

## History – Year 4 - Long Term Plan

	National Curriculum Coverage	Assessment
Autumn	<p><b><u>Can you describe the Viking struggle for the kingdom of England?</u></b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, this could include:</b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</li> <li>• Pupils can confidently make links between areas of history they have studied, identifying similarities between them</li> <li>• Pupils can confidently make links between areas of history they have studied, identifying differences between them</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study</li> <li>• Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask questions to develop their understanding</li> <li>• Pupils are beginning to challenge sources of information</li> <li>• Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study</li> <li>• Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> <li>• Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>
Spring	<p><b><u>How did England change after the Roman's left? Britain's settlement by Anglo-Saxons and Scots</u></b></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland) Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	
Summer	<p><b><u>What impact did the Roman Empire have on Britain?</u></b></p> <p><b>The Roman Empire and its impact on Britain, this could include:</b></p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	