

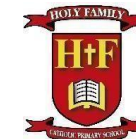
The Romans

“All the saints salute you, chiefly they that are of Caesar's household.” – Philippians 4:22

Year Year 4/5

Term Autumn 1 Subject History

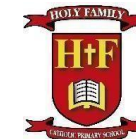
National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">the Roman Empire and its impact on Britain	
Key Vocabulary	Roman Empire Army Julius Caesar Emperor Claudius Invasion Roads Aqueducts	
Cross Curricular Links	English – Writing opportunities Geography – exploring historical maps.	
Lesson overview Substantive Knowledge	Disciplinary Knowledge	
	Historical Skills	Second Order Concept
<u>Lesson 1: Understand the timeline of the Roman Empire and where it came from.</u> <ul style="list-style-type: none">Key dates throughout the Roman Empire.753BC: City of Rome is built146BC The Romans defeated the Ancient GreeksAD0 – Birth of Jesus43AD Invasion of Britain	Year 4 I can understand more complex terms eg BC/AD. I can place events from the period studied on a time line. Year 5 I can know and sequence key events of time studied. I can place my current study on a time line in relation to other studies.	<ul style="list-style-type: none">Chronology
<u>Lesson 2: How did the Roman Army help to expand the Roman Empire?</u> <ul style="list-style-type: none">The Roman Empire had its beginnings in Rome.One of the reasons it expanded so greatly was because of the power of its army.At its peak there were over 500,000 members of the army.Men could join aged 20 and had to stay in the army for 25 years.	Year 4 I can use evidence to build up a picture of a past event. I can offer a reasonable explanation for some events. Year 5 I can use relevant terms and period labels. I can study different aspects of the life of different people - differences between men and women.	<ul style="list-style-type: none">Evidence and enquiryHistorical Significance



<u>Lesson 3: How did Britain become part of the Roman Empire?</u> <ul style="list-style-type: none">• In 55-54BC Julius Caesar tried to invade but failed.• In 43AD Emperor Claudius was successful following an attack on the beaches of Kent.• Know why the Roman invaded Britain (natural resources/slaves/power)	Year 4 I can use text books and historical knowledge. I can use evidence to build up a picture of a past event. I can understand more complex terms eg BC/AD. Year 5 I can examine causes and results of great events and the impact on people. I can fit events into a display sorted by theme time.	<ul style="list-style-type: none">• Evidence and enquiry
<u>Lesson 4: What did the Romans build after they settled in Britain?</u> <ul style="list-style-type: none">• One of the Romans most famous achievements was the impressive network of roads they built across their empire – including Britain.• The Romans used Aqueducts to supply their towns with water, as a solution to bringing clean water in.	Year 4 I can communicate my knowledge and understanding. I can choose relevant material to present a picture of one aspect of life in time the past. Year 5 I can use evidence to build up a picture of life in time studied.	<ul style="list-style-type: none">• Evidence and enquiry
<u>Lesson 5: Life in Wigan during the Roman Empire.</u> <ul style="list-style-type: none">• Wigan is the site of a small Roman Settlement called Coccium.• Artefacts include gold coins and cremation urns (found in Standish in 1980's) and a large bath-house on the site of the Grand Arcade in 2005.• Roman coins were used for trade but also by the leaders to 'show off' their achievements.	Year 4 I can observe connections, contrasts and trends and interpret these. I can use evidence to build up a picture of a past event. Year 5 I can begin to identify primary and secondary sources. I can examine causes and results of great events and the impact on people.	<ul style="list-style-type: none">• Historical significance• Interpretation• Evidence and Enquiry.
<u>Lesson 6: Assessment.</u> Double page spread: What was the impact of the Roman invasion on Britain?		



Previous knowledge	Current Year	Future learning
<u>Britain before the Romans</u> <ul style="list-style-type: none">Stone age to the Iron Age.Importance of other archeological sites e.g. Skara Brae, Stone Henge. <u>Other Civilisations</u> <ul style="list-style-type: none">Before the Romans: Ancient Greeks (Y4 children will have learnt about the Egyptians in the opposite cycle) – link to chronology and also what lasting impacts they had on life today.	<ul style="list-style-type: none">Where did the Roman Empire originate and what were the key dates/events during their reign.The importance of the Roman Army in the expansion of the empire.Why the Romans invaded Britain.What the Romans built during their time in Britain and its lasting impact.Roman settlements in Wigan.	<u>Who came to Britain after the Romans:</u> <ul style="list-style-type: none">Reflect and understand the impact of the Romans leaving on Britain.Learn about the Scots, who they were and where they settled.Learn about where the Saxons came from, who they were and where they settled in Britain.Viking invasions – they came to Britain for similar reasons to the Romans (natural resources).



The Scots and Anglo-Saxons.

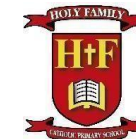
"A time to love and a time to hate, a time for war and a time for peace." – Ecclesiastes 3:8

Year Year 4/5

Term Spring 1

Subject History

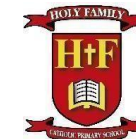
National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">Britain's settlement by the Anglo-Saxons and Scots		
Key Vocabulary	Romans Scots Del Raita Anglo-Saxons Scandinavia Seven Kingdoms Gildas Farming Sources Sutton Hoo		
Cross Curricular Links	Geography – maps.		
Lesson overview/Substantive Knowledge	Disciplinary Knowledge		
	Historical Skills	Second Order Concept	
<u>Lesson 1: What was the impact of the Romans leaving?</u> <ul style="list-style-type: none">The Romans left in 410AD to go back to Italy and fight against tribes attacking Rome.The Scots were a tribe that came from Ireland and had fought the Romans for many years.Gildas was a Roman Monk from the 6th Century who created the only significant written account of life before and during the Anglo-Saxon invasion.	Year 4 I can understand more complex terms eg BC/AD. I can use terms related to the period and begin to date events. Year 5 I can use appropriate terms, matching dates to people and events. I can place my current study on a time line in relation to other studies.	<ul style="list-style-type: none">ChronologyContinuity and ChangeEvidence and Enquiry	
<u>Lesson 2: Where did the Scots settle and what was their daily life like?</u> <ul style="list-style-type: none">The Scots were farmers and hunters.They spoke Gaelic.The Scots settled in Dal Raita.	Year 4 I can identify key features and events of time studied. I can use evidence to reconstruct life in the time studied. Year 5 I can use evidence to build up a picture of life in time studied. I can make comparisons between different times in history.	<ul style="list-style-type: none">Evidence and enquiry	



<p><u>Lesson 3: Who were the Saxons?</u></p> <ul style="list-style-type: none"> The Saxons were from Germany and Scandinavia There were 3 main tribes – Angles, Saxons, Jutes They wanted to come to Britain for the farming land. They split Britain into 7 Kingdoms. 	<p>Year 4 I can use evidence to reconstruct life in the time studied. I can look at the evidence available and interpret ideas.</p> <p>Year 5 I can address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<ul style="list-style-type: none"> Evidence and enquiry Similarity and differences.
<p><u>Lesson 4: Explore the daily life of the Anglo-Saxons.</u></p> <ul style="list-style-type: none"> Be able to identify a Saxon house. Name foods eaten by the Anglo-Saxons Understand some Anglo-Saxon jobs 	<p>Year 4 I can use evidence to build up a picture of a past event. I can choose relevant material to present a picture of one aspect of life in time the past.</p> <p>Year 5 I can make connections, contrasts and trends over time and develop the appropriate use of historical terms. I can use evidence to build up a picture of life in time studied.</p>	<ul style="list-style-type: none"> Evidence and enquiry
<p><u>Lesson 5: What did Sutton-Hoo tell us about the Anglo-Saxons?</u></p> <ul style="list-style-type: none"> Sutton Hoo is the site of two Anglo-Saxon cemeteries in Suffolk, England dating from the 6th and 7th centuries Sutton Hoo was discovered in 1939 Use historical evidence to draw conclusions about the person buried at Sutton Hoo Examine objects from the burial in detail and make inferences from them 	<p>Year 4 I can observe connections, contrasts and trends and interpret these. I can look at the evidence available and interpret ideas.</p> <p>Year 5 I can develop an understanding of how our knowledge of the past is constructed from a range of sources. I can use appropriate terms, matching dates to people and events.</p>	<ul style="list-style-type: none"> Historical significance Evidence and Enquiry
<p><u>Lesson 6: Assessment.</u></p> <p>Double Page Spread – What do we know about the Settlement of the Scots and Anglo-Saxons in Britain?</p>		
<p>Previous knowledge</p> <p><u>Britain before the Anglo-Saxons</u></p> <ul style="list-style-type: none"> Pre-historic Britain Stone age to the Iron Age. 	<p>Current Year</p> <ul style="list-style-type: none"> Reflect and understand the impact of the Romans leaving on Britain. 	<p>Future learning</p> <p><u>The impact of the Vikings on the Saxons:</u></p> <ul style="list-style-type: none"> Battles Danegeld



<ul style="list-style-type: none">• Importance of other archeological sites e.g. Skara Brae, Stone Henge.• The impact of the Roman Empire on Britain.• What artefacts and archeological sites have told us about life in Britain (e.g. Stone age, Skara Brae, Coccium, Greek pots, Roman coins).	<ul style="list-style-type: none">• Learn about the Scots, who they were and where they settled.• Learn about where the Saxons came from, who they were and where they settled in Britain.• Explore a variety of sources from the time and interpret what they tell us about the daily life of the Saxon people in Britain.• Learn about the significance of Sutton-Hoo and what it has taught us about the Saxons.	<ul style="list-style-type: none">• The uniting of Great Britain. <p><u>The lasting legacy of monarchs:</u></p> <ul style="list-style-type: none">• Alfred the Great (Saxon King)• Henry VIII• Elizabeth I
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The Vikings and Anglo-Saxons Struggle for the Kingdom of England.

"I appoint you to stand up against nations and kingdoms. Some you must uproot and tear down, destroy and overthrow. Others you must build up and plant." –

Jeremiah 1:10

Year Year 4/5

Term Summer 1

Subject History

National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		
Key Vocabulary	Anglo-Saxons Viking Lindisfarne Monk Pagan Monastery Seven Kingdoms Unified Alfred the Great		
Cross Curricular Links	Geography – looking at how maps of England/Britain have changed over time. R.E. – Religious beliefs and change.		
Lesson overview Substantive Knowledge		Disciplinary Knowledge	
		Historical Skills	Second Order Concept
<u>Lesson 1: Timeline of Britain before and during the Viking invasion of Britain.</u> <ul style="list-style-type: none">Recall significant dates in British history up to the point of the first Viking Invasion at Lindesfarne.Recall the 7 Kingdoms of Britain before the Viking Invasion.		Year 4 I can place events from the period studied on a time line. I can identify key features and events of time studied. Year 5 I can develop a chronological secure knowledge and understanding of British, local and world history.	<ul style="list-style-type: none">Chronology
<u>Lesson 2: Who were the Vikings and where did they come from?</u> <ul style="list-style-type: none">Vikings were in Britain from 789AD to 1066.They came from Norway, Sweden and Denmark.Vikings had a government and laws.The Vikings were Pagan's who had many Gods.Girls stayed with their mother's and boys learnt craft with their fathers and how to farm. (like the Ancient Greeks, Egyptians and Anglo-Saxons).		Year 4 I can use terms related to the period and begin to date events. I can understand more complex terms eg BC/AD Year 5 I can address and devise historically valid questions about change, cause, similarity, difference and significance.	<ul style="list-style-type: none">Evidence and enquirySimilarity and Difference.



<u>Lesson 3: Viking invasion of Lindisfarne</u> <ul style="list-style-type: none"> The Vikings raided Lindisfarne in 793AD. It was a huge shock due to the religious and peaceful nature of the Monks. Monasteries were attractive places to attract due to their riches and the Monks being unprotected. 	<p>Year 4 I can understand more complex terms eg BC/AD. I can use evidence to reconstruct life in the time studied.</p> <p>Year 5 I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> Evidence and enquiry Interpretations
<u>Lesson 4: Alfred the Great.</u> <ul style="list-style-type: none"> King of Wessex from 871-899 He made a deal with the Vikings called 'Danegeld' They attacked anyway and Alfred eventually won – he gave them some of their own land to keep the peace. He improved security for the people of Britain (towns, armies, castles, fleets). 	<p>Year 4 I can use evidence to build up a picture of a past event. I can choose relevant material to present a picture of one aspect of life in time the past.</p> <p>Year 5 I can address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<ul style="list-style-type: none"> Evidence and enquiry Historical Significance.
<u>Lesson 5: What impact did the Vikings have on England?</u> <ul style="list-style-type: none"> The Vikings helped to unify the 7 Kingdoms. Only 3 Kingdoms avoided being captured – Northumbria, Mercia and Wessex. With King Alfred as their lead, Wessex became the most powerful. Eventually, England became one unified country as it is today. 	<p>Year 4 I can begin to evaluate the usefulness of different sources. I can observe connections, contrasts and trends and interpret these. I can recall, select and organise historical information.</p> <p>Year 5 I can make connections, contrasts and trends over time and develop the appropriate use of historical terms. I can address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<ul style="list-style-type: none"> Historical significance Chronology
<u>Lesson 6: Assessment: What was the impact of the Viking Invasion on Britain?</u> Answer as a poster/double page spread using a range of learning and vocabulary from the entire topic.		
Previous knowledge	Current Year	Future learning
<u>Before the Vikings –</u> <ul style="list-style-type: none"> Why the Romans left Britain and how the Anglo-Saxons came to settle. Britain was divided into 7 Kingdoms at the arrival of the Vikings. Pupil would have learnt about other invasions and battles such as those by the Roman Empire and during ancient Greece between Sparta and Athens. 	<ul style="list-style-type: none"> Who the Vikings are and where they came from. Why the Vikings came to Britain. The significance of the Viking invasion of Lindesfarne. The importance of Alfred the Great and what of his actions made him "Great" The unification of Great Britain from seven to three to one nation. 	<u>Post 1066 studies</u> <ul style="list-style-type: none"> Pupils will learn about the struggle for power at the beginning of their Tudors topic between the Yorkists and Lancastrians. Pupils will learn about the impact of other significant monarchs: Henry VIII and Elizabeth I. Pupils will learn about the impact of religious conflict between the Catholics and Church of England during the Tudor Period.