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|  | Year Group: Four Autumn Term | | | | | | |
|  | Overview: Britain’s settlement by Anglo-Saxons and Scots – extended topic for a whole term. | | | | | | |
|  | Power and Society  Religion  Achievement  Crime and Punishment | | | | | | |
| Enquiry Questions | Is it fair that The Vikings should hold a fiercer reputation than the Anglo Saxons? | | | | | | |
| **Depth enquiry questions** | When did the Anglo- Saxons, Scots and Vikings invade and where did they come from? | Who was in control after the Romans left? | What were the Saxon and Viking settlements like? | What were Saxon and Viking settlements and homes like? | What beliefs did Anglo Saxons and Vikings hold? | Were the Anglo Saxon and Viking eras fair and secure societies to live in? | How did the relationship between The Anglo Saxons and Vikings change over time? |
| **Disciplinary knowledge** | Chronological understanding | Cause and consequence | Similarity and Difference  Historical Enquiry (using evidence) | Similarity and Difference  Change over time  Historical Enquiry | Similarity and Difference  Change over time | Interpretation of evidence.  Communication of ideas. | Continuity and change  Significant characters and events  Historical Terms |
| **Possible lesson activities** | Place events in history on a timeline (Romans, Egyptians Victorians, WW1 and WW2, The Fire of London, Florence Nightingale, Rosa Parks and Brunel all need to be included to revise and build upon previous knowledge - chronological understanding).  Task :  Annotate maps to show where the invaders came from?  Name the tribes.  Challenge tasks :  Hot seat a child pretending to be an Anglo Saxon.  Where are they from? How is life in England? Do you miss home? Would you go back or do you want to stay?  The child might not know much at this stage about why they invaded but just how it might feel to have left home to invade a new country. It may give them some idea that it was a necessary thing to do.  Children could create an invader passport.  Clarify the difference between a raider and an invader. | Teacher review the break up of The Roman Empire to build on learning from Year 3.  Explain that the break up of the Roman Empire caused a problem for Britain as it was defenceless against invaders but good for farming and trade.  Remind children that most Romans in Britain had been soldiers and had not ‘settled’.  Task :  Children write to Hengst and Horsa asking them to help to defend Britain against the attackers. Writing must convey WHY the Britons need assistance. | Teacher provide background on the fact that The Britons, The Scots, The Picts, The Anglo Saxons and The Vikings were all fighting for land and this was a problem.  Revise learning from Romans topic on these groups of people to progress learning.  Task :  On a map children locate the Anglo Saxon Kingdoms and where the Scots and Picts were settled.  They could also annotate with arrows to show areas of Viking invasion!  How does the map of Britain at that time compare with the map of the Britain today? Compare Wales, Scotland and Ireland and counties with Kingdoms.  Write similarities and differences / continuity and change between the two maps. | Ask the children what they remember about Roman or Egyptian homes or the homes in London before the Great Fire to engage with previous learning.  Watch Bitesize video about Viking and Anglo Saxon homes (see med term plan) and read first few chapters of Anglo Saxon Boy which describes an Anglo Saxon settlement.  Task :  Children draw and annotate an Anglo Saxon settlement using the information seen and read.  Discuss the validity of evidence.  How are they similar to or different from Roman or Egyptian settlements? Why ?  In which settlement would they rather live? | Recap the religious beliefs of Egyptians and Romans and if they can remember from Year One, The Victorians.  Revise previous learning that during the Roman era, Christianity would have been brought to Britain and by the 4th Century Christianity had gained a strong following but Pagansim beliefs still lingered.  The early Anglo Saxons were pagans (many gods).  Use BBC guide in med term plans to explain Anglo Saxon Gods.  Over time, their beliefs changed and many were converted to Christianity as they realised that it was unifying. The same is true of The Vikings.  Task: children pretend to be a Christian monk writing a plan to convert Anglo Saxons and Vikings to Christianity. | Before the session, make sure children have had plenty of experience of Anglo Saxon society and power by having read the majority of Anglo Saxon Boy.  How is our society structured today?  Do some people have more power than others? How does Democracy work?  Discuss and agree that there are different levels of authority in our country today.  What was Anglo Saxon society like? Who was in power? Was there a class system and a rich/ poor divide?  Were men and women equal? Did all go to school? Was there a government? How Kingdoms were rules / organised? How did power change? Was their voting or fighting?  Task – answer each question one at a time taking evidence from Anglo Saxon Boy.  Challenge – free writing :  I think / do not think Anglo Saxon society was a fair and safe place in which to live because….  Challenge: Relate to Egyptian and Roman society. What can children remember about rights of men and women and class divides in these societies? | Both Anglo Saxons and Vikings were known as farmer – warriors. There were huge chunks of conflict but also, at times, peace.  Anglo Saxons also fought each other for kingdoms.  Revise the term kingdom as opposed to empire or civilisation to progress learning from Year 3 topics.  The Vikings capitalised on this.  Eventually, the Vikings pushed the Anglo Saxons back to a tiny Kingdom in the west – Wessex.  Alfred the Great managed to control the Vikings and gave them Danelaw to appease them but this did not work and they continued to fight back.  Task :  Children complete Alfred the Great comprehension on Twinkl which relates to the Anglo Saxon and Viking struggle for power. |
| **Key vocabulary** |  |  |  |  |  |  |  |

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|  | Year Group: 4 | | | | | | |
|  | Overview: Britain’s settlement by Anglo-Saxons and Scots – extended topic. | | | | | | |
|  | **Enquiry Question**: Is it fair that The Vikings should hold a fiercer reputation than the Anglo Saxons? | | | | | | |
|  | Power and Society  Religion  Achievement  Crime and Punishment | | | | | | |
| **Depth enquiry questions** | How did the relationship between The Anglo Saxons and Vikings change over time?  Part 2 | Why was The Battle of Hastings a turning point in British history?  What caused the battle? What was the consequence of the battle? | Why do the Vikings hold such a fierce reputation? | Were the Vikings as fierce and unfair as some believe? | Could the Vikings be considered as brave and intrepid? | Is it fair that The Vikings should hold a fiercer reputation than the Anglo Saxons? |  |
| **Disciplinary knowledge** | Power and society  Significant figures  Cause and consequence | Significant event  Significant figures  Cause and consequence  Historical  Interpretation  Historical enquiry / using evidence | Historical  Interpretation  Historical enquiry / using evidence  Communicating ideas | Historical  Interpretation  Historical enquiry / using evidence  Communicating ideas | Historical  Interpretation  Historical enquiry / using evidence  Communicating ideas |  |  |
| **Possible lesson activities** | Explain that Alfred was very successful as a king. He had restructured the army and had valued education. He created defensive forts and a sense of unification and Englishness so that he was successful in continuing to control the Vikings. Link back to the success of Egypt studied in Year 3 . The Egyptians created the first ‘country’ which unified the inhabitants who wanted to fight for it. This is an example of historical repetition. Perhaps Alfred had studied history?  His successors, Edward and Athelstan were also successful.  Unfortunately , Aethelred (the unready) was not as successful . He tried to pay off the Vikings (Danegeld) which did not work.  In the end he fled to France.  Task :  Children complete Danegeld Poetry task from Twinkl which explains why it was not a good idea and summarises the continuing conflict between The Anglo Saxons and The Vikings. | Children need  to have completed Anglo Saxon Boy.  Task :  Children complete Bayeaux Tapestry comprehension on Twinkl during Guided Reading  What did they learn about the reliability of the tapestry from the comprehension?  Task :  After reading both Anglo Saxon Boy and completing the comprehension, children should be able to make a poster to persuade someone why The Battle of Hastings in 1066 was a major turning point in British History. They need to include the consequence of the battle. | Children look at Lindifarne PPT on Twinkl.  Complete Viscious Vikings in Guided Reading .  Watch Horrible Histories video link from medium term planning.  Write a short explanation of why the Vikings were considered vicious.  Could the Romans or The Egyptians be considered as vicious in any way? | Can we search for evidence to modify this view?  Task  Use Resources for Learning artefacts box to look for evidence of writing / education. Make notes  Task  Use ipads and topic books to search for evidence of roles of men and women and fairness in society. Make notes  Both boys and girls learned runes. Women were allowed to be shield maidens .  Write a short explanation of evidence found to show they were fair. | Where did they travel? How did they travel? Who travelled?  Read a chapter of The Saga of Erik the Viking .  Watch Horrible Histories episode about Viking Legacy.  Task :  Write a short piece to persuade the reader to consider Vikings as courageous an full of endeavour .  Children to encourage the reader to remember that The Anglo Saxons were also invaders and settlers and fought many battles yet they do not have the same reputation as the Vikings . | Use a modified Twinkl PPT on Anglo Saxon and Viking Justice systems (original is a little graphic).  Class to decide (via a Thing ) who had the fairest system .  Task :  Children write a final statement to answer the enquiry using evidence from the last four sessions. | Quiz of sticky facts to finish.  Assessment of disciplinary skills . |

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|  | Year Group: 4 Summer Term | | | | | | |
|  | Overview: A local study / significant event and figures – The Monmouth Rebellion | | | | | | |
|  | **Enquiry Question**: Why do people rebel? | | | | | | |
|  | Power and Society  Religion  Crime and Punishment | | | | | | |
| **Depth enquiry questions** | When did the rebellion take place? | What was the Monmouth Rebellion? | Who were the main characters in the rebellion? | What was the cause of the rebellion? | How reliable have sources of information been? | Was it religion or power that was the main cause of the rebellion? Why did the people rebel? | How were rebels punished? |
| **Disciplinary knowledge** | Historical terms | Interpretation of History  Sources of evidence | Significant characters and events | Cause and consequence. | Historical evidence / using sources. Interpretation of history  Continuity and change | Interpretation and communication  Cause and consequence  Significant event  Continuity and change | Sources of evidence  Significant characters and events  Communication of ideas  Historical terms |
| **Possible lesson activities** | Place The Monmouth Rebellion on a timeline. Go back to timeline created in Anglo Saxon / Viking/ Picts and Scots topic and place The Rebellion on this timeline.  Task :  Word cloud the meaning of the word rebel / rebellion. | Teacher give brief overview. Make a deliberate mistake in information and one that will be corrected when the historian is met. Ask what sort of evidence this is (tertiary). The teacher has interpreted the information from her own reading. Could the teacher be wrong?  Task  Ask the children to use the Monmouth Rebellion box of secondary sources to check the information from the teacher.  Task  Ask the children to answer all of the Ws.  What  Who  Why  When  Where - local and in fact in Taunton itself | Children research The Duke of Monmouth, Charles II and James II.  Children create football cards for each character.  Rate them for cunning, style, power, | How are the characters related?  Which religion did each character practise? Why were some people unhappy with James II becoming King?  Charles II claimed to be Protestant but was Catholic. James II claimed to be Protestant but admitted to being Catholic. James Scott was Protestant because his mother had been.  Task  Children explain in their own words :  The cause of the rebellion was …..  Link back to other eras studied: the continual battles for power of the Anglo Saxon Kings and between the Anglo Saxons and the Vikings. Were these also rebellions?  How reliable is the knowledge gained so far? How could this knowledge be checked as it is a rather confusing story and there will be many different viewpoints. | Meet a historian and examine primary sources at The Museum of Somerset.  Ensure that the historian corrects the deliberate error and that the children pick up on it.  How reliable was the historian?  How reliable was the portrait?  Use the Espresso clip on Shakespeare’s portrait to discuss the reliability of artwork.  Whilst walking to and from the museum, observe change over time in buildings. Which look old, which new? Go through the park and observe Georgian and Victorian architecture as well.  Task :  Make a photographic study of change over rime to display upon return.  Which buildings date from the rebellion?  Can they see a change in building design? How has flooring / the road surface changed over time?  Task : write about new learning as a result of the visit. Update football cards. Write what they learned from the portrait study and consider why portraits might not be reliable. | Discuss the feelings and beliefs of the two sides. Why did some not like James II? Why were some preferring Duke of Monmouth? Were motivations about power, revenge or religion or are the two connected?  Why might accounts of the rebellion differ?  Task :  Speaking and listening.  Debate the cause of the rebellion considering power and religion as primary causes.  Include why people joined the rebellion. What was their reason? How were people in the west country feeling and why?  Children write key notes / points to support their debate in their history books.  Consider how this was a turning point in history. Who eventually came to power? (William of Orange – Protestant so although the rebellion did not create immediately, it occurred in the end).  It brought the first ever simultaneous rule by two monarchs (William and Mary).  Challenge:  Was it more or less significant than The Battle of Hastings as a turning point in history?  Children write a sentence on this. | Use Monmouth box and field trip research to assimilate information on how rebels were punished and by whom. Were these harsh or fair? Why?  Significant event in Taunton.  Relate back to punishment of the man accused of the Great Fire of London.  Relate to Anglo Saxon and Viking punishments and to punishment during Roman and Egyptian times  Task :  Create a mind map of punishments through time / historical eras.  Written task  Discuss why the rebels were punished so harshly. Was this fair at the time?  Challenge :  What do modern rebellions look like?  (Extinction Rebellion).  Are people punished for rebelling today or is there more freedom to rebel?  Assess sticky facts.  Assess disciplinary skills. |