|  |
| --- |
| **p3d.in - roman helmetHistory Scheme of Work**  **Perranporth C P School** |

|  |
| --- |
| **Year 4 Autumn Term** |
|   | **AUTUMN 1st Half** | **Autumn 2nd Half** |
| **Theme**  | **I am Warrior (Romans)** | **Misty Mountain Winding River** |
| **British Key Question**  | How has modern Britain been shaped by other cultures?  | How does water shape our world? |
| **Enhancements**  | Visit to Penlee Gallery and Museum - Life in Cornwall Celts and RomansCelts vs Romans BattleRoman Banquet | River visitTalk from Matthew Jones Dad – rock climbing |
| **Books**  | Running Wild – Michael MorpurgoAshley Booth – Romans (Non-Fiction) Boudicca (Folk Song)Romulus and Remus (Roman myths) | Running Wild – Michael MorpurgoThe River – Valerie Bloom (poem)DiaryExplanation texts |
| **Addressing Stereotypes**  | Role of Women – BoudiccaRole of women in the home | Climbing is too dangerous for everyone to do ithttps://www.theguardian.com/world/2019/oct/31/mount-everest-lhakpa-sherpa-climbed-nine-times-world-record |
| **British Values** | Democracy – Were there equal rights for all? Upper class (Patricians) Lower Class (Plebians)Rule of Law – Were slaves covered by the same laws as everyone else? Individual Liberty – Did Boudicca make the right choices? Mutual Respect & Tolerance – What if a boy doesn’t want to fight? | Democracy – Should you pay to fish in the sea/river? Rule of Law – Should we limit the number of people who visit a beach? (National Trust)Individual Liberty – Can water be stolen?Mutual Respect & Tolerance – Can you harm a river? |
| **History** **(All NC subject content covered)**  | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about the Roman Empire and its impact on Britain  |  |
| **Key Historical Skills to be Taught** | H-Y4K1.1 H-Y4K1.3 H-Y4K1.4 H-Y4K1.5 H-Y4K1.6 | H-Y4C2.1 H-Y4C2.2H-Y4C2.3 H-Y4C2.4 | H-Y4I3.1 H-Y4I3.2 H-Y4I3.3H-Y4E4.1 H-Y4E4.2 H-Y4E4.3 H-Y4E4.4 H-Y4E4.5 H-Y4OC5.1 H-Y4OC5.2 H-Y4OC5.3 H-Y4OC5.4 |  |  |  |
| **Key questions / knowledge and understanding to be explained** **Key Knowledge and facts to be recalled**  | Where does the Roman conquest of Britain fit chronologically on a timeline? **TO BE LOOKED AT AGAIN AND SIMPLIFIED*** Roman Britain was a province of the Roman Empire from 43 to 409
* From 400 Britain suffered repeated attacks from barbarian invasions and in c. 409 Roman officials departed.
* 54BC Julius Caesar’s invasion attempt
* 43 Successful invasion ordered by Claudius
* 61 Iceni revolt led by Boudicca
* 122 Construction of Hadrian’s wall
* **How did the Roman Empire achieve its invasion of Britain?**
* After Julius Caesar’s failed invasions of 55 & 54 BC, a successful Roman invasion, led by Aulus Plautius landed in 43.
* Plautius’ forces quickly took control of the country, building alliances with local tribes.
* During the early years after the invasions the tribes of Wales (initially led by Caratacus) proved difficult to defeat & occupied much of the Roman army.
* In 60, a rebellion started in the SE of England, led by Queen Boudicca, widow of Prasutagus, king of the Iceni. The Iceni attacked first Colchester, then London, and then St Albans, leaving between seventy & eighty thousand people dead.
* Paulinus met Boudicca’s Iceni forces at the Battle of Watling Street. Despite being massively outnumbered the superior battle discipline of the Roman army won the day and the Iceni forces were scattered.
* After the initial rebellions of Caratacus and Boudicca, the Romans controlled the lands south of Hadrian’s wall in relative peace & a distinctively Romano-British culture developed
* Gradually the Roman administration took firm control of the south of the British Isles, although they never defeated the tribes of Scotland.

 **What was life like for someone living in Roman times?** * People mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived.
* Some wealthy Romans lived in villas and palaces. Villas were large farms with a big house for the owners. They had lots of slaves to help run the villa and farm. Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers.
* Life for women in Roman times was often hard. Women were expected to run the home, cook meals and raise children. Wealthy women were lucky: they had slaves to do the work for them.
* Country run by Governor, whose role was primarily military, but also maintaining diplomatic relations with local client kings, building roads, ensuring the public courier system functioned, supervising the civitates and acting as a judge in important cases
* Druids were outlawed by Claudius, however, Britain’s continued to worship Celtic deities until Christianity introduced to Britain in c. 200.

**What was the impact of the Roman Empire on life in Britain?** * Before the invasions the tribes of Britain had already established cultural and economic links with continental Europe, but the Roman invaders introduced new developments in agriculture, urbanisation, industry, and architecture.
* The Romans introduced the idea of living in big towns and cities.
* They created long straight roads as a transport network.
* The Romans were the first people to build arches into big buildings and aqueducts, and they created and used cement.
* They harnessed water as energy for powering mines and mills.
* They developed or refined ways to effectively plant crops and to irrigate and drain fields. Their techniques are still used by modern farmers, such as crop rotation, pruning, grafting, seed selection, and manuring. The Romans also used mills to process their grains from farming.
* Towns and forts had underground drains to take away dirty water and sewage
* The Romans created mosaic art.

 **How has the Roman Empire impacted on our lives today?** * Romans established a number of important settlements, many of which still survive.
* They introduced the idea of a town as a centre of power and administration.
* The Romans introduced Christianity to Britain in c. 200.

The Romans built long, straight roads to transport legions, supplies, trading goods and messages from the emperor. Some of these roads, or their routes, are still used today. * They gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word ‘Britain’ came from the Romans.
* Before the Romans came, very few people could read or write in Britain. Instead, information was usually passed from person to person by word of mouth.
* The Romans spoke Latin, which is the basis of a lot of our language today.
 |   |
| **Vocabulary** | **Content Specific:** Romans amphitheatreInvasion CeltsBritons Emperor Chariot scutumCaesar gladiatorBoudicca invaderEmpire legionnaireMosaic soliloquyVilla Slave  | **Subject Specific:** * impact
* effects
* consequences
* continuity
* cause / causation
* infer
* conclusion
 | **Content Specific:**  | **Subject Specific:**  |
| **Outdoor Learning**  | Roman banquet in our amphitheatre | River visitCreate a labelled 3D model explain the journey of a river |

|  |
| --- |
| **Year 4 Spring Term** |
|   | **Spring 1st Half** | **Spring 2nd Half** |
| **Theme**  | **Burps, Bottoms, Bile** | **Cornwall or Corfu?** |
| **British Key Question**  | Are you what you eat? | Where would you go? |
| **Enhancements**  | Visit from dentist/nutritionist | Visit form Travel Agent/Tourist Board <http://www.perranporthinfo.co.uk/>Perranporth beach and town survey |
| **Books**  | The Devil and his Boy – Anthony HorowitzDemon Dentist – David Walliams | The Devil and his Boy – Anthony HorowitzMousehole CatMyths and Legends – Giant Bolster/Theseus and the Minotaur |
| **Addressing Stereotypes**  | Boys don’t wash their hands! | My Dad makes the tastiest pasty!A Corfu/London pasty is as tasty as a Cornish pasty! |
| **British Values** | Democracy – Teeth care should be free for all, like the NHSRule of Law – Teeth care should be free for all, like the NHSIndividual Liberty – Everyone should alter their eating habits to save the planetMutual Respect & Tolerance – Meat vs Vegetarian vs Vegan Which is preferable? | Democracy – How could we choose which is the best place for a Summer holiday?Rule of Law – Why don’t be abolish passports?Individual Liberty – Freedom to travel where we wish – passports Second homes are an assetMutual Respect & Tolerance – Should we speech the language of the country we visit? |
| **History** **(All NC subject content covered)**  | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  |
| **Key Historical Skills to be Taught** |  |  |  |  |  |  |
| **Key questions / knowledge and understanding to be explained** **Key Knowledge and facts to be recalled**  |  |   |
| **Vocabulary** | **Content Specific:**  | **Subject Specific:**  | **Content Specific:**  | **Subject Specific:**  |
| **Outdoor Learning**  |  | Walk around town and beach |

|  |
| --- |
| **Year 4 Summer Term** |
|   | **Summer 1st Half** | **Summer 2nd Half** |
| **Theme**  | **Traders & Raiders** | **Blue Abyss** |
| **British Key Question**  | How did the Anglo-Saxon era end and what was their impact on life in Britain?How did the Vikings influence life in Britain? | Can you/Britain save the oceans? |
| **Enhancements**  | Build a boat challenge | Falmouth Maritime Museum/National Marine Aquarium (Visit/Virtual) |
| **Books**  | Street Child – Berlie DohertyLegend of King Arthur (myth/legend)How to Train Your Dragon | Street Child – Berlie DohertyThe Sea – James Reeves (poem) |
| **Addressing Stereotypes**  | You have to be loud and scary to win a battle!Women should stay in the village while the men fight | Where are the female natural scientists to rival Steve Backshall and David Attenborough? |
| **British Values** | Democracy – The strong rule - Discussion is preferable to forceRule of Law – Let’s trade! Could we survive without money? Individual Liberty – We should be able to choose our leadersMutual Respect & Tolerance – The strong rule - Discussion is preferable to force | Democracy – What needs our support the most? (endangered species)Rule of Law – The fish we catch belong to everyone (over fishing)Individual Liberty – I can go to an aquarium if I wish! Sea creatures belong in the sea not in tanksMutual Respect & Tolerance – Sea creatures belong in the sea not in tanks |
| **History** **(All NC subject content covered)**  | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. **Pupils should be taught about** 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. | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  |
| **Key Historical Skills to be Taught** | H-Y4K1.2H-Y4K1.3H-Y4K1.4H-Y4K1.5H-Y4K1.6 | H-Y4C2.1H-Y4C2.2H-Y4C2.3H-Y4C2.4 | H-Y4I3.1 H-Y4E4.1 H-Y4OC5.1H-Y4I3.2 H-Y4E4.2 H-Y4OC5.2H-Y4I3.3 H-Y4E4.3 H-Y4OC5.3H-Y4I3.4 H-Y4E4.4 H-Y4OC5.4 H-Y4E4.5 |  |  |  |
| **Key questions / knowledge and understanding to be explained** **Key Knowledge and facts to be recalled**  | **Where does the settlement of Anglo-Saxons and Scots fit chronologically on a timeline?** * The Anglo-Saxon period is usually considered to begin from around 410 following the withdrawal of the Romans from Britain, although some Saxon incursions had taken place earlier.
* The Anglo-Saxon period in England extended over 600 years, right up to the invasion of William the Conqueror in 1066.

 **How did the Anglo-Saxons achieve their invasion of Britain?** * In the years after the departure of the Romans from Britain, Angles and Saxons from Germany and Jutes from Denmark settled in various places across what is now England.
* In the past it was thought that these were all invasions, but more recent historians suggest that coexistence was agreed, although with Celtic Britons becoming ‘lesser’ citizens.

 **What are the similarities and differences between the Anglo-Saxon invasion of Britain and other invasions?** * By around 410 AD, the last of the Romans had returned home and left Britain
* vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support.
* The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions.
* Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out.
* Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape.
* Traditionally the Anglo-Saxon period has been thought of as a series of invasions. However, more recently historians have doubted this simple narrative, explaining that some settlements may have been far more peaceful

**What was life like for someone living in Anglo Saxon times?** * Families usually lived all under one roof in small communities living in wooden houses with thatched roofs.
* During this period most communities were
* self-sufficient with relatively little trade between communities, although this changed significantly by the later Anglo-Saxon period.
* The Anglo-Saxons were great craftsmen too.
* Metalworkers made iron tools, knives and swords. The Anglo-Saxons were skilled jewellers, who made beautiful brooches, beads and ornaments from gold, gemstones and glass.
* The residents of Britain were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7th Century.
* Common clothing included tunics for men, and longer robes for women.
* A common diet was made up of bread and items such as eggs and cheese. Popular drinks included beer and mead, which were brewed and therefore much safer to drink that water.
* Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult.
* Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale.
* Boys learned the skills of their fathers. They learned to chop down trees with an axe, plough a field, and use a spear in battle. They also fished and went hunting with other men from the village.
* Only a few girls and boys learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools were run by the Christian church, in monasteries. Some children lived there to train as monks and nuns.
* What was the impact of the Anglo-Saxons on life in Britain?
* Originally settling in small communities they gradually developed into larger kingdoms, and by the middle of the 6th Century there were 7 main kingdoms in England, stretching from Northumbria in the north, to Wessex on the south coast.
* During this period, Christianity was first brought to England by St Augustine in 597, and spread widely over the following centuries. By the last 8th Century power had begun to centralise with stronger kingdoms either over-taking or combining with others, such that by 757 Offa – king of Mercia – became King of the whole of England below the River Humber
* King Offa issued England’s first penny coins. They were made from silver and were known as ‘Offa’s pennies’. He put a picture of himself on the coins with the words ‘Offa Rex’, which means ‘King Offa’ in Latin.
* How have the Anglo-Saxons impacted on our lives today?
* One of the most obvious legacies of the post Roman period is the language we use. English has its roots in Old English which was spoken during the time of the Saxons. Many words that we use today are based on Saxon original words, including the days of the week.
* The administration of England is still very much based on Saxon lines in lots of cases. The modern counties are often based on – sometimes even identical to – old Saxon shires. Also, many county courts are still based in the same place as a court from Saxon times.
* Coins with the monarch’s picture on were began by the Anglo-Saxons.
* The land the Anglo-Saxons settled they called ‘Anglo-land’ the origin of the name ‘England’ today.

**Where does the settlement of the Vikings in Britain fit chronologically on a timeline?** * 787 CE First Scandinavian raids
* 793 CE Viking attacks on Lindisfarne
* 842 CE Viking raids on London
* 865 CE Great Heathen Army invade
* 878 CE Battle of Edington
* 927 CE Athelstan unites English kingdoms
* 950 CE Vikings from Ireland & Isle of Man raid the west coast of Wales
* 991 CE Battle of Maldon leads to the first payments of Danegeld
* 994 CE Danish attack on London fails
* 1000 CE Vikings reach Newfoundland
* 1013 CE King Sven of Sweden lands and becomes King of England
* 1016 CE King Cnut becomes King of England
* 1042 CE Saxon Edward the Confessor returns to become King of England
* 1066 CE Edward the Confessor dies, leading to several contenders claiming the throne. Harold Godwinsson becomes King, but is killed by William the Conqueror at the Battle of Hastings

 **How did the Vikings achieve their invasion of Britain?** * Several Viking raids took place during the 8th Century, with increasing numbers towards the end of the century. The period is often considered to have begun with the raiding of Lindisfarne in 793.
* In 865, a substantial army was raised to conquer England, known in the Anglo-Saxon Chronicle as the Great Heathen Army. The Army landed in East Anglia and reached York by the following year.
* Over the next 10 years the Vikings took over more land, leading to Wessex as the only unconquered kingdom.
* Battles between the two groups continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings.
* Consequently, the Treaty of Alfred and Guthrum was agreed which separated England into parts ruled by the Saxons and by the Vikings, ruling over ‘Danelaw’ in the north of England.

 **What are the similarities and differences between the Viking invasion of Britain and other invasions?** * When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground.
* The name ‘Viking’ comes from a language called ‘Old Norse’ and means ‘a pirate raid’.
* Not all the Vikings were bloodthirsty warriors, some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings.
* The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time, and so did not think twice about raiding a monastery. Christian monasteries were easy targets as the monks had no weapons and the building were full of valuable treasures such as gold, jewels and books. There was also food, drink, cattle, clothes and tools.
* By AD 874 the Vikings had battled through most of northern England, taking control of Northumbria, East Anglia and most of Mercia. This was known as the Danelaw.
* The only kingdom not to fall was Wessex, which was ruled by Alfred the Great. Alfred beat the Vikings in battle but wasn’t able to drive them out of Britain.
* In the early 11th century the English king Ethelred the Unready tried to stop the Vikings from invading by giving them gold and land. This money was called ‘Danegeld’. But it didn’t work, the Vikings took the gold and attacked anyway.
* In 1002, Ethelred’s soldiers killed many families in the Danelaw. This made King Sweyn of Denmark angry. He invaded England and Ethelred fled to France.
* In 1016 Sweyn’s son Cnut became king of England. Cnut (also known as Canute) was a Christian and a strong ruler. For the next few years England was part of his Viking empire, along with Denmark and Norway.He ruled well, but left much of the government in England to noblemen, now called “earls” (from the Danish word “jarl”).
* King Cnut was regarded as a great king, and subdued the Viking raids and England prospered under his rule, but when he died his two sons turned to fighting each other and the empire fell apart.
* On the death of Cnut’s sons, Edward the Confessor became king.

**What was life like for someone living in Viking times?** * Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables.
* Clothes and housing were not dissimilar from those in the rest of England. There was little furniture in the singleroom homes and certainly no bathroom – most families used a cesspit for discarding waste.
* When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England.
* With some invasions in the 10th Century, invaders were bought off with silver, known as Danegeld, which was raised by taxing locals. The Danegeld land tax became permanent.
* What was the impact of the Vikings on life in Britain?
* The English language was greatly affected by the invasions of the Vikings, in particular through town and village names in the north and east of England.
* It is also thought that Vikings may have been the first Europeans to have explored the Americas, around 1000.
* The Vikings also were responsible for the world’s now oldest parliament – the Tynwald – in the Isle of Man
 |   |
| **Vocabulary** | **Content Specific:** * Anglo-Saxons
* Jutes
* Britons
* Picts
* Scots
* King Offa
* Kingdom
* Settlement
* Resistance
* Viking
* Invasion
* Raid
* Settle
* Wessex
* Northumbria
* East Anglia
* Mercia
* King Alfred the Great
* Danelaw
* Pagan
* King Ethelred the Unready
* Danegeld
* King Sweyn
* King Cnut
* King Edward the Confessor
* Tynwald
 | **Subject Specific:** * primary source/evidence
* secondary source/evidence
* reliable
* evaluate
* reliable
* eye-witness
* Monarchy
 | **Content Specific:**  | **Subject Specific:**  |
| **Outdoor Learning**  |  | What’s in our pond? |