



St Peter's History Medium term Plan



Year 4

Autumn 1	Spring 1	Summer 1
<p align="center">Empire Strikes Back! Roman Britain 43 AD to c. 410 AD</p>	<p align="center">Anglo-Saxons and the Great Scots 410 AD to 1066</p>	<p align="center">Vicious Vikings The struggle for the Kingdom of England to the time of Edward the Confessor 800-1066</p>
<p>Links to prior learning: Journey to Ancient Egypt; Y3 - Journey to Ancient Greece</p>	<p>Links to prior learning: Y3 - Journey to Ancient Egypt; Y3 - Journey to Ancient Greece; Y4 - Empire Strikes Back!</p>	<p>Links to prior learning: Y3 - Journey to Ancient Egypt; Y3 - Journey to Ancient Greece; Y4 - Empire Strikes Back!; Y4 - Anglo-Saxons and the Great Scots</p>
<p>Lesson 1 - To identify the historical context of the Romans. Historical context: The Roman Empire by AD 42 and the power of its army (Jesus lived in the Roman Empire and died around 30 AD). Include Roman rule in Egypt and Greece (to link with Year 3 topics). Britain at the time of the Roman invasion: Iron Age Britain (see Year 3).</p> <p align="center"><u>Class timeline</u> Sequence the following events in order: Stone age began in Britain (10000 BC); Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); Caesar came to Britain but then left (55 & 54BC); Romans conquered Britain (43AD); Queen Boudicca killed (60AD); Hadrian's wall built (122AD); The Romans left Britain (410AD).</p>	<p>Lesson 1 - To identify the historical context of the Anglo-Saxons. Historical context: causes of the decline of Roman Empire due to attacks from 'Barbarians'; consequences of decline of Roman Empire: Roman withdrawal from Britain in c. AD 410: Why the Romans left.</p> <p align="center"><u>Class timeline</u> Sequence the following events in order: Stone age began in Britain (10000 BC); Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); Romans conquered Britain (43AD); The Romans left Britain (410AD); Anglo-Saxons arrived in Britain (450AD); St Augustine brought Christianity to Britain from Rome (597AD); Bede completed his book on the history of the English people (731AD); The Battle of Hastings took place (1066AD).</p>	<p>Lesson 1 - To identify the historical context of the Vikings. Historical context: Viking territory before they came to England.</p> <p align="center"><u>Class timeline</u> Sequence the following events in order: Stone age began in Britain (10000 BC); Bronze Age began in Britain (2500BC); Iron Age began in Britain (800BC); Romans conquered Britain (43AD); Romans left Britain (410AD); Anglo-Saxons arrive in Britain (450AD); Augustine brought Christianity to Britain from Rome (597AD); Bede completed his book on the history of the English people (731AD); First Viking raids (793AD); King Alfred defeated the Vikings and divided England between Anglo-Saxons and Vikings (886AD); Edward the Confessor became King of England (1042AD); Edward the Confessor died and the Battle of Hastings took place (1066AD).</p>
<p>Lesson 2 - To explore who the Romans were and why they invaded Britain. Invasion of Britain: where the Romans came from and why. Julius Caesar's attempted invasion in 55-54 BC; Successful invasion by Claudius.</p>	<p>Lesson 2 - To explore who the Anglo Saxons were and why they invaded Britain. Invasion and settlement of Britain: where the Anglo-Saxons and Picts (Scots) came from and why they invaded (compare with Roman invasion). Significance: *When the Romans left the Britons found it more difficult to defend themselves from attack *The Scots, who lived north of Hadrian's wall, attacked the Britons *The Anglo-Saxons invaded Britain at the same time* Both the Scots and Anglo-</p>	<p>Lesson 2 - To explore who the Vikings were and why they invaded. Invasion and settlement of Britain: where the Vikings came from and why they invaded/raided (compare with Roman & Anglo-Saxon invasions).</p>

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	<p>Saxons invaded because the Romans had left so it was easier to attack Britain.</p>	
<p>Lesson 3 - To identify the religious beliefs of the Romans. Religion: Roman gods (compare Ancient Egypt, Ancient Greek beliefs).</p>	<p>Lesson 3 - To identify the religious beliefs of the Anglo-Saxons. Religion, Significance and legacy: the growth of Christianity in Britain (Prophet Muhammad lived in modern day Saudi Arabia from 570 AD to 632 AD and founded Islam).</p>	<p>Lesson 3 - To identify the religious beliefs of the Vikings. Religion: Paganism - Norse gods (comparison with other pagan religions from prior learning) Discuss contact with Christianity and compare with Anglo-Saxons.</p>
<p>Lesson 4 - To identify what daily life was like during the Roman era. Daily life (compare Ancient Egypt and Greeks include food and housing). Writing: significance of writing/numbers: The Romans brought writing to Britain for the first time (Latin) and Roman numerals.</p>	<p>Lesson 4 - To identify what daily life was like for the Anglo-Saxons. Daily life (compare food and housing with Roman Britain and briefly with Y3 topics).</p>	<p>Lesson 4 - To identify what daily life was like for the Vikings. Daily life (research & comparison with previous topics to include food and housing) discuss the importance of trade. Writing: significance of writing: Viking runes (compare with knowledge of early writing in Ancient Greece and Egypt and the Roman alphabet).</p>
<p>Lesson 5- To identify the different Roman conquests and why they were important. Roman conquest, including Hadrian's Wall; British resistance, for example, Boudicca.</p>	<p>Lesson 5 - To identify the significance of Anglo-Saxon writing. Significance and make comparisons to Ancient Egyptian, Ancient Greek and Roman writing. Significance of writing: Anglo-Saxon runes</p>	<p>Lesson 5 - To explore the struggle for the kingdom of England between the Vikings and Anglo-Saxons. Resistance by the Anglo-Saxons, especially Alfred the Great; The establishment of 'Danelaw'. Edward the Confessor and the consequences of his death in 1066: Norman invasion and the Battle of Hastings; Normans ruled Britain but the Anglo-Saxon and Viking settlers continued to live in England.</p>
<p>Lesson 6 - To identify the legacy of the Romans and their impact on Britain today. Legacy: towns founded by Romans that still exist today (research Roman place names); Roman roads; Roman numerals; Latin origins of many English words; some planets/some months named after Roman gods; places that still exist e.g. Hadrian's wall, Roman baths. How we know: archaeology; remaining buildings.</p>	<p>Lesson 6 - To identify the legacy of the Anglo-Saxons. Legacy: towns founded by Anglo-Saxons that still exist today (research Anglo-Saxon place names); England gets its name from Angles (Angleland); most English words come from Anglo-Saxon language How we know: e.g. archaeological finds (e.g. Sutton Hood burial ship) and contemporary writing (e.g. Bede's writing).</p>	<p>Lesson 6 - To identify the legacy of the Vikings. Discuss why the Viking era came to an end as a result of the Norman conquest. Legacy: towns founded by Vikings that still exist today (research Viking place names); words we use from the Norse language; discuss the significance of York and why so many artefacts have been found there (a key trade town during the Viking era). How we know: Archaeology, e.g. the Osberg ship.</p>

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<p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet, visitors</p>		
<p><u>Vocabulary</u> empire; resistance; conquest; archaeology; AD; invasion; settlement/settlers; pagans</p>	<p><u>Vocabulary</u> empire; decline; archaeology; AD; invasion; settlement/settlers; pagans</p>	<p><u>Vocabulary</u> Raids; Trade; archaeology; AD; invasion; settlement/settlers; pagans</p>