



## Godfrey Ermen Primary School Year 4 History Unit Overview



Autumn Unit 1- Local History	Spring Unit 2- British History	Summer Unit 3-World History
<b>The Roman Empire and it's impact on the North West.</b>	<b>Anglo-Saxons</b>	<b>A non-European society that provides contrasts with British History: The Mayans</b>
<p>L1: I can share what I already know about the Roman Empire. Timeline work plotting period studied and revisiting previous periods studied. <b>HCh</b></p> <p><b>Did Claudius invade for them same reasons as Caesar? <b>HE</b></b> Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines</p> <p>Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation.</p> <p>L2:</p> <p><b>Why did Boudica stand up to the Romans and what image do we have of her today? <b>Hi HE</b></b> Children understand why the Celts would have been apprehensive about taking on the Roman army.</p> <p>Children understand personal motivation of Boudica and can link to actions taken by Romans.</p> <p>Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p> <p>Children realise that most pictures come from Roman accounts – no surviving pictures.</p> <p>L3:</p> <p><b>How were the Romans able to keep control over such a vast empire? <b>HCo HE</b></b> Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc</p> <p>They are able to select reasons for their explanation and begin to prioritise them in order of importance.</p>	<p>L1: I can share what I already know about the Anglo-Saxons Timeline work plotting period studied and revisiting previous periods studied. <b>HCh</b></p> <p><b>Why did the Anglo-Saxons invade and how can we possibly know where they settled? <b>HCo HE</b></b></p> <p>Pupils learn to ask high- quality historical questions. They grasp that we are still finding out about the Saxons 1300 hundred years later. They know that the Staffordshire hoard is the largest collection of gold and silver yet found.</p> <p>Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. They can locate key periods on a timeline, showing how they overlap.</p> <p>They know that it was not until 8thC that word English was used to describe people of South Britain.</p> <p>Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. More able can compare motivation of Saxons compared to that of Romans.</p> <p>Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own.</p> <p>L2:</p> <p><b>What does the mystery of the empty grave tell us about Saxon Britain? <b>HE</b></b></p> <p>Pupils know that by the end of the 7C Anglo-Saxons were ruling most of Britain. Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important.</p>	<p>L1: I can share what I already know about the Mayans. Timeline work plotting period studied and revisiting previous periods studied. <b>HCh</b></p> <p><b>Why is it important that we study the Mayans ?</b></p> <p>Pupils are able to speculate and make deductions from a range of visual clues.</p> <p>They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people.</p> <p>They work out/ know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</p> <p>They understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing.</p> <p>Pupils know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years, and was at its height AD300- 900. They built some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age with a strong belief system.</p> <p>L2:</p> <p><b>When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? <b>HCo HE</b></b></p> <p>Pupils are able to offer at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>The more able grasp how many of these ideas must be speculative. More able can make links with growth of Roman Empire studied earlier and with Ancient Egypt- which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.</p>

HI- Historical Interpretation  
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<p>They are able to critique a short film evaluating its strengths and weaknesses as an explanation.</p> <p>L4 &amp; L5:</p> <p><b>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</b> HCo HE</p> <p>Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside.</p> <p>Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns).</p> <p>Children understand range of entertainments that Romans had in society - amphitheatres, baths and forum. Understand that society was diverse and that poor lived very differently.</p> <p>They understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps</p> <p>L6:</p> <p><b>What impact did the Roman Empire have on the North West? What evidence is there of this today?</b> HI HCo HE HL</p> <p>Children conduct a field trip to Chester, what was life like in Roman Chester? What evidence remains? Where else in the Northwest has a Roman legacy? How does being a child in Roman times compare to being a child in modern times?</p> <p>L7:</p> <p><b>How can we solve the mystery of why this great empire came to an end?</b> HCo HE</p> <p>Pupils are able to list at least 3 valid reasons. Making links between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.</p>	<p>They understand that Britain was on the cusp of Christianity at the time.</p> <p>L3:</p> <p><b>How did people's lives change when Christianity came to Britain and how can we be sure?</b> HCo HE</p> <p>Pupils know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona.</p> <p>They understand the importance of Bede 'Father' of English history.</p> <p>They learn that it took about 70 years for English kings to give up pagan ways and become Christian. They link this to previous session on mystery of empty grave.</p> <p>Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches.</p> <p>Pupils understand idea of Minsters and know that towns today still have that suffix e.g, Kidderminster, Ilminster.</p> <p>Pupils grasp significance of Lindisfarne which they refer to in next question and when looking at Viking raids.</p> <p>L4:</p> <p><b>How were the Saxons able to see off the Viking threat?</b> HCh HCo HE</p> <p>Pupils grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.</p> <p>They can explain what is meant by the Danelaw grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.</p> <p>They can explain what is meant by the Danelaw.</p>	<p><b>L3: What was life like at the height of the Mayan civilisation?</b> HCo HE</p> <p>Pupils grasp that artists' reconstructions are based on a mixture of physical evidence and imagination.</p> <p>Pupils are able to detect patterns in images of everyday life. Pupils use their creative imagination to reconstruct a typical city scape.</p> <p>They understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming. Pupils grasp that Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found.</p> <p>Pupils grasp that lives of common people are very poorly recorded.</p> <p><b>L4: How can we possibly know what it was like there 1,000 years ago?</b> HI HE</p> <p>Pupils learn how to raise valid historical questions and to make inferences beyond the literal.</p> <p>Pupils grasp that we learn from:</p> <p>Present day Maya peoples as well as</p> <ul style="list-style-type: none"> <li>•Archaeological remains</li> <li>•Spanish Conquest sources</li> <li>•Artefacts and hieroglyphs</li> <li>•Oral tradition</li> </ul> <p>Pupils use their contextual knowledge of Mayan life to make plausible suggestions as to possible uses of mystery objects. They learn how to make deductions about the purpose of an object from its physical clues.</p> <p>Pupils understand that we have been able to decipher their glyphs only since the 1960s and there is still much we don't know.</p> <p>Pupils grasp that much of the Mayan's history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices.</p> <p>Only 4 codices survived.</p>
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<p>L8:</p> <p><b>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</b> HI HCo HE</p> <p><i>Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.</i></p> <p><i>Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</i></p> <p><b>Assessment Task:</b></p> <p>1. What are the main differences in the way Boudicca is shown in the two pictures?</p> <p>2. Why don't both pictures show her looking the same?</p> <p><i>Clearly sees that in one picture she is warlike, the other peaceful. Also notes other discrepancies. Hints that Lack of evidence explains the difference.</i></p> <p><b>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the Stone Age to Iron Age (Y3) HCh</b></p>	<p><i>Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.</i></p> <p>L5:</p> <p><b>Just how great was King Alfred, really?</b> HI HE</p> <p><i>Pupils can list and estimate Alfred's main achievements especially military prowess. He weathered the storm against the Vikings. It was on his foundation that descendants built kingdom of England. Also his love of learning - no English king could read or write like him for 300 years. They grasp that he alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser who wrote a really flattering Life of Alfred to persuade people to follow him and fight against the Vikings.</i></p> <p><i>Pupils knew that he was a great general. Pupils use clues to research the different reasons why Alfred has been deemed to be 'great'. They work out which of Alfred's achievements were the most significant. They learn to critique a website identifying where it is weak and how it might be improved. They understand that lack of sources can distort our view of the past. They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically</i></p> <p>L6:</p> <p><b>Just how effective was Saxon justice?</b> HE</p> <p><i>Pupils are able to describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes.</i></p> <p><i>Having studied examples of punishments meted out pupils can predict the punishments that actual Anglo-Saxon crimes attracted. They can speculate as to which were the most effective methods of keeping order.</i></p> <p>L7:</p> <p><b>So how dark were the dark Ages, really?</b> HI HE</p>	<p><b>L5: If the Maya were so civilized, why then did they believe in human sacrifice?</b> HE</p> <p><i>Pupils are able to explain why human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice.</i></p> <p><i>Pupils are able to accord this ancient civilization dignity and respect. Pupils appreciate that over 1,000 years ago moral values were different in England too.</i></p> <p><b>L6: How can we solve the riddle of why the Mayan empire ended so quickly?</b> HI HE</p> <p><i>Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain. Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</i></p> <p><i>They can make a plausible case for one or more reason from the evidence available. Some will instinctively want to classify and group ideas (e.g. to do with less land/drought/increasing population). Pupils grasp that historical explanations are often provisional and that new evidence and research techniques cause explanations to be modified. They grasp that it was probably a combination of factors, rather than one factor alone. They learn to write in tentative language e.g. might/possibly and can refer to evidence when making their judgement.</i></p> <p><b>L7: How did the lives of poorer people in Mayan society differ to those who were wealthier? Compare and contrast these with both Roman and Anglo-Saxon society.</b> HCh HI HCo</p> <p><i>To recall and describe some of the main events, people and aspects of their lives from the Anglo Saxon, Roman and Mayan periods, including comparisons within periods such as how the</i></p>
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	<p><i>Pupils understand a range of arguments for and against, including monasteries being international centres of learning and art and architecture. Beautiful manuscripts, Bede.</i></p> <p>L8: <b>How did life in Anglo-Saxon times differ to that of Roman times? HE HCo</b></p> <p><i>To compare historical periods (Anglo-Saxon and Romans) explaining why the invasions occurred, but also identifying things which changed and things which stayed the same.</i></p> <p>L9:</p> <p>Assessment Task:</p> <p><b>What were the main changes that took place in Anglo-Saxon England?</b></p> <p><i>Can describe all 4 images and explain significance of at least 3</i></p> <p><i>Is able to offer at least 1 extra idea</i> <i>Confidently grasps the significance of each of the images and can add 2 valid extra reasons of their own.</i></p> <p>a. Conversion to Christianity b. Establishing a good legal system c. Unifying the kingdom into England we know today d. Illuminated manuscripts/beginnings of English language/education literacy etc may even mention Bede and is able to add 2 more valid ideas e.g. poetry</p> <p><b>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the Roman Britain (Y4 Term 1) HCh</b></p>	<p><i>lives of wealthy people were different from the lives of poorer people.</i></p> <p>L8:</p> <p>Assessment Task:</p> <p><b>What can we tell about Mayan civilization 1,000 years ago from these 3 pictures?</b></p> <p><i>Refers to all 3 images, picking out the obvious points from each: temples; gods; farming and adding some supporting detail e.g. what was being farmed, which gods they worshipped.</i></p> <p><b>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in the Roman Britain and Anglo-Saxons (Y4 Term 1 &amp;2) and also Ancient Egyptian Times (Y3 Term 3) HCh</b></p>
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