

History Year 4



Unit	Anglo Saxons	Vikings	Maya
National Curriculum	Britain's settlement by Anglo-Saxons and Scots Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about change, cause, similarity and difference, and significance in history	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about cause and consequence in historical events	Study a non-European society that provides contrasts with British history (Maya civilization) Develop a chronologically secure knowledge of history Understand how knowledge of the past is constructed from a range of sources Learn about cause and consequence in historical events
Title of Unit (Enquiry Question)	 Who were the Anglo-Saxons and how did they change Britain?	 Who were the Vikings and what were the major changes during this period?	 How did the Maya build such a powerful civilization and why did it eventually disappear?
Disciplinary Skill	Chronology cause and consequence similarity and difference use of evidence interpretation 	Chronology Cause and consequence Interpretation Similarity and difference Use of evidence 	Chronology Cause and consequence Interpretation Use of evidence Significance 
Theme - Substantive	Migration and settlement Daily life and society Power and leadership Beliefs and culture Evidence and change 	Viking origins and chronology Raids, invasion and expansion Settlements and the Danelaw Daily life, trade and beliefs Changing views and legacy 	Maya civilisation and chronology Trade and the environment City-states and daily life Beliefs and culture Decline and legacy 
Knowledge	Lesson 1 I know that the Anglo-Saxons came to Britain after the Romans left and settled in different parts of the country. Lesson 2 I know that Sutton Hoo is an important Anglo-Saxon burial site and that artefacts can help us learn about the past.	Lesson 1 I know where the Vikings came from and when the Viking Age happened. Lesson 2 I know why Vikings were feared and that some historical accounts are biased. Lesson 3 I know that Vikings raided Britain for hundreds of years and established the Danelaw.	Lesson 1 I know the four main periods of Maya history and how they align with British and world history. Lesson 2 I know that different landscapes across the Maya region produced specific natural resources.

	Lesson 3 I know that Christianity spread through Anglo-Saxon Britain and changed people's beliefs and way of life. Lesson 4 I know that Anglo-Saxon kingdoms were ruled by kings who made laws and maintained order. Lesson 5 I know that Alfred the Great was an important Anglo-Saxon king who defended Wessex and introduced changes that helped strengthen his kingdom.	Lesson 4 I know that archaeological evidence shows Vikings were traders and settlers, not just raiders. Lesson 5 I know that Viking place-name endings show where they settled in Britain.	Lesson 3 I know the names and purposes of key structures in a Maya city-state, such as temples, palaces, and ball courts. Lesson 4 I know the four key reasons why maize was vital for food, trade, religion, and Maya culture. Lesson 5 I know the different natural and man-made theories that could explain the sudden abandonment of Maya cities.
Skills	Lesson 1 I can use maps and evidence to explain where the Anglo-Saxons settled and why they came to Britain. Lesson 2 I can use artefacts as evidence to make suggestions about who may have been buried at Sutton Hoo. Lesson 3 I can use sources to explain how Christianity changed life in Anglo-Saxon Britain. Lesson 4 I can investigate Anglo-Saxon rulers and laws using historical evidence. Lesson 5 I can use evidence to evaluate whether Alfred the Great deserves to be called 'Great'.	Lesson 1 I can describe what the Vikings looked like, where they came from, and place them in chronological context. Lesson 2 I can explain why Vikings were feared and compare different accounts to spot bias. Lesson 3 I can sequence Viking raids and settlements and explain their successes and failures. Lesson 4 I can use primary sources to explain how views of Vikings have changed. Lesson 5 I can identify Viking settlements using place-name evidence and explain patterns of occupation.	Lesson 1 I can construct a timeline that identifies where the Maya lived and compare their chronology to other civilizations. Lesson 2 I can explain how Maya city-states used trade to exchange goods they did not have in their own environment. Lesson 3 I can use archaeological ruins as evidence to infer what daily life, beliefs, and technology were like for the Maya. Lesson 4 I can design and annotate a statue of the Maize God to show how he symbolised life and renewal for the Maya people. Lesson 5 I can evaluate historical evidence to decide which theory is the most convincing reason for the decline of the civilization.
Vocabulary	Angles, Saxons, kingdom, migration, longhouse, thegn, law, runes, artefact, burial	Viking, Scandinavia, longship, raid, settlement, explorer, Danelaw, monastery, artifact, monk	civilization, city-state, landscape, resources, architecture, archaeology, maize, deity, theory, ruins
Career Links	Judge	Cartographer	Epigrapher

	 Robert Rinder	 Harald Hardrada "Last Great Viking King."	 Yuri Knorozov
Assessment	End of unit Smart Task: I can explain how Anglo-Saxons lived and use evidence to describe how they changed Britain	End of unit Smart Task: I can evaluate different views of the Vikings and explain whether they should be remembered as raiders or settlers using evidence.	End of unit Smart Task: I can evaluate different explanations for why the Maya civilisation declined and use evidence to justify my decision.