


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

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| Vocabulary | Palaeolithic, Mesolithic and Neolithic periods, BCE and CE/ BC/AD 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, | 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. Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great | Viking, raid, invade, Denmark, Norway, Sweden, Norse King, kingdom, Alfred the Great King Athelstan Saga, runes, Odin, Frigg, longhouse. Danegeld, King Ethelred II The Unready. Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings. |
| Flashbacks – also see Year ½ cycle B flashbacks | <ul style="list-style-type: none"> When and how the Romans invaded Britain Romans were responsible for the building of roads in Britain – these were straight and are still major roadways through Britain today (A5, A1) The relationship between the Romans and the Celts Romans worshipped many gods, names of some and what they were god of Features of Roman baths | <ul style="list-style-type: none"> Where Ancient Greek civilization is on a timeline Ancient Greece was where the Olympic games originated from The two main states, Sparta and Athena and the difference between these Key events of the battle of Marathon What life was like for a child in Ancient Greece How the Ancient Greeks have influenced the Western World | <ul style="list-style-type: none"> Where Ancient Egyptian civilization is on a timeline The importance of the River Nile to the Ancient Egyptians Ancient Egyptian Pharaohs were considered to be Gods by the Ancient Egyptians The Ancient Egyptians built pyramids to bury their Pharaohs The Ancient Egyptians believed in the afterlife and mummified their pharaohs |
| 1 | <p>WALT: know and order events which happened in the Stone Age Activities: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Palaeolithic, Mesolithic and Neolithic period - Pupils will have a broad understanding of why they are called what they are called. Recall terminology BCE and CE/ BC/AD 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? Children will know:</p> <ul style="list-style-type: none"> how to use dates and historical terms when ordering events and objects where people and events fit into a chronological framework some of the major developments in human history from this period how to use a timeline to arrange the events in chronological order how evidence is gathered about prehistoric Britain. | <p>WALT: know why, where and when the Anglo-Saxons invaded Britain Activities: Why did the Romans leave Britain? Describe why, where and when the Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. Label a map to show the Anglo-Saxon kingdoms. Children will know:</p> <ul style="list-style-type: none"> know why, where and when the Scots and Anglo-Saxons invaded Britain the Anglo-Saxon kingdoms and label them on a map a character from history | <p>WALT: know when and where the Vikings came from and why they raided Britain. Activities: English link – speaking and listening/reading and research – Attack on Lindisfarne (debate reasons why attack was good and reasons was bad) Children will know:</p> <ul style="list-style-type: none"> where the Vikings were from when they invaded Britain why they invaded Britain |
| 2 | <p>WALT: know what stone age artefacts tell us about this period of time. Activities: 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? Children will know:</p> <ul style="list-style-type: none"> evidence which is used by archaeologists to learn about how stone age people used to live how to ‘read’ a historical object what artefacts studied may have been used for in Stone Age | <p>WALT: know how the Anglo-Saxons have influenced Britain in terms of place names Activities: Using maps or atlases to find place names containing the suffixes –ham, -ford and –worth locate local place names of Anglo-Saxon origin – meanings of names. Children will know:</p> <ul style="list-style-type: none"> Anglo-Saxon place names and their root meanings some Anglo-Saxon county, city, town and village names and label on a map if original settlement is now a village, town or city | <p>WALT: know how trade was important to the Vikings Activities: Discover what the Vikings traded and who they traded with and what they got in exchange. Plan a journey of a Viking trader. Children will know:</p> <ul style="list-style-type: none"> reasons why trade was important to the Vikings where the Vikings invaded what the Vikings traded who the Vikings traded with |
| 3 | <p>WALT: know how Stone Age people began to settle and use the land Activities: 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 Children will know:</p> <ul style="list-style-type: none"> Stone Age people were Britain’s first farmers how to navigate a given website to carry out research how people used to live in the new stone age based on evidence from Skara Brae | <p>WALT: know what a typical Anglo-Saxon village was like and what jobs the people did Activities: Look at historical artists impressions of a A-S village. What do you see? What roles did people have within the society? What did people need? Who would have these roles. Look at roles of men, women and children. Children will know:</p> <ul style="list-style-type: none"> the different jobs that Anglo-Saxon people did. about one job in more detail. the features of an Anglo-Saxon village – by labelling a village | <p>WALT: know why Vikings settled in Britain and key aspects of Viking life Activities: Children discuss questions about Viking life in Britain. What do you already know about the way the Vikings lived? What customs and ways of life did they bring with them? What would they like to find out? Give each group of children a different aspect of Viking life for them to collect information about: Clothes and jewellery; religion and gods; houses and food; rhyme and writing; art and craft. 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 Children will know:</p> <ul style="list-style-type: none"> reasons why Vikings settled how to ask questions to research key aspects of Viking life key aspects of Viking village |

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| | <p>WALT: know how Stone Age dwellings were formed Activities: To look at different homes from the Palaeolithic, Mesolithic and Neolithic times – Skara Brae. 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? Children will know:</p> <ul style="list-style-type: none"> links and contrasts within and across different periods of time. know and compare some of the characteristic features of Stone Age dwellings | <p>WALT: know what we have found out about Sutton Hoo from Anglo-Saxon artefacts Activities: 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. Children will know:</p> <ul style="list-style-type: none"> how Sutton Hoo was found what artefacts were found at Sutton Hoo what different artefacts teach us about Anglo-Saxon culture. | <p>WALT: who King Ethelred II was and when and why Danegeld was introduced. Activities: Thinking of the Viking timelines produced – when do you think there was a “Second Age” to the Viking period of history? What did a Viking warrior might look like, including the weapons they might have used. The horned helmet is a myth. Explain what Viking warriors were like. What misconceptions do we have? King Ethelred II The Unready: 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. Children will know:</p> <ul style="list-style-type: none"> key details about King Ethelred and the introduction of Danegeld the problems King Ethelred faced before introducing Danegeld |
| | <p>WALT: know what tools humans needed for survival in the Stone Age Activities: Activities: 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 Children will know:</p> <ul style="list-style-type: none"> challenges for early man what tools were and what they were used for (hunting, gathering, eating) what tools were made of why tools were important | <p>WALT: know the religious beliefs and practices of the early Anglo-Saxon people Activities: 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 Children will know:</p> <ul style="list-style-type: none"> Anglo- Saxon religious beliefs and practices and use these to ask and answer my own questions. Anglo- Saxons believed in many gods/goddesses Anglo-Saxon god and how and why the Anglo-Saxons worshipped this god | <p>WALT: know how the legal system worked in Anglo-Saxon and Viking Britain. Activities: Reveal the punishment options for given crimes one at time. Children discuss them with their partner and decide if they are fair or foul. Explain about the Anglo-Saxon Justice System, wergild and Anglo-Saxon punishments. Show children the chart containing information about the wergild value for the different body parts. Body Parts - children can work out how much they would have got for the different body parts if they had lost them in a fight. Scenarios Task - Children work in groups to discuss the scenarios. They decide on a suitable Anglo-Saxon punishment based on what they have learnt in the lesson so far and then a likely modern day punishment. Feedback and discuss as a whole class. Children will know:</p> <ul style="list-style-type: none"> features of crime and punishment in Anglo-Saxon Britain compare and contrast the Anglo-Saxon and modern British justice systems |
| 6 | <p>WALT: know the terms “hunter” and “gatherer” Activities: Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To find out what people ate in the Stone Age and how their diet changed. Children will find out about the Stone Age diet and how food was obtained. They will understand the term ‘hunter-gatherers’. Children will show an understanding of the Stone Age diet. Children will know:</p> <ul style="list-style-type: none"> links and contrasts within and across different periods of time what the terms “hunter” and “gatherer” mean which foods would be hunted/ gathered how people in Stone Age collected their food and what they are hunting weapons were used and how they were used | <p>WALT: know how some Anglo-Saxons converted to Christianity Activities: 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. Children will know:</p> <ul style="list-style-type: none"> know who helped to convert the Anglo- Saxons to Christianity know how these people converted Anglo-Saxons | <p>WALT: know how the last Anglo-Saxon kings shaped Britain Activities: Explain Edward the Confessor and Harold 1. 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? Children will know:</p> <ul style="list-style-type: none"> Anglo- Saxon kings and order on a timeline key aspects of the reign of the last Anglo-Saxon kings. how to distinguish between historically accurate and inaccurate events |
| Key Knowledge | <p>Children will know:</p> <ul style="list-style-type: none"> Stone Age people were Britain’s first farmers Early stone age lived in small groups hunted for mammals and gathered, plants, fruit and berries Tools and weapons were used to gather food, hunt, eat and build Stone was used to make these tools Artefacts from times in history give archaeologists clues about the past | <p>Children will know:</p> <ul style="list-style-type: none"> When and how the Anglo-Saxons invaded Britain Why the Anglo-Saxons settled in Britain Key features of an Anglo-Saxon village Key roles/jobs within an Anglo-Saxon village The religious beliefs of Anglo-Saxons How Christianity came to Britain | <p>Children will know:</p> <ul style="list-style-type: none"> Where the Vikings were from and why and when they invaded Britain Why trade was important to the Viking and who they traded with Why Viking settled in Britain and key features of their settlements and village life Features of crime and punishment enforced at the time How Britain was shaped by the last Anglo-Saxon Kings |