



SARACENS
BELL LANE

History

Lower Key Stage 2

Curriculum map

Philosophy

Six underlying attributes at the heart of curriculum and lessons.

Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.

Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.

Our flexible curriculum enables schools to tailor Broadfields's content to their curriculum and context.

Our curriculum is evidence informed through rigorous application of best practice and the science of learning.

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

Units

KS2 Art & Design is formed of 3 units per year group and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	3	6
Why did the Romans settle in Britain?	3	6
What did the ancient Egyptians believe?	3	6
How have children's lives changed?	4	6
How hard was it to invade and settle in Britain?	4	6
Were the Vikings raiders, traders or settlers?	4	6

Year 3

Unit 1: [Would you prefer to live in the Stone Age, Bronze Age or Iron Age?](#)

Pupils have previously learnt:

History, Year 1, How am I making history? in which children developed their sense of time by looking at their personal history over the past ten years and have used timelines to develop a sense of the past 100 years.

- Order three photographs correctly on a simple timeline.
- Use the terms 'before' and 'after' when discussing their timelines.
- Talk about three memories and place one of them on a timeline.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future

Lesson number/DTMQ	North Star Objective/Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: How long ago did prehistoric man live?	<p>To recognise that prehistory was a long time ago and was the beginning of the history of mankind.</p> <ul style="list-style-type: none"> • I can explain why prehistory was a long time ago. • I can find BC and AD on a timeline and explain why 	<ul style="list-style-type: none"> • What events can you think of in the last 1000 years? • Why is year AD 1 important? (This is when Jesus was born and marks the beginning of recorded history.) • What does AD/BC mean? (Anno 	<ul style="list-style-type: none"> • Stone Age • BC • AD • prehistory • Ancient Egypt • Ancient Greece • Romans • Anglo-Saxons • Vikings • Tudors • Victorians 	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been 	<p>Maths count in multiples of 1,000.</p>

	<p>history is split into sections.</p>	<p>Domini, Before Christ.)</p> <ul style="list-style-type: none"> • Why are AD and BC important when studying history? (This is the system used for numbering years and allows us to split time into more manageable sections.) • When did prehistory begin? (About a million years ago.) • Can you think of any old civilisations? (Ancient Egyptians, Ancient Greeks, Romans.) • Where should the Roman/Greeks be placed on the timeline and why? (On a timeline of Britain, the 	<ul style="list-style-type: none"> • period 	<p>influenced by the wider world</p> <ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales 	
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		<p>Romans are placed at AD 43 as this is when they invaded Britain. They ruled other parts of Europe earlier than this and so timelines in other countries would look different. The Greeks ruled about 500 BC.)</p>			
<p>Lesson 2: What does Skara Brae tell us about life in the Stone Age?</p>	<p>To use archaeological evidence to learn about prehistoric houses.</p> <ul style="list-style-type: none"> I can use evidence to make observations about Stone Age houses. I can explain my observations. I can explain the limitations of archaeological evidence. 	<ul style="list-style-type: none"> Where should Skara Brae be put on the timeline? (The Neolithic period is at the end of the Stone Age.) What could this object be? (A house.) Can you explain why you think that? Can any of the possibilities now be confirmed? 	<ul style="list-style-type: none"> Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence limitations primary source secondary source 	<ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed changes in Britain from the Stone Age to the Iron Age.' 	<p>English/ Spoken language</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas.'</p>

		<ul style="list-style-type: none"> • Have any of your questions been answered now there is more evidence? • What goes on the dresser? (Children may name objects that could be found on dressers today but in Neolithic times items such as ornaments and jewellery were kept there.) 			
<p>Lesson 3: Who was the Amesbury Archer?</p>	<p>To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</p> <ul style="list-style-type: none"> • I can make deductions about a Bronze Age man using evidence. • I can identify limitations of archaeological 	<ul style="list-style-type: none"> • What is the object? (Two gold 'basket earrings' found in the grave.) • What is it made of? (Sheet gold.) • What did its owner use the object for? (Pieces of costume that were placed in 	<ul style="list-style-type: none"> • Amesbury Archer • Archaeological evidence • Stonehenge • evidence • artefacts • deduction • flint 	<ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • changes in Britain from the Stone Age to the 	<p>English/ Spoken language</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

	evidence.	<p>the grave by others for use in the next life.</p> <ul style="list-style-type: none">• What does this tell us about the man? (The gold basket earrings suggest that he was well-travelled, belonged to a community of skilled metalworkers and may have been an important figure within his community. His real importance lies in his skills as a traveller and metalworker. He was one of the first in Britain to bring this knowledge from other parts of Europe which ultimately shaped the country's technological		Iron Age.'	
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		development.			
<p>Lesson 4: How did bronze change life in the Stone Age?</p>	<p>To explain how bronze transformed prehistoric life.</p> <ul style="list-style-type: none"> • I can describe how bronze came to Britain. • I can state three areas of life that bronze changed. • I can identify similarities and differences between the Stone Age and Bronze Age. 	<ul style="list-style-type: none"> • Which of these prehistoric periods had the longest duration and which had the shortest duration? (The Stone Age was the longest and the Iron Age was the shortest.) • How did the Stone, Bronze and Iron Age get their names? (These periods are named after the materials that were commonly used to make tools.) • Which other civilisations existed at the same time as prehistory? (The Ancient Egyptians and the Maya.) 	<ul style="list-style-type: none"> • duration • similarities • differences • bronze • copper • tin 	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • changes in Britain from 	<p>English/ Spoken language</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

		•		the Stone Age to the Iron Age •	
Lesson 5: How did trade change the Iron Age?	<p>To understand the importance of trade during the Iron Age.</p> <ul style="list-style-type: none"> • I can explain how trade increased during the Iron Age. • I can identify which items were exchanged during the Iron Age. • I can explain why coins were introduced. 	<ul style="list-style-type: none"> • What goods did people trade during the Bronze Age? (Tin and copper, which were used to make bronze, finished bronze products and salt.) • Which goods were exchanged during the Iron Age? (Traders in Britain exported gold, iron, cattle, hunting dogs, animals and slaves in exchange for olive oil, wine, glassware, ivory and gems from European traders.) • What are the problems with 	<ul style="list-style-type: none"> • trade • import • export • goods • barter • Bronze Age trading goods • Roman Empire • 	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • changes in Britain from the Stone Age to the Iron Age • 	<p>Geography human geography, including: trade links.'</p>

		<p>exchanging goods? (It was difficult to decide on a value for items.)</p> <ul style="list-style-type: none"> • 			
<p><u>Lesson 6:</u> <u>What changed between the Stone Age and the Iron Age?</u></p>	<p>To compare settlements in the Neolithic and Iron Age.</p> <ul style="list-style-type: none"> • I can use pictures as historical sources. • I can identify changes and continuities between Neolithic and Stone Age settlements. • I can explain in which prehistoric period I would prefer to live. 	<ul style="list-style-type: none"> • What has stayed the same? (Houses made from straw because it is easily available and easy to use; animals are still kept; fires are still used for cooking; pots are used for cooking; families or groups living in the houses; tools used for grains; and weaving.) • What has changed? (Houses are now round; tools are made from iron; everyone wears clothing; more 	<ul style="list-style-type: none"> • change • continuity • king or chief • reconstruction 	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyse • changes in Britain from the Stone Age to the Iron Age 	<p>Geography</p> <p>describe and understand key aspects of:</p> <p>human geography, including: types of settlement and land use.'</p>

		people live in communities; a greater range of animals, including dogs as pets; evidence of living in a hill fort used to defend the community; more houses in the community and these are closer together, cooking pots are now made out of iron; evidence of people having specific jobs, for example to defend or look after the animals and fields where crops are grown.)			
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Year 3

Unit 2: [Why did the Romans settle in Britain?](#)

Pupils have previously learnt: *History, Year 2, What is a monarch?* In which children learnt:

- Recall that a monarch is a king or queen.
- Explain that recent monarchs in the UK do not have the power to make decisions alone.
- Identify some of the monarch's roles.
- Explain that a king or queen is crowned in a special ceremony called a coronation.
- Name some of the main steps in the coronation ceremony.
- Explain the use of special objects in the coronation.
- Use sources to explain how William the Conqueror became King of England.
- Know that monarchs in the past had all the power to make decisions.
- Explain how William the Conqueror kept order and conquered England.
- Identify the two different types of castle built by the Normans.
- Compare the similarities and differences between Norman castles.
- Identify features of Norman castles.
- Explain how castles have changed over time.
- Recognise that we still have castles today.
- Sequence castles on a timeline.
- Describe characteristics of the monarchy in the past.
- Identify that the monarchy has changed over time.
- Make comparisons between past and present monarchy.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Why did the Romans invade and settle in Britain?	To understand why the Romans invaded Britain. <ul style="list-style-type: none"> ● I can explain the meaning of empire and invasion. ● I can understand 	<ul style="list-style-type: none"> ● Why else did the Romans invade Britain? (They wanted Britain's resources, to gain revenge over the Celts for 	<ul style="list-style-type: none"> ● empire ● invasion ● Romans ● Celts ● Julius Caesar ● Emperor 	<ul style="list-style-type: none"> ● Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and 	None

	<p>the chronology of the Roman invasion.</p> <ul style="list-style-type: none"> I can explain why the Romans invaded Britain. 	<p>supplying weapons to the French tribes and to expand their empire.)</p> <ul style="list-style-type: none"> When did the Romans first attempt to invade Britain? (Julius Caesar invaded in 55 BC and 54 BC.) Were the attempted invasions of Britain successful? (No – Julius Caesar took some prisoners to become enslaved people and left.) 	<p>Claudius</p> <ul style="list-style-type: none"> enslaved chronology tin togas settlers 	<p>across the periods they have studied</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The Roman Empire and its impact on Britain. 	
<p>Lesson 2: How did Britons respond to the Roman invasion?</p>	<p>To create a visual interpretation of Boudicca.</p> <ul style="list-style-type: none"> I can identify the consequences of the Roman invasion for the Britons. 	<ul style="list-style-type: none"> Can you make any more inferences about Boudicca's personality and appearance to add to your table? (From the images 	<ul style="list-style-type: none"> Boudicca King Prasutugus tribes Iceni Cassius Dio interpretation 	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they 	<p>Art</p> <p>create sketch books to record their observations and use them to review and revisit ideas</p>

	<ul style="list-style-type: none"> • I can use sources to make inferences about Boudicca's personality. • I can create an interpretation of Boudicca using sources. 	<p>she appears to be brave, fierce and independent. We can also infer that she did not want to be ruled by the Romans.)</p> <ul style="list-style-type: none"> • Why did Boudicca fight the Romans? (Her husband, King Prasutugus, made a deal with the Romans to leave half his land to them. Boudicca kept the other half. When he died, the Romans took all his land and mistreated Boudicca and her daughters.) • Are the pictures reliable? (Possibly. They are secondary sources, so they are an interpretation of 	<ul style="list-style-type: none"> • primary source • secondary source • inference • 	<p>have studied</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • the Roman Empire and its impact on Britain 	
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		primary sources.)			
<p>Lesson 3: Why was the Roman army so successful? (Part 1)</p>	<p>To understand how Roman soldiers were equipped for war.</p> <ul style="list-style-type: none"> • I can explain why the Romans needed a powerful army. • I can identify the equipment of a Roman soldier. • I can create a replica Roman shield. 	<ul style="list-style-type: none"> • How did a shield protect a Roman soldier? (Shields were curved to protect the soldier's body from sideways attacks and had an iron bulge for attacking enemies.) 	<ul style="list-style-type: none"> • Picts • Pilum • galea • armour • scutum • caligae • tunic • gladius • legionary • 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • the Roman Empire and its impact on Britain • 	None

<p>Lesson 4: Why was the Roman army so successful? (Part 2)</p>	<p>To understand Roman army battle formations.</p> <ul style="list-style-type: none"> • I can explain how the Roman army was organised. • I can perform simple manoeuvres and drills. • I can explain why the Roman army was successful. 	<ul style="list-style-type: none"> • What manoeuvres did the Roman army use to protect itself? (The testudo – the tortoise – was designed to protect the soldiers from arrows.) • How did it work? (The soldiers formed a box with shields covering the sides and their heads, protecting them from the enemy’s weapons. If the enemy got too close, the soldier’s swords would appear suddenly and counterattack.) • How did the army attack? (The army formed a wedge – a triangle with a tip pointing towards the 	<ul style="list-style-type: none"> • legion • legatus • cohort • century • centurion • contubernium • formations • testudo (tortoise) • wedge • 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • the Roman Empire and its impact on Britain 	<p>PE</p> <p>perform dances using a range of movement patterns</p>
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		<p>enemy. The wedge allowed the soldiers to move in any direction necessary and also allowed groups to split and attack the enemy.)</p>			
<p>Lesson 5: What do artefacts tell us about life in Roman times?</p>	<p>To make inferences about life in Roman times.</p> <ul style="list-style-type: none"> • I can describe an artefact. • I can make observations about the artefact. • I can make deductions about Roman life. 	<ul style="list-style-type: none"> • What is the artefact made from? (It was made out of wood and covered in wax.) • What was it used for? (It was used for writing.) • Who used the artefact? (Roman historians wrote accounts of events; teachers in schools; poets and writers; scribes recorded financial and legal 	<ul style="list-style-type: none"> • artefact • observation • deduction • tablet • 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and 	<p>None</p>

		<p>transactions.)</p> <ul style="list-style-type: none"> • What does the artefact tell us about Roman life? (Some Romans could read and write; Romans recognised the importance of recording information; Romans had craftsmen capable of making complicated objects using more than one material. 		<p>sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain 	
<p><u>Lesson 6:</u> <u>How did the Romans change modern Britain?</u></p>	<p>To identify the Roman legacy in Britain.</p> <ul style="list-style-type: none"> • I can explain the meaning of a legacy. • I can identify how the Romans changed Britain. • I can identify 	<ul style="list-style-type: none"> • Do any of the Roman legacy cards surprise you? (Various answers – ensure the children explain their reasoning.) • What is the most 	<ul style="list-style-type: none"> • legacy • aqueduct • state • government • legal system 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied 	<p>English/ Spoken Language articulate and justify answers, arguments and opinions.</p>

	and explain the impact of the most significant Roman legacy.	significant Roman legacy? Why? (Answers will vary but could include: roads because goods could be moved from place to place; drainage and sewage systems because they kept Britons clean and healthy; or education because it allowed children to learn and obtain work.)		<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • the Roman Empire and its impact on Britain 	
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Year 3

Unit 3: [What did the ancient Egyptians believe?](#)

Pupils have previously learnt: This lesson and unit build on knowledge and concepts introduced in this unit: History, Year 3, Would you prefer to live in the Stone Age, Bronze Age or Iron Age? In which children learnt:

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.

- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.
- Explain which period they would prefer to have lived in, providing evidence for their choice.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Who were the Egyptians and when did they live?	<p>To know when and where the ancient Egyptians lived.</p> <ul style="list-style-type: none"> ● I can identify ancient civilisations. ● I can describe the features of Egypt. ● I can sequence key periods on a timeline. ● I can identify other events that happened at the same time as the ancient Egyptian civilisation. 	<ul style="list-style-type: none"> ● What are the physical features of Egypt? (Egypt is in northeast Africa; ancient Egypt was divided into Upper and Lower Egypt; the River Nile flows through the country; there are large deserts in which it is difficult to live; there is access to the Mediterranean Sea, the Gulf of Suez, the Gulf of Aqaba and the Red Sea.) 	<ul style="list-style-type: none"> ● civilisation ● delta ● Egypt ● Late period ● Lower Egypt ● Middle Kingdom ● New Kingdom ● Old Kingdom ● period ● Ptolemaic period ● Nile ● Upper Egypt 	<ul style="list-style-type: none"> ● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ● The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang 	<p>Human and physical geography</p> <p>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes</p>

		<ul style="list-style-type: none"> • Why was the River Nile important? (It frequently flooded, providing fertile soil for growing crops; it provided water for Egyptians and allowed transport for trade and building projects.) • Which countries surround Egypt today? (Libya, Sudan, Jordan and Israel.) 		<p>Dynasty of Ancient China.</p>	<p>and digital/computer mapping to locate countries and describe features studied.</p>
<p>Lesson 2: What did the ancient Egyptians believe?</p>	<p>To explain the importance of the Egyptian gods and goddesses.</p> <p>I can explain the Egyptian creation story.</p> <p>I can identify the characteristics of important gods and goddesses.</p>	<ul style="list-style-type: none"> • What features did the Egyptian gods have? (Human features and animal characteristics). • What were some of the symbols and characteristics of the gods? (Horus 	<ul style="list-style-type: none"> • Atum • creation story • Horus • Isis • Nun • Osiris • Ra • Sekhmet 	<ul style="list-style-type: none"> • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should understand how our knowledge of the past is constructed from a range of sources. 	<p>Religion and Worldviews</p> <p>English and spoken language</p>

	I can explain the meanings of the symbols and characteristics of my god or goddess.	was represented by an eye and watched over people; the ankh is the symbol of life.)		<ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	
<p>Lesson 3: <u>Why and how did the Egyptians build the pyramids?</u></p>	<p>To evaluate the challenges of building an Egyptian pyramid.</p> <p>I can explain why the ancient Egyptians built pyramids.</p> <p>I can suggest how the ancient Egyptians built pyramids.</p> <p>I can identify the problems of building a pyramid and suggest solutions.</p>	<ul style="list-style-type: none"> Which machines did the ancient Egyptians not have access to when building the pyramids? (Trucks, bulldozers, cranes, power saws etc.) What challenges may the Egyptians have faced? (Children may suggest: finding enough labourers, 	<ul style="list-style-type: none"> casing stones pharaoh foundations limestone blocks pulley pyramid quarrying ramp vizier 	<ul style="list-style-type: none"> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of 	None

		<p>transporting the stones to the site, moving the blocks around or stacking the blocks on top of each other.)</p> <ul style="list-style-type: none"> • What are your solutions? (Children may suggest: employing ordinary Egyptians to help; using tracks and rollers to move the stones; using ramps and pulleys to stack the blocks; aligning the pyramids using the stars.) 		<p>one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	
<p>Lesson 4: How and why did the Egyptians</p>	<p>To explain how and why the Egyptians mummified people. I can explain the link between</p>	<ul style="list-style-type: none"> • What were the stages of mummification? (Removing some of the inside body 	<ul style="list-style-type: none"> • amulet • canopic jars • embalmer • immortal • linen 	<ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the 	<p>None</p>

<p>mummify people?</p>	<p>ancient Egyptian beliefs and mummification. I can describe the stages involved in mummification.</p>	<p>parts; cleaning the body with wine, spices and water from the River Nile; preserving the body with a type of salt called natron; wrapping the body in linen using a strong, clear glue called resin; decorating the body with jewellery and amulets.)</p> <ul style="list-style-type: none"> • What problems might the Egyptians face when mummifying a body? (If moisture was left inside the body, it would decay. The natron had to be changed daily for 40 days.) 	<ul style="list-style-type: none"> • natron • preserve • resin • sarcophagus 	<p>expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	
<p>Lesson 5:</p>	<p>To make inferences</p>	<ul style="list-style-type: none"> • What does 	<ul style="list-style-type: none"> • ankh 	<ul style="list-style-type: none"> • Know and understand 	<p>English spoken language</p>

<p><u>What does the Book of the Dead tell us about ancient Egyptian beliefs?</u></p>	<p>about Egyptian beliefs, using primary sources. I can explain which sources are used to discover Egyptian beliefs. I can identify the meaning of symbols from Egyptian papyrus. I can explain some Egyptian beliefs about the afterlife.</p>	<p>Hufner's Book of the Dead tell us about Egyptian beliefs? (There were mourners and priests at funerals; offerings were made to the Egyptian gods; Anubis was the god of embalming; ceremonial objects were used during the funeral.)</p> <ul style="list-style-type: none"> • What inferences can you make about ancient Egyptian beliefs? (Children may suggest: the opening of the mouth ceremony; there was a journey by boat to the afterlife; Nakht completed agricultural work.) 	<ul style="list-style-type: none"> • Anubis • Book of the Dead • Opening of the mouth ceremony • hieroglyphics • Osiris • papyrus • weighing of the heart ceremony • 	<p>significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
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<p>Lesson 6: What did the ancient Egyptians believe?</p>	<p>To evaluate significant ancient Egyptian beliefs. I can assess a video for strengths and areas for development. I can identify significant aspects of ancient Egyptian beliefs. I can explain ancient Egyptian beliefs</p>	<ul style="list-style-type: none"> • Which Egyptians beliefs will you focus on in your video? (There was an afterlife; the dead person had to travel to the afterlife; the person was buried with all the possessions they needed in the afterlife; the body and soul were reunited in the afterlife.) • Why did you decide these were significant? (Example: the reunification of the body and soul in the afterlife meant that the body had to be preserved, so mummification was essential.) 	<ul style="list-style-type: none"> • criteria • historically significant 	<ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<p>English Spoken language</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
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Year 4

Unit 1: [How have children's lives changed?](#)

Pupils have previously learnt: This lesson and unit build on skills introduced in this lesson: History, Year 3, Would you rather live in the Stone Age, Bronze Age or Iron Age?, Lesson 6: What changed between the Stone Age and Iron Age? In which children investigated continuities and changes from the Stone Age to the Iron Age. As well as the unit taught in Year 2, How has school changed? In which the children learnt:

- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.
- Make one comparison between schools in the past and present.
- Use sources to research and develop an understanding of what schools were like 100 years ago.
- Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- Recognise two similarities and two differences between schools now and schools in the past.
- State whether they would have preferred to go to school in the past or not and explain why.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
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<p>Lesson 1: What do sources tell us about how children's lives have changed?</p>	<p>To identify how children's lives have changed using a range of sources.</p> <ul style="list-style-type: none"> • I can make observations and deductions from sources. • I can suggest how children's lives have changed. • I can ask enquiry questions about children's lives. 	<ul style="list-style-type: none"> • What do 'continuity' and 'change' mean? (Continuity means something continues and stays the same over time. Change is something that has not continued over time.) • Do you have questions about children's lives in the past that the sources have not answered? • What kind of sources would you need to answer your questions? • 	<ul style="list-style-type: none"> • childhood • continuity • change • chronological order • inference • observation • 	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • understand historical concepts such as continuity and change, cause and consequence, 	<p>English spoken language</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas'</p>
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				<p>similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none">• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
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<p>Lesson 2: Why did Tudor children work and what was it like?</p>	<p>To understand why children worked in Tudor times and what working conditions were like.</p> <ul style="list-style-type: none"> • I can explain why Tudor children needed to work. • I can identify the kinds of jobs Tudor children had. • I can create questions to identify the working conditions of Tudor children. 	<ul style="list-style-type: none"> • Can you identify some of the periods that the pictures in the last lesson came from? (The Romans, the Tudors, the Victorians, the 1930s and modern Britain.) • Can you identify the Tudor period? (Explain that the period started in 1485 when Henry VII came to the throne and ended in 1603 with the death of Elizabeth I.) • How long ago did the Tudor kings and queens rule England? (It is over 400 years since Elizabeth I died.) • 	<ul style="list-style-type: none"> • apprentice • chaffing wheat • hot-seating • master • oath • 	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • a study of an aspect or theme in British history that extends pupils' 	<p>English spoken language</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas'</p>
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				chronological knowledge beyond 1066	
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<p><u>Lesson 3:</u> <u>What jobs did children have in Victorian England and what were they like?</u></p>	<p>To understand the types of jobs Victorian children had and their working conditions.</p> <ul style="list-style-type: none"> • I can identify and understand the different types of jobs Victorian children had. • I can make observations and inferences about the jobs children had. • I can write a letter explaining the conditions Victorian children experienced. 	<ul style="list-style-type: none"> • Why did the children need to work? (They would have begged otherwise, indicating that they did not have much money for food.) • What was surprising? (Some of the children working in the mines were girls. Generally, people believed only boys worked in the mines. Although it was less common, girls still worked in the mines.) • Is the Victorian working age the same as or different from children in the Tudor period? (Children in Victorian times 	<ul style="list-style-type: none"> • primary source • secondary source • trapper • hurrier/hurrying • gin • textile mills • bird scarer • domestic servant • working conditions • 	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence 	<p>None</p>
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		<p>sometimes started to work younger than Tudor children: children as young as five were found working in coal mines or as chimney sweeps.)</p> <ul style="list-style-type: none"> • 		<p>is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 	
<p>Lesson 4: How did Lord Shaftesbury help to change the lives of children?</p>	<p>To understand how Lord Shaftesbury changed children's lives.</p> <ul style="list-style-type: none"> • I can identify how Lord Shaftesbury changed the lives of children. • I can evaluate the impact of his work. • I can explain which of his achievements was the most important. 	<ul style="list-style-type: none"> • What were the concerns about children's working conditions? (Children were working up to 14 hours a day from the age of 5-years old; coal mines and factories were dangerous places.) • Why was it difficult to make factory owners 	<ul style="list-style-type: none"> • bill • Factory Acts • government • historically significant • Parliament • poverty • ragged schools • reform 	<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Gain and deploy a historically grounded understanding of abstract terms such as 	<p>None</p>

		<p>follow the new law? (There were only four inspectors for the whole of Britain, which was not enough to cover the whole country.)</p> <ul style="list-style-type: none">• How many hours did the boys work without a break? (33 hours with breaks to be taken off.) Which parts of the Factory Act were broken? (Children should only work eight hours a day and never at night.)		<p>'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <ul style="list-style-type: none">• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and	
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				<p>social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • 	
<p>Lesson 5: How and why has children's leisure time changed?</p>	<p>To understand how and why children's leisure time has changed. I can use sources to identify historical leisure activities.</p> <ul style="list-style-type: none"> • I can compare leisure activities over time. • I can explain the reasons for leisure activities changing. 	<ul style="list-style-type: none"> • Can you identify the Tudors, the Victorians, and now on the timeline? • When did the Tudor period start? (1485.) • How many years have passed since the start of the Tudor period? (1485 to now – over 500 years.) • Why did Tudor children not leave their town or village? (Due to lack of transport, they could only 	<ul style="list-style-type: none"> • change • continuity • leisure time • observation • compare • 	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • a study of an aspect or theme in British history that extends pupils' chronological 	<p>English spoken language</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas'</p>

		<p>walk and therefore could not get very far in a day.)</p> <ul style="list-style-type: none">• What leisure activities did the Tudor children enjoy? (They listened to street musicians or singers; danced; played with simple wooden toys; watched jesters walking on stilts, juggling or performing tricks; watched demonstrations of archery; bought food; watched actors perform; and played games such as dice.)		knowledge beyond 1066	
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<p><u>Lesson 6:</u> <u>What were the diseases children caught and how were they treated?</u></p>	<p>To understand which diseases children caught and how they were treated.</p> <ul style="list-style-type: none"> • I can identify some of the diseases from the past and their symptoms. • I can identify how effective treatments for diseases were. • I can explain why some treatments worked and others did not. 	<ul style="list-style-type: none"> • Who was he? (A Plague doctor: someone who visited victims of the plague in their homes to try and cure them.) • Why did they dress like that? (Plague doctors wore masks, leather coats and gloves to stop them from touching infected people. The stick was so they did not have to touch patients directly.) • Would the treatment work? (No, herbs did not cure a patient or prevent the spread.) 	<ul style="list-style-type: none"> • plague • smallpox • flu • cholera • treatments • vaccination • 	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • a study of an aspect or theme in British history that extends pupils' 	<p>English spoken language</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas'</p>
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				chronological knowledge beyond 1066	
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Year 4

Unit 2: [How hard was it to invade and settle in Britain?](#)

Pupils have previously learnt: This unit builds on skills introduced in this lesson: History, Year 3, Why did the Romans settle in Britain? In which the children learnt:

- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion of Britain.
- Identify the consequences of the Roman invasion.
- Create an interpretation of Boudicca using sources.
- Explain why the Romans needed a powerful army.
- Identify a soldier's equipment.
- Explain how the Roman army was organised and perform simple manoeuvres and drills.
- Make observations about an artefact.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Who were the Anglo-Saxons and the Scots?	<p>To understand why the Anglo-Saxons invaded Britain.</p> <p>I can explain how Britons felt when the Romans left Britain.</p> <p>I can identify where Angles, Saxons and Jutes came from.</p> <p>I can explain the</p>	<ul style="list-style-type: none"> ● What were the groups who came to Britain called? (Angles, Jutes and Saxons. The group who invaded Scotland were called the Scots or Scoti.) ● Where did they come from? (The Angles came from Southern 	<ul style="list-style-type: none"> ● Angles ● Saxons ● Jutes ● invasion ● settlers ● Britons ● Romans ● empire ● longships ● 	<ul style="list-style-type: none"> ● Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied ● Understand how our knowledge of the past is constructed from a range of sources 	None

	<p>reasons for the Anglo-Saxons invading Britain.</p>	<p>Denmark, the Jutes from Denmark and the Saxons from Germany and the Netherlands.)</p> <ul style="list-style-type: none"> • Where did they settle? (The Angles settled in Northumbria and Mercia, the Jutes in Kent and the Saxons in East Anglia. The Scots settled in Argyll.) • 		<ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • 	
<p>Lesson 2: How did the Anglo-Saxons settle in Britain?</p>	<p>To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.</p> <p>I can name the key features of Anglo-Saxon settlements.</p> <p>I can identify</p>	<ul style="list-style-type: none"> • What were Anglo-Saxon buildings built from? (Houses were constructed from natural materials such as wood, wattle and daub. Churches were made from stone.) 	<ul style="list-style-type: none"> • settlement • wattle • daub • Northumbria • Mercia • Wessex • Kent • East Anglia • hearth 	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame 	<p>Geography</p> <p>human geography, including: types of settlement and land use.</p>

	<p>changes and continuities in settlements from prehistoric Britain. I can evaluate the effectiveness of the wattle and daub-making process.</p>	<ul style="list-style-type: none"> • What were the key features of Anglo-Saxon settlements? (Houses had one room where the family lived, worked, cooked, ate and slept; the wealthy chief lived in a palace; villages were built around farmland; the Anglo-Saxons grew crops and reared animals to support themselves.) • Where did rich Anglo-Saxons live? (In a palace in the settlement.) • How did Roman settlements change? (Anglo-Saxons lived in villages with everything they needed, so 	<ul style="list-style-type: none"> • cauldron • kingdom • 	<p>historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • 	
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		<p>Roman towns like Cirencester decreased in size.)</p> <ul style="list-style-type: none"> • 			
<p><u>Lesson 3:</u> <u>What does Sutton Hoo tell us about Anglo-Saxon life?</u></p>	<p>To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</p> <p>I can explain the importance of Sutton Hoo.</p> <p>I can make deductions from artefacts.</p> <p>I can make a prediction about who was buried at Sutton Hoo and provide supporting evidence.</p>	<ul style="list-style-type: none"> • Can you describe the object? (The item has a gold frame with a straight top and curved ends. There are three hinges along the straight edge. The gold mount is decorated with two pairs of animals with elongated jaws and legs, which form an interlacing pattern.) • What is the artefact? (A purse lid, made for a leather money pouch. It was hung from a belt and attached by 	<ul style="list-style-type: none"> • Sutton Hoo • Edith Pretty • Raedwald • inferences • burial mound • sceptre • gilt • garnet • 	<ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Britain's settlement by Anglo-Saxons and Scots • 	<p>English spoken language</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas'</p>

		<p>the hinges.)</p> <ul style="list-style-type: none">• What was it made from? (Gold and garnet gemstones.)• What inferences can you make about its owner? (Its owner must have been wealthy to have the object made. He or she was of great importance to have craftsmen able to create such a detailed object.)• What does it tell you about Anglo-Saxon life? (The Anglo-Saxons were skilled craftsmen as the design was intricate. The garnet gemstones probably came from overseas meaning the Anglo-Saxons			
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		traded with other countries.			
<p>Lesson 4: How did Christianity arrive in Britain?</p>	<p>To understand how Anglo-Saxons converted to Christianity.</p> <p>I can understand how Anglo-Saxon beliefs changed.</p> <p>I can research how a missionary spread Christianity in Britain.</p> <p>I can select symbols to represent the missionary.</p>	<ul style="list-style-type: none"> • What did the Anglo-Saxons believe in before Christianity? (The Anglo-Saxons brought their own beliefs over called Paganism.) • Where have you seen evidence of Anglo-Saxon religious beliefs before? (Sutton Hoo.) • What were the features of Paganism? (Lots of gods and goddesses; a belief in the afterlife; amulets for protection). • From where did the Christian missionaries come? (Columba came from 	<ul style="list-style-type: none"> • missionary • Christianity • convert • paganism • monastery • Columba • Iona • Augustine • Aidan • Pope • Lindisfarne 	<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • Britain's settlement by Anglo-Saxons and Scots 	<p>English spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

		Ireland, Augustine from Rome; Aidan from the island of Iona, Scotland.)			
<u>Lesson 5: Was King Alfred really great?</u>	<p>To create an interpretation of Alfred the Great.</p> <p>I can understand the threat the Vikings posed to the Anglo-Saxons.</p> <p>I can create an interpretation of Alfred the Great.</p> <p>I can evaluate whether Alfred was a great king.</p>	<ul style="list-style-type: none"> • Is this a primary or secondary source? (Primary – it was written shortly after the raid and expressed Alcuin’s feelings about it.) • What is Alcuin’s response to the raid and why? (He is shocked because Lindisfarne was a sacred place for early Christians in Britain.) • What worried Alcuin? (That more churches would be attacked and be unable to defend 	<ul style="list-style-type: none"> • missionaries • Vikings • Lindisfarne • Alfred the Great • Battle of Edington • Wessex • Danelaw • Guthrum • The Great Heathen Army • 	<ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Britain’s settlement by Anglo-Saxons and Scots • 	<p>English spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

		<p>themselves.)</p> <ul style="list-style-type: none">• Why does he think the raid happened? (He believed that the monks at Lindisfarne had sinned, so the raid was God's punishment. Explain to the children that people in the Anglo-Saxon period believed that if something went wrong, it was because someone had sinned and God was angry.)			
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<p><u>Lesson 6:</u> <u>How did Anglo-Saxon rule end?</u></p>	<p>To understand how Anglo-Saxon rule ended.</p> <p>I can suggest the qualities a British ruler would have needed in Anglo-Saxon times.</p> <p>I can understand what the candidates' claims to the English throne were.</p> <p>I can select and justify who was the best candidate for the throne.</p>	<ul style="list-style-type: none"> ● Why did Edward the Confessor's death create a problem? (Edward died without leaving a son, which left the country vulnerable to attacks from people wanting to be king.) ● Who selected the king? (The Witan – the king's advisers who were a group of powerful nobles.) ● Who were the claimants to the throne? (Edgar the Aethling, Harald Hardrada (King of Norway), Harold Godwinson (Earl of Essex) and William the Conqueror.) ● Who had the best claim to the 	<ul style="list-style-type: none"> ● William of Normandy ● Harald Hardrada ● Harold Godwinson, Earl of Wessex ● Edgar Aethling ● oath ● exile ● claimant ● Wessex ● Normandy ● Witan ● successor 	<ul style="list-style-type: none"> ● understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ● Britain's settlement by Anglo-Saxons and Scots 	<p>English spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
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		<p>throne? (Various answers e.g. Harold Godwinson because he was an important nobleman and was supported by the Anglo-Saxons. Encourage the children to substantiate their answers.)</p>			
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Year 4

Unit 3: [Were the Vikings raiders, traders or settlers?](#)

Pupils have previously learnt: This unit builds on knowledge and concepts introduced in: History, Year 4, How hard was it to invade and settle in Britain? in which the children learnt:

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.
- Identify the qualities needed to be a monarch in 1066.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Who were the Vikings and why did they come to Britain?	To explain when and why the Vikings came to Britain. <ul style="list-style-type: none"> • I understand there are many reasons for migration to Britain. • I can sequence events. 	<ul style="list-style-type: none"> • Why did the Vikings come to Britain? (To raid and take valuable items from monasteries; to settle and farm peacefully as parts of their homeland were 	<ul style="list-style-type: none"> • Anglo-Saxons • explorer • invader • raider • settler • trader • Vikings • 	<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been 	Geography Human and physical geography: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water

	<ul style="list-style-type: none"> I can identify where the Vikings came from. 	<ul style="list-style-type: none"> not fertile.) Which events involved both the Anglo-Saxons and Vikings? (The Viking raids; the Great Viking Army's invasion; the Viking take-over of York; the Vikings taking Wessex; Alfred beating the Vikings at the Battle of Edington; splitting England between the Vikings and Anglo-Saxons; Alfred capturing London from the Vikings; the Anglo-Saxons reconquering Eastern England; Eric Bloodaxe being thrown out of York; Cnut of Denmark becoming King of 		<p>influenced by the wider world.</p> <ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. The Viking and Anglo-Saxon struggle for the Kingdom of England to 	<p>cycle.</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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		<p>England.</p> <ul style="list-style-type: none"> How useful is this timeline in understanding everything that happened in this period? (It contains key events that shaped British history during this period. However, it does not contain historical information on specific places or other parts of the world.) 		<p>the time of Edward the Confessor.</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. 	
<p>Lesson 2: What do we know about the Vikings?</p>	<p>To evaluate the validity of a source</p> <ul style="list-style-type: none"> I can identify primary and secondary sources. I can deduce information from a source. I can identify 	<ul style="list-style-type: none"> Is the extract a primary or secondary source? How do you know? (A secondary source, because it was written by a monk who heard about the raid of 	<ul style="list-style-type: none"> Alcuin of York Anglo-Saxon Chronicle balanced bias inference one-sided Simeon of 	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been 	<p>None</p>

	<p>whether a source is one-sided.</p> <ul style="list-style-type: none"> I can use evidence to support my reasoning. 	<p>Lindisfarne Priory from others from the Viking times.)</p> <ul style="list-style-type: none"> Can we trust the account? (Alcuin of York was a monk who hated the Vikings, so it is a one-sided account.) Is this account still valuable as a piece of historical evidence? (Yes, it tells us about the experiences and feelings of the Anglo-Saxon monks.) How can we ensure that we obtain a balanced view of the Vikings? (Investigate other viewpoints, including those written by the Vikings.) 	<p>Durham</p> <ul style="list-style-type: none"> perspective primary source secondary source 	<p>influenced by the wider world.</p> <ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. The Viking and Anglo-Saxon struggle for the 	
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				<p>Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> • Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. • Further Viking invasions and Danegeld. • 	
<p>Lesson 3: How did the Vikings travel?</p>	<p>To explore the features of Viking longboats.</p> <ul style="list-style-type: none"> • I can describe the parts of a Viking longboat. • I can design and create a Viking longboat. • I can identify a longboat's most important features. 	<ul style="list-style-type: none"> • What features might help a ship to be good at surprise attacks? (Speed, sails and mast, ability to hide and stay quiet, easy to manoeuvre and strong to withstand attacks.) • Why were the Viking longboats built with narrow hulls? (So the Vikings could travel along seas and rivers and 	<ul style="list-style-type: none"> • engineer • hull • keel • longboat • mast • oars • rudder • 	<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make 	<p>Design and technology</p>

		<p>move the boat if there was an obstacle.)</p> <ul style="list-style-type: none">• What were the essential parts of the longboat? (Keel, bow, hull, sail and mast.)•		<p>connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <ul style="list-style-type: none">• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.• Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.• Further Viking invasions	
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				and Danegeld. •	
Lesson 4: <u>Were the Vikings raiders or traders?</u>	To examine why trading was important to the Vikings. <ul style="list-style-type: none"> • I can describe what the Vikings traded. • I can identify some Viking trading routes. • I can explain whether the Vikings were traders or raiders. • I can use evidence to justify my opinion. 	<ul style="list-style-type: none"> • What did the Vikings trade and with who? (They traded glass beads, rings, carved stones, broaches, necklaces and enslaved people with many countries. These included Russia, Syria, Ireland and other countries around the Mediterranean Sea.) • How did the Vikings trade? (Before money was made, they exchanged items for folds of linen and silver.) • How did historians find out about the Viking trade? 	<ul style="list-style-type: none"> • Baghdad • barter • Birka • Constantinople • exchange • feathers and down • Hedeby • Jorvik • trade • 	<ul style="list-style-type: none"> • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. • Further Viking invasions and Danegeld. • 	Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

		(From items discovered in Viking graves or the hoards where the Vikings buried their treasure.)			
<p>Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</p>	<p>To extract and interpret information from many sources.</p> <ul style="list-style-type: none"> I can name important events in the Anglo-Saxon and Viking struggle for Britain. I can explain the meaning of cause and consequence. I can suggest the impact of events. 	<ul style="list-style-type: none"> What were the consequences of Alfred defeating the Vikings at the Battle of Edington? (The Anglo-Saxons and Vikings made peace by dividing England between them (Danelaw). The Vikings promised to convert to Christianity and end their pagan beliefs.) Were the impacts positive or negative? (Both – negative for the Anglo-Saxons, who lost part of 	<ul style="list-style-type: none"> cause consequence Danelaw events impact paganism sacred 	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by 	None

		<p>their territory; positive for the Vikings who gained land and established kingdoms. Also, positive for the Anglo-Saxons and Vikings living in Danelaw as the conflict ended, leading to a period of peace.)</p> <ul style="list-style-type: none"> • 		<p>Alfred the Great and Athelstan, first king of England.</p> <ul style="list-style-type: none"> • Further Viking invasions and Danegeld. • 	
<p>Lesson 6: What was Viking life in Britain like?</p>	<p>To extract and interpret information from many sources.</p> <ul style="list-style-type: none"> • I can make observations about artefacts. • I can deduce information about Viking life from sources. • I can write a conclusion for an enquiry. 	<ul style="list-style-type: none"> • What is the artefact made from? (Bone and antler.) • What was it used for? (It was used to clean hair, keep hair back from the face and for religious reasons.) • Who used the artefact? (Someone who was wealthy enough to afford 	<ul style="list-style-type: none"> • cause • consequence • Danelaw • events • impact • paganism • sacred • 	<ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	<p>Geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

		<p>it.)</p> <ul style="list-style-type: none">• What does the artefact tell us about Viking life? (Combs were precious and expensive to make. The decoration shows us that specially trained people made them and they were special items.)		<ul style="list-style-type: none">• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.• Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.• Further Viking invasions and Danegeld.	
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Learn More

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1. Coherence and flexibility

The art, craft and design curriculum for Key Stage 2 covers engaging and age-appropriate content for all 4 year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning - i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

2. Knowledge organisation

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 1 2 areas of making in this curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress) '
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owing a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

3. Knowledge selection

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 2 as a basic entitlement: drawing, painting and sculpture - to be complemented by other techniques. This curriculum

includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 art curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

4. Inclusive and ambitious

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate difference.

5. Pupil engagement

Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

6. Motivation through learning

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

7. A curriculum of quality

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's(1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves

8. Additional information about sequence

Units in each year group can be taught in the sequence AB or BA. As noted above, for mixed age classes, teachers can choose to deliver units within the appropriate key stage: Lower Key Stage 2 (Year 3 & 4) or Upper Key Stage 2 (Year 5 & 6). Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability.

9. Key stage 1 progress objectives

The tables below give additional information about each progress objective in the key stage 2 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding.

For each progress objective, you can see how that objective is developed across each of the key stage 2 art and design units.

