: Use dates and terms to describe events.<br>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.<br><b>Communicate historically</b><br>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |
| <b>Possible writing opportunities</b>   | Descriptions of an objects<br>Newspaper and news reports<br>Recounts<br>Visitor leaflets   | Descriptions of gods/goddesses<br>Recounts<br>Newspaper and news reports   | Job adverts<br>Wanted posters<br>Newspaper and news reports<br>Letters   |

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| Vocabulary                                      | <p>Palaeolithic, Mesolithic and Neolithic periods, BCE and CE/ BC/AD<br/> Caveman, primitive, , hunter, gatherer, shelter, animal skin, cave dweller, forest dweller, artwork, Neolithic, tribe, Skara Brae, mammoth, tusk, hunted clothing, weapons, food source, tactics, spear, fur pelt, antler, flint, bone, spear, harpoons, sickle, needle and hook, pebble, quern stone, trap, fire, farming, pottery,</p>  | <p>invasion, migration, raids, Angles, Saxons, Jutes, Frisians, Scots, Picts. root meaning, village, town county, kingdom, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker thatched roof, artefact, excavation, archaeology, historian, sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frigg, Tiw, Thunor, Eostre.<br/> Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great</p>   | <p>Viking, raid, invade, Denmark, Norway, Sweden, Norse King, kingdom, Alfred the Great King Athelstan<br/> Saga, runes, Odin, Frigg, longhouse.<br/> Danegeld, King Ethelred II The Unready.<br/> Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.</p>   |
| Flashbacks – also see Year ½ cycle B flashbacks | <p><b>Working Historically:</b></p> <ul style="list-style-type: none"> <li>Terminology of historical chronology BCE/CE</li> <li>Timeline – where events come within a timeline</li> <li>To know what a primary and secondary source of evidence is.</li> </ul> <p><b>Aspects of substantive factual knowledge linked to a previous topic:</b></p> <ul style="list-style-type: none"> <li>What was the relationship between the Romans and the Celts?</li> <li>Who did the Romans worship and what were their names?</li> <li>How did the Romans invade Britain?</li> <li>When did the Romans invade Britain?</li> </ul>   | <p><b>Working Historically:</b></p> <ul style="list-style-type: none"> <li>Sequence several events or historical figures on a timeline using dates before the Anglo Saxons</li> <li>How the chronology of time works before and after year 0</li> <li>To know what a primary and secondary source of evidence is.</li> </ul> <p><b>Aspects of substantive factual knowledge linked to a previous topic:</b></p> <ul style="list-style-type: none"> <li>What life was like for a child in Ancient Greece?</li> <li>How the Ancient Greeks have influenced the Western World?</li> <li>What does the term invaders and settlers mean?</li> <li>Where did the Olympic Games originate from?</li> </ul>   | <p><b>Working Historically:</b></p> <ul style="list-style-type: none"> <li>How to use a multiple source such as a photograph, paintings/wall painting to identify clues and make judgements about their life.</li> <li>Judging the reliability of a source and using questions to find evidence to support this.</li> <li></li> </ul> <p><b>Aspects of substantive factual knowledge linked to a previous topic:</b></p> <ul style="list-style-type: none"> <li>What was the importance of the River Nile to the Ancient Egyptian time?</li> <li>Why were Ancient Egyptian Pharaohs considered to be Gods?</li> <li>Why did the Ancient Egyptians believe in the afterlife and mummified their pharaohs?</li> </ul> |
| 1   | <p><b>WALT: When the stone age happened.</b><br/> <b>Activities:</b> Develop a chronologically secure knowledge and understanding of when the stone age occurred.<br/> Palaeolithic, Mesolithic and Neolithic period - Pupils will have a broad understanding of why they are called what they are called. <b>Recall terminology BCE and CE/ BC/AD</b><br/> What do we already know about the Stone Age? Use Stone Age Mind Map. Mind map existing knowledge and ideas. What do we want to find out?<br/> <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>What period is referred to as stone age.</li> <li>Where it sits in a timeline</li> <li>How many years it progressed.</li> </ul> | <p><b>WALT: know when the Anglo-Saxon invaded Britain and who was influential character</b><br/> <b>Activities:</b> Why did the Romans leave Britain?<br/> Describe why, where and when the Anglo-Saxons invaded Britain, describe a <b>key historical character</b> from the time.</p> <ul style="list-style-type: none"> <li>Alfred the great</li> <li>Edward the Elder</li> <li>Penda of Mercia</li> <li>Odda</li> <li>Eadric the Wild</li> </ul> <p>Timeline events of the Anglo Saxons period</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>know when the Scots and Anglo-Saxons invaded Britain</li> <li>Sequence events on a timeline from year 0 to 1066</li> <li>Key historical characters from history from Anglo saxon</li> </ul> | <p><b>WALT: know who the Vikings are and where they came from</b><br/> <b>Activities:</b> Who were the Vikings and the location that they came from. Complete a timeline and explain where they come in it.<br/><br/> Ideas- newspaper article about the Vikings arriving in Britain.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>where the Vikings were from</li> <li>when they invaded Britain</li> <li>why they invaded Britain</li> </ul>  |
| 2   | <p><b>WALT: know what stone age artefacts tell us about this period of time.</b><br/> <b>Activities:</b> Look and analyse artefacts from Stone age – what do the artefacts tell us about life in the Stone age – what was the artefact made from? Used for? <b>Star Carr research.</b><br/> <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>What the world looked like in the period of stone age.</li> <li>Infer what an object could be used for.</li> </ul>  | <p><b>WALT: know who the Anglo-Saxons settled and where did they come from</b><br/> <b>Activities:</b> Look on a world map where the Anglo saxons came from. Who they were and what they were like.<br/> Identify what the word settlement means.<br/> <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Who were the anglo saxons</li> <li>Where they came from</li> <li>Children will know what settlement means.</li> </ul>  | <p><b>WALT: know where the Vikings land in Britain based on Lindisfarne</b><br/> <b>Activities:</b> Discover what the Vikings landed in Britain and why. Look at Lindisfarne and how it impacts the timeline.<br/> Look at the map of Britain and the Landscape around Lindisfarne<br/> <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>What happened at Lindisfarne</li> <li>where the Vikings invaded</li> </ul>  |

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| <p>3</p> | <p><b>WALT: know how Stone Age people began to settle and use the land</b><br/> <b>Activities:</b> To look at different homes and communities from the Palaeolithic, Mesolithic and Neolithic times – Skara Brae.<br/> Houses today – what do they look like? How do they differ around the world? Why? Compare typical houses in cold climates with those in warmer climates. What is important when it comes to building a house?</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how people lived during the stone age</li> <li>• the change that occurred as the period moved through time.</li> </ul>   | <p><b>WALT: know how Anglo Saxons came to England and how their settlements expanded.</b><br/> <b>Activities:</b><br/> Recap settlement and what it means, look at the atlases and identify the 7 Anglo Saxon Kingdoms and locate them on a map.<br/> Identify the 7 Anglo Saxon kingdoms<br/> Kent<br/> East Anglia<br/> Northumbria<br/> Mercia<br/> Essex<br/> Wessex<br/> Sussex<br/> Look at the evidence to support how their settlements expanded.</p> <ul style="list-style-type: none"> <li>- Language</li> <li>- Place names</li> <li>- Religion</li> <li>- Landscape changes.</li> </ul> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- How they arrived at Britain</li> <li>- How they spread through Britain</li> </ul> | <p><b>WALT: know about the battles and struggles between the Vikings and Anglo Saxons.</b><br/> <b>Activities:</b> Go through a few of the battles between the Saxons and Vikings linked to land and money.<br/> List reasons for the battles.</p> <p>Recount on one of the battles and how they felt.</p> <p>Danelaw – Ethelred the Unready (<b>King Ethelred II The Unready:</b> Explain and discuss with their talking partner whether they think Ethelred deserves the title of ‘The Unready’. Rudyard Kipling’s poem, Dane-Geld. Summarise the main point: paying the Danegeld was a pointless exercise.)<br/> AD954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik.<br/> King Alfred – sent into hiding by Vikings</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Be able to name a battle/disagreement between AS and Vikings</li> <li>• Name a key player within the battle.</li> <li>• Know the key places.</li> </ul> |
| <p>4</p> | <p><b>WALT: know how to survive in stone age time.</b><br/> <b>Activities</b><br/> Construct informed responses that involve thoughtful selection and organisation of historical information. Tools and weapons were used to gather food and hunt, used to eat food too. Stone was used to make these weapons. Stone age ended when metal started to be used. They will understand the term ‘hunter-gatherers’. Children will show an understanding of the Stone Age diet.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what tools were and what they were used for (hunting, gathering, eating)</li> <li>• why tools were important</li> </ul> | <p><b>WALT: know how artifacts can show what life was like in Anglo Saxon times.</b><br/> <b>Activities:</b> How do we know so much about life in A-S times? Explain the discovery at Sutton Hoo and the importance of finding out about the past. Logging artefacts found by archaeologists. Diary of an archaeologist.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how Sutton Hoo was found</li> <li>• what artefacts were found at Sutton Hoo</li> <li>• what different artefacts teach us about Anglo-Saxon culture.</li> </ul>   | <p><b>WALT: who King Alfred is and what the Danelaw is.</b><br/> <b>Activities:</b><br/> The AS and Vikings did live peacefully before the battles due to In the 9th century (AD801 - 900), King Alfred of Wessex stopped the Vikings taking over England.<br/> He agreed to peace with them and some Vikings settled in their own area of eastern England, called the Danelaw.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>- About the danelaw</li> <li>- Who King Alfred is</li> <li>- There was a time that the AS and Vikings did live in peace for some time</li> </ul> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• reasons why Vikings settled how to ask questions to research</li> <li>• key aspects of Viking life</li> <li>• key aspects of Viking village</li> </ul>   |

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| 5             | <p><b>WALT: How were the stone age people ready for bronze age</b></p> <p><b>Activities:</b><br/>Talk about how they adapted and progressed through the years. The new developments that occurred preparing them ready for Bronze age.<br/>Activities identify one thing that has changed through the period and how has this enabled the people to become stronger</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• new developments through the period.</li> <li>• How it has changed and become stronger</li> </ul> | <p><b>WALT: know the religious beliefs and practices of the early Anglo-Saxon people</b></p> <p><b>Activities:</b> Look at artefacts of religious significance from A-S times – What does this tell us about their beliefs? Polytheism. Legacy of the A-S gods and Goddesses – Oestre, Thursday, Wednesday etc<br/>How the pope Gregory hoped to convert people to Christianity. St Augustine landed in Kent and converted the powerful King Aethelberht to Christianity. Augustine built Canterbury Cathedral and consequently became the first Archbishop of Canterbury.<br/><b>Look at sources linked to religion.</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Anglo- Saxon religious beliefs and practices and use these to ask and answer my own questions.</li> <li>• Anglo- Saxons believed in may gods/goddesses</li> <li>• Anglo-Saxon god and how and why the Anglo-Saxons worshipped this god</li> </ul> | <p><b>WALT: know how Vikings impacted farming, settlement and technology</b></p> <p><b>Activities:</b><br/>Vikings decided to take down all the Romans stone buildings and replaced them with wooden huts. Look at evidence from Jorvik on life in the Vikings time.<br/><a href="#">How did they live?   JORVIK Viking Centre</a><br/>What customs and ways of life did they bring with them? Explain that they are to produce a poster about their aspect of Viking history and will need to collect information from the Viking Life Facts to help them<br/>The Vikings turned to Christianity There is lots of evidence for there being a Viking-era church just behind Coppergate and there were many other new churches built in Jorvik at this time.<br/>Lindisfarne Gospels<br/>The Gospels are richly illustrated and were originally in a fine leather binding covered with jewels and metals. During the Viking raids on Lindisfarne, this cover was lost, and a replacement was made in 1852.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- How farming, settlement and technology impacted the Vikings life.</li> <li>- How the Vikings converted to Christianity</li> </ul> |
| 6             | <p><b>WALT: How do we know about this period in time?</b></p> <p><b>Activities:</b> Where and what is Skara Brae? What do you know about it? What did people do in the ‘new’ stone age? Start to farm the land as the climate changed – This is when they settled. Artefacts from Skara Brae give us clues. People settled due to farming.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- about a well-known dig that has taken place linked stone age.</li> <li>- How climate change has impacted it</li> </ul>     | <p><b>WALT: know how about Normans invading the Anglo Saxons in 1066.</b></p> <p><b>Activities:</b><br/><b>The AS did not leave Britain other invaders and settlers arrived. The invasion of the Normans 1066. Look at the Bayer Tapestry and analyse what has happened.</b></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Why they invaded</li> <li>• Where the battle happened</li> </ul>   | <p><b>WALT: know how the death of Edward the Confessor ended the dominance of England.</b></p> <p><b>Activities:</b> Explain Edward the Confessor and Harold 1.<br/>Kings Timeline activity - Look for children who have a good understanding of the chronology of the kings’ rule. Who can confidently place the kings into their relevant time slot on the timeline? Are children able to recall relevant facts about the different kings?</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Anglo- Saxon kings and order on a timeline</li> <li>• key aspects of the reign of the last Anglo-Saxon kings.</li> <li>• how to distinguish between historically accurate and inaccurate events</li> </ul>   |
| Key Knowledge | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Stone Age people were Britain’s first farmers</li> <li>• Early stone age lived in small groups hunted for mammals and gathered, plants, fruit and berries</li> <li>• Tools and weapons were used to gather food, hunt, eat and build</li> <li>• Stone was used to make these tools</li> <li>• Artefacts from times in history give archaeologists clues about the past</li> </ul>   | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• When and how the Anglo-Saxons invaded Britain</li> <li>• Why the Anglo-Saxons settles in Britain</li> <li>• Key features of an Anglo-Saxon village</li> <li>• The religious beliefs of Anglo-Saxons</li> <li>• How Christianity came to Britain</li> <li>• Invasion of the Normans in 1066.</li> </ul>  | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Where the Vikings were from and why and when they invaded Britain</li> <li>• Why trade was important to the Viking and who they traded with</li> <li>• Why Viking settled in Britain and key features of their settlements and village life</li> <li>• Features of crime and punishment enforced at the time</li> <li>• How Britain was shaped by the last Anglo-Saxon Kings</li> </ul>   |