

## HISTORY MEDIUM TERM PLAN (MTP) YEAR 4 2020: Taught 1<sup>st</sup> half of each term

HISTORY MTP Y4	Autumn 1: 8 WEEKS	Spring 1: 6 WEEKS	Summer 1: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Topic Title: Anglo-Saxons / Scots</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in CE 410 and the fall of the western Roman Empire.</li> <li>Scots invasions from Ireland to north Britain (now Scotland).</li> <li>Anglo-Saxons invasions, settlements and kingdoms; place names and village life culture and Christianity (eg. Canterbury, Iona, and Lindisfarne)</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between people, events and artefacts.</li> <li>Describe how historical events affect/influence life today.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BCE and CE.</li> <li>Order significant events and dates on a timeline.</li> <li>Describe the main changes in a period of history.</li> <li>Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy.</li> </ul>	<p><b>Topic Title: Vikings</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Viking raids and the resistance of Alfred the Great and Athelstan.</li> <li>Edward the Confessor and his death in 1066 - prelude to the Battle of Hastings.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between people, events and artefacts.</li> <li>Describe how historical events affect/influence life today.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BCE and CE.</li> <li>Order significant events and dates on a timeline.</li> <li>Describe the main changes in a period of history.</li> <li>Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>	<p><b>Topic Title: UK Parliament</b></p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Establishment of the parliament - division of the Houses of Lords and Commons.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between people, events and artefacts.</li> <li>Describe how historical events affect/influence life today.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BCE and CE.</li> <li>Order significant events and dates on a timeline.</li> <li>Describe the main changes in a period of history.</li> <li>Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>

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Lesson 1	<p><b>Lesson objective (s):</b> To identify and sequence historical events in chronological order.</p> <p><b>Brief outline of main tasks:</b> chn to order events on a timeline</p>	<p><b>Lesson objective (s):</b> To identify and sequence historical events in chronological order.</p> <p><b>Brief outline of main tasks:</b> mind map what chn know about Vikings before ordering events on a timeline and write sentences using key words</p>	<p><b>Before:</b> <a href="https://www.youtube.com/watch?v=Qs-9B3FRXCA">https://www.youtube.com/watch?v=Qs-9B3FRXCA</a></p> <p><b>Lesson objective (s):</b> To understand the importance of the Magna Carter</p> <p><b>Brief outline of main tasks:</b> chn are to create a news report explaining the events leading up to the signing of the Magna Carter (see horrible histories rap and saved resources) (note that Simon De Montford included commoners 50 years later)</p>	
Lesson 2	<p><b>Lesson objective (s):</b> To understand why the Anglo-Saxons invaded Britain</p> <p><b>Brief outline of main tasks:</b> chn to write a character profile as an Anglo-Saxon in first person</p>	<p><b>Lesson objective (s):</b> To understand why the Vikings invaded Lindisfarne</p> <p><b>Brief outline of main tasks:</b> chn are to make their own news report after Watching video clip and making notes in books: <a href="http://www.bbc.co.uk/education/clips/zcns34j">www.bbc.co.uk/education/clips/zcns34j</a> (on scene reporter/ camera person/ Viking/ Saxon)</p>	<p><b>Lesson objective (s):</b> To understand the importance of the English civil war</p> <p><b>Brief outline of main tasks:</b> (see horrible histories song) Chn are to debate which they believe was the main cause of the English civil war</p>	

Lesson 3	<p><b>Lesson objective (s):</b> To understand how Anglo Saxons have influenced the names of places in Britain.</p> <p><b>Brief outline of main tasks:</b> chn to identify places and the origins of their names (twinkl)</p>	<p><b>Lesson objective (s):</b> To identify a significant person in British history</p> <p><b>Brief outline of main tasks:</b> Chn to make notes then write a biography about Alfred the great</p>	<p><b>Lesson objective (s):</b> To understand the structure of the UK parliament.</p> <p><b>Brief outline of main tasks:</b> chn are to discuss and write about an issue that is important to them that parliament could make progress on.</p>
Lesson 4	<p><b>Lesson objective(s):</b> To understand what Anglo-Saxon settlements and village life was like.</p> <p><b>Brief outline of main tasks:</b> role play as a villager in an Anglo-Saxon village and talk about what life is like – jobs to be done. Dare and label the inside of an Anglo-Saxon home.</p>	<p><b>Lesson objective (s):</b> To identify what daily life was like during the Viking era</p> <p><b>Brief outline of main tasks:</b> Groups are to be ‘experts’ on a particular subject (food/ clothes/ men and women/ children and toys or past times/ slaves). Will then share their information with others</p>	<p><b>Lesson objective (s):</b> To understand the roles of the House of Commons and the House of Lords</p> <p><b>Brief outline of main tasks:</b> chn are to write about who they would nominate to be a life peer and work in the House of Lords to help make the laws.</p>
Lesson 5	<p><b>Lesson objective (s):</b> <i>To use historical evidence to draw some conclusions about the people in the Sutton Hoo burial</i></p>	<p><b>Lesson objective (s):</b> To identify what daily life was like during the Viking era</p> <p><b>Brief outline of main tasks:</b> Chn are to write a non-chronological report about Viking life</p>	<p><b>Lesson objective (s):</b> To understand what is involved in parliamentary debating and why it is important</p> <p><b>Brief outline of main tasks:</b> Chn are to hold a House of Commons style debate</p>

	<p><b>Brief outline of main tasks:</b> Chn are to identify one of the people who would have been on the boat and their items. What does this tell us about the men?</p>			
Lesson 6	<p><b>Lesson objective (s):</b> To understand the religious beliefs and practices of the early Anglo-Saxon people.</p> <p><b>Brief outline of main tasks:</b> chn to role play as one of the gods (having researched first) before debating which is the most memorable and why. (twinkl)</p>	<p><b>Lesson objective (s):</b> To explain my understanding of the Anglo-Saxon era</p> <p><b>Brief outline of main tasks:</b> complete assessment</p> <p><b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>	<p><b>Lesson objective (s):</b> To understand the importance of the Suffragette movement</p> <p><b>Brief outline of main tasks:</b> chn are to debate whether or not Emily Pankhurst should have been convicted for inciting violent acts.</p> <p><b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>	
Lesson 7	<p><b>Lesson objective (s):</b> To explain my understanding of the Anglo-Saxon era</p> <p><b>Brief outline of main tasks:</b> complete assessment <b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>	Term end	Term end	
Lesson 8	<p><b>Lesson objective (s):</b> Black history week</p>			

	<b>Brief outline of main tasks:</b>				
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