

History and Geography: Year 4

Themes:

Autumn	Spring	Summer
ANGLO SAXONS TO VIKING BRITAIN Why did the Vikings want to settle in Britain?	EXTREME EARTH Do environmental disasters affect all people equally?	EGYPTIANS How advanced were the Ancient Egyptians?

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Understand that a timeline can be organised into BC/AD, BCE/CE and eras - Use mathematical skills to help work out time differences between certain major events in history - Describe and order significant events and dates on a timeline using prepositional language - Describe significant events within a period of history and how they have evolved over time - Begin to identify short-term impact of significant events	- Research what life was like and the key features of a given time period - Identify similarities and differences between social classes and the causes behind them - Identify reasons for and results of people's actions in the past and explain the impact on modern day life	- Analyse and evaluate primary and secondary sources to collect evidence about the past - Ask questions and find answers about the past, from a range of sources, evaluating the reliability - Explore different versions of the same event in history - Give reasons why there may be different accounts of history - Know that people in the past represent events or ideas in a way that persuades others	- Present opinions that are contradictory to their own - Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently

Geographical knowledge and skills to be developed across the year:

Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- Name and locate the countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities that include a coastline, a river and hills - Identify and compare land use patterns within the identified cities - Understand how land use has changed over time and the impact of this. - Identify the physical and human geography of the countries studied.	- Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability - Consider how physical geography impacts on land use, trade links, economic activity and types of settlement - Describe key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters - Describe and understand key features of natural disasters	- Use eight points of a compass and four figure grid references to describe the locational knowledge of the United Kingdom and the wider world - Use maps, atlases and globes to locate countries and describe features studied - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods such as sketch maps, plans and graphs	- Ask questions, analyse a range of evidence and explain their findings based on a geographical source - Identify links between human and physical geography - Make geographical inferences through a variety of geographical sources - Suggest different ways that a locality could be changed and improved - Begin to evaluate geographical information/sources

Key vocabulary to be developed across the year:

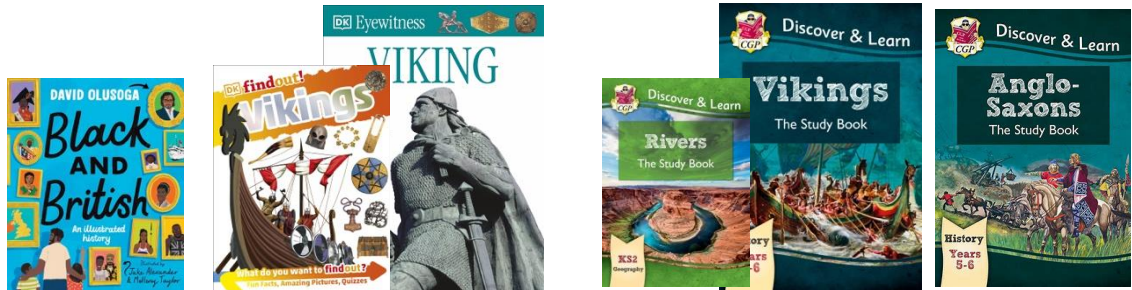
History	Geography
Interpretation, civilisation, gods, goddesses, conquer, conquest, legacy, invasion, resistance, democracy, continuity, reliable, unreliable, truce	Water distribution, usage, consumption, economics, productivity, tributaries, basin, marsh land, meander, delta, embankment, main channel, source, river, mouth, tributary, downstream, upstream, transportation, stream, channel, bank, volcanoes, earthquakes, water cycle

Supporting Texts:

Autumn

ANGLO SAXON TO VIKING BRITAIN

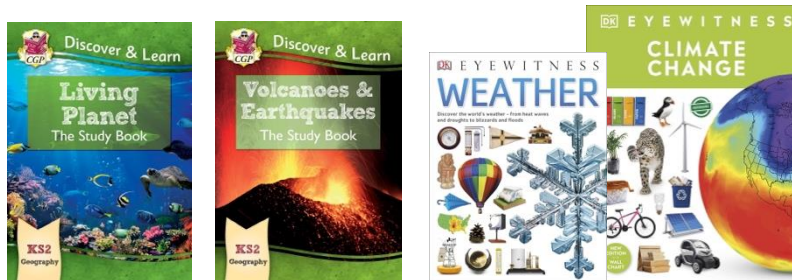
Why did the Vikings want to settle in Britain?



Spring

EXTREME EARTH

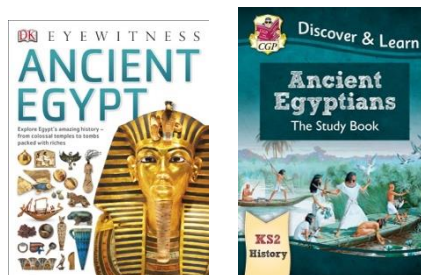
Do environmental disasters affect all people equally?



Summer

EGYPTIANS

How advanced were the Ancient Egyptians?



Year 4: Autumn

Anglo Saxon to Viking Britain - Why did the Vikings want to settle in Britain?

Historical Concepts

Chronological Understanding, Historical Enquiry, Interpretation

Historical Knowledge

When did the Anglo Saxons invade Britain?

- Know that the Anglo Saxons invaded Britain in 449AD and know they were invited to help defend the Celts against the Picts and Scots then they decided to stay.
- To know that the Anglo Saxons were made of three tribes the Angles, Saxons and Jutes and they came from Denmark, Holland and Germany.

What was Anglo Saxon life like?

- To know what Anglo Saxon houses were like.
- Know that there was a long hall in every Anglo-Saxon village that was used as a meeting place.
- Know that most Anglo Saxons were farmers but would fight at warriors for their thanes.

What did the Anglo Saxons believe?

- To know that when the Anglo Saxons first invaded Britain they were pagans
- To know that in 596 the Roman Christian church sent missionaries to Britain to convert the Anglo Saxons to Christianity.
- To know that local kings expected their followers to convert to Christianity when they did.
- Monasteries were places, where groups of nuns or monks organised worship.

When did the Vikings invade Britain?

- Know that the Vikings raided Lindisfarne in 793AD and know some of the key events
- Know that there were first-hand accounts of these raids in historical records (that may show bias)

How did the Vikings invade so successfully?

- Know that Vikings engineered boats that could navigate seas and rivers and that this gave them an advantage over others
- Know that Vikings used rivers, including the River Trent, to invade and control Britain

What was life like in Viking Britain?

- Know that Vikings lived in longhouses, with a family sharing one room

Did the Vikings ever defeat the Anglo-Saxons?

- Know that the Anglo-Saxons and the Vikings fought to control Britain
- Know key events and features of Alfred the Great's life
- Know that King Alfred divided the country and gave an area known as Danelaw to the Vikings (878AD)

Did the Vikings invade Nottingham?

- Know that Nottingham was an Anglo-Saxon settlement known as Snottha-inga-ham.
- Know that Snottha-inga-ham was captured in 867AD by Danish Vikings and turned into a fortified settlement
- Know that Nottingham became part of Danelaw in 878AD

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography

Geographical Knowledge

- Know the main rivers of the UK and locate them on a map
- Understand how rivers are formed
- Know the different features of a river

Prior learning	Where is our learning going?
– Britain was once connected to Europe mainland but Doggerland flooded, making Britain an Island inaccessible by foot (Y3 A1 S) – Throughout history, Britain has been shaped by invaders and settlers: Battle of Hastings (Y1 Su2), Stone Age (Y3 A), Roman Britain (Y3 Su2) – Nottingham has been developed around the River Trent (Y1 S1) – Forts and Castles have been used over time for protection and control (Y1 Su2, Y3 S)	– Nottingham developed around the River Trent and Victorians built waterways (canals) for transportation (Y5 A) – Areas around the world experience extreme weathers such as flooding and drought (Y4 S), (Y6 S) – Many settlements have been developed around rivers (Y4 S) – The ability to navigating rivers, oceans and seas has been an important role in the growth of empires (Y4 Su), (Y5 A, Su), (Y6 Su)

Key Vocabulary

afterlife, ally, amber, Anglo-Saxons, archaeological evidence, archaeologist, baptize, blood-feud, Christian Danegeld, Danelaw, Danes, duchy, estate, excavation, exile, famine, fortify, fyrd, harvest, hilt, hoard, international, ivory, justice system, knar, longship, legend, loot, massacre, mead, monastery, navigate, Normans, Norsemen, outlawing, overlord, Paganism, plunder, priory, raid, rune, runestone, saga, Scandinavia, stalemate, trade, treaty, Valhalla, wergild

Year 4: Spring

Extreme Earth - Do environmental disasters affect all people equally?

Historical Concepts

Significance, Historical Enquiry

Historical Knowledge

What happened when Vesuvius erupted and how do we know?

- Know that Vesuvius is a volcano on the west coast of Italy, near a city called Naples.
- Study the events leading to and during eruption of Vesuvius in 79AD.
- Understand that Pompeii and Herculaneum were destroyed but preserved.
- Know that primary sources have helped us to understand more about life in Roman times and about the events of the eruption e.g. *preservation of Pompeii and Herculaneum, reports from Pliny the Younger.*

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge

Water, floods and the water cycle

What is the water cycle, and could we ever run out of water?

- Understand the process of the water system and that it is a closed system
- Know that water is essential for survival and humans have many uses for it e.g. washing, agriculture, industry etc

Does everyone have access to the same amount of water?

- Know some of the main human and physical factors that affect water security
e.g. Physical: climate, geology; Human: population growth, infrastructure, pollution and poverty.

What are floods and droughts and why do we have them?

- Know that global warming contributes to an increase in floods and droughts
- Know some of the impacts of drought e.g. *on the village of Taysa in Somaliland*
- Know some of the ways that drought is tackled e.g. *in Somaliland compared to Dubai*
- Know that global warming is causing sea levels to rise and that low-lying areas are at a risk of flooding
- Know some of the ways that people are living with flooding in Bangladesh

The Earth's composition & volcanoes

What is the Earth made of?

- Know the structure of the Earth: crust, mantle and core
- Know that the Earth's mantle is almost solid
- Remember that the continents that make up our planet were once joined as one supercontinent, Pangaea (link to Y1 A1)
- Know that the crust is made up of plates that are constantly moving

How do volcanoes and earthquakes happen?

- Know how volcanoes are formed and that they are formed where plates meet
- Know some of the ways that volcanic eruptions impact humans, plants and weather
- Know that an earthquake is caused when two plates get stuck and pressure that builds up is released.
- Know that major earthquakes can sometimes cause a tsunami

Prior learning	Where is our learning going?
– The four seasons, associated weather in the UK (Y1 S2), and that there are hot and cold places and different climates around the world. (Y2 S2) – Water is important to humans and settlements have been built around water sources (Y1 S1, Y2 A1, Y4 A) – The names and locations of the seven continents and five oceans (Y2 S1 S2) – What a mountain is and why we have them (Y3 A) – Humans can have a negative and positive effect on the environment: deforestation (Y1 Su1), ocean pollution (Y2 Su2), deforestation and farming (Y3 S)	– Physical geography and position of Caribbean in the world resulting in vulnerability to natural disasters e.g. Hurricanes, Earthquakes, Tsunamis. (Y5 S) – Physical geography of different biomes around the world (Y6 S) – Different ways humans have a negative and positive impact on the environment (Y6) – How energy use is impacting the world and the difference between renewable and non-renewable energies (Y6 S)

Key Vocabulary

Drought, greenhouse effect flood, deluge, climate, heatwave, scarce, fertile land, overgrazing, famine, wildfires, hydrological cycle, population, poverty, aftershock, cone, continental plate, crater, crust, destructive plate boundary, earthquake, effusive eruption, epicentre, eruption cloud, explosive eruption, focus, fold mountain, foreshock, geothermal energy, inner core, lava, magma, magma chamber, main vent, mantle, minerals, oceanic plate, outer core, Richter scale, secondary vent, subduction zone, tectonic plates, volcano

Year 4: Summer

Egyptians - How advanced were the Ancient Egyptians?

Historical Concepts

Chronological Understanding, Significance, Historical Enquiry

Historical Knowledge

When and where did the ancient Egyptians live?

- Know that the ancient civilisation began 5000 years ago and lasted approximately 3000 years
- Know some of the key finds that Egyptologists and archaeologists have discovered e.g. Tutankhamun's Tomb, Rosetta Stone etc.

Why was the River Nile so important?

- Know some of the ways the River Nile was used e.g. *food and resource, agriculture, travel, transportation of materials*
- Know that irrigation and the inventions of tools (e.g. shaduf) meant that people could effectively farm
- Know that their skill in farming meant the civilisation became rich

What did the ancient Egyptians believe?

- Know that the ancient Egyptians believed there were many gods and goddesses
- Know that the rulers of ancient Egypt were called Pharaohs
- That Tutankhamun was a child pharaoh who spend his reign undoing many of the laws imposed by his father Akhenaten
- Know that priests played an important role in ancient Egypt, providing daily offerings and conducting rituals
- Know some of the key stages and processes of mummification
- Know why the ancient Egyptians built the pyramids

What was life like for the ancient Egyptians?

- Know some of the key features of life in ancient Egypt: pastimes, food, clothing, housing, jobs
- Know some of the similarities and differences between the lives of rich and poor children

What happened to the ancient Egyptians?

- Know that by 1000BC, Egypt became divided by war: priests ruled in the south and pharaohs in the north
- Know that Alexander the Great and his Greek army conquered Egypt (332BC)
- Know that in 30BC, the Romans invaded Egypt and it became part of the Roman Empire

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography

Geographical Knowledge

Where is Egypt?

Know that Egypt is in the continent of Africa

Know the countries and seas that surround Egypt

What is it like in Egypt?

Know the key human and physical geographical features of Egypt

Remember the key features of Rivers and know key features of the River Nile

Know that the River Nile is the longest river in the world

Prior learning	Where is our learning going?
– That Africa is a continent and Sierra Leone is a country in Africa (Y2 Su1) – Humans need water for survival (Y4 S) and that Nottingham (Y1 S1) and London (Y2 A1) were developed around rivers. – The key features of rivers (Y4 A) – Farming helped settlements to develop (Y3 A) – An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3 Su)	– Ancient Egypt became part of the Ancient Greek empire when Alexander the Great conquered Egypt 332BC. (Y5 Su) – Physical geography of Greece (Y5 Su) – Key features of ancient Greek life and similarities between different city states (Y5 Su) – Polytheism in different civilisations and the impact of religion on their society (Y5 Su), (Y6 Su) – Similarities and differences between expectations around gender roles and lives of rich and poor people in different ancient civilisations (Y5 Su), (Y6 Su)

Key Vocabulary

Akhet, ankh, archaeologist, bartering, Blue Nile, burial chamber, Canopic jar, chariot, demotic, Duat, Egyptologist, excavate, goldsmith, hieratic, hieroglyphs, high priest, jackal, kohl, lapis lazuli, legend, linen, merchant, mummy, natron salt, Nile, obelisk, papyrus, Peret, pharaoh, pyramid, sanctuary, scarab, scribe, shaduf, Shemu, shrine, tax, tomb raiders, White Nile