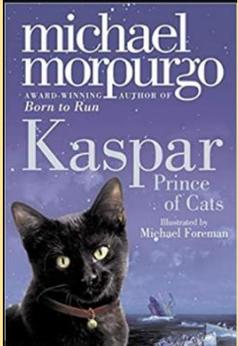
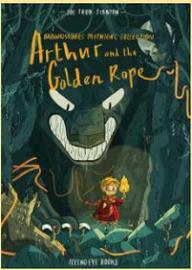
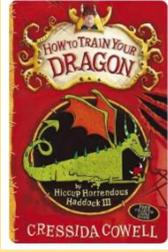
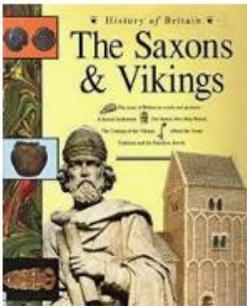


History Year Planner Year 4

Term	Autumn 2	Spring 1	Spring 2	Summer 1
Topic or Stand-Alone?	Topic: Titanic	Stand-Alone (Brief)	Topic: What is on our Doorstep?	Topic: Sailors, Raiders and Traders!
History unit NC focus	Study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	Britain's settlement by Anglo-Saxons and Scots.	A local history study.	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.
Shared Reading Text:	 <p>Links</p>	 <p>Links to Summer 1</p>	 <p>Doesn't link</p>	 <p>Links</p>

Additional Reading:			 <p>Local History link with Heligan Gardens.</p>	 <p>Non-Fiction Extracts</p>
Writing Links & Other Wider Curriculum Links:	<ul style="list-style-type: none"> • Recount – diary extracts • Science – Electricity (Morse Code) 		<ul style="list-style-type: none"> • Visit to Lanhydrock House • Create a guide for children visiting Lanhydrock House 	<ul style="list-style-type: none"> • Non-chronological reports • Visit Maritime Museum in Falmouth to complete Viking Workshops
Enquiry Questions:	<p>Who was really responsible for the sinking of the Titanic?</p>	<p>Were the dark ages really dark?</p>	<p>What was it like to live at Lanhydrock House in the 1900s?</p>	<p>Does Alfred deserve to be called the 'Great'?</p> <p>Did the Vikings make a difference to Britain?</p>
Knowledge content (4)	<ul style="list-style-type: none"> • I know when, how and why the Titanic sunk. • I know about the different classes' 	<ul style="list-style-type: none"> • I know about the Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire. 	<ul style="list-style-type: none"> • I can show knowledge and understanding by describing features of past societies and periods. 	<ul style="list-style-type: none"> • I have a brief understanding of the Scots. • I understand how and why the Vikings invaded

	<p>experiences on board the Titanic.</p> <ul style="list-style-type: none"> • I know the significance of the Titanic sinking and the impact after this tragedy. 	<ul style="list-style-type: none"> • I know about Anglo-Saxon art and culture. • I know about the Anglo-Saxon laws and justice. 	<ul style="list-style-type: none"> • I can study a site dating from a period beyond 1066 that is significant in the locality. 	<p>Britain and fought the Anglo-Saxons.</p> <ul style="list-style-type: none"> • I know who Alfred the Great was and how he impacted the Anglo-Saxons reign in Britain. • I know what Viking warriors were like. • I know if the Vikings made a difference to Britain.
Skills content (2)	<ul style="list-style-type: none"> • I can place the order of events in chronological order using dates and times. • I can use evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> • I can give reasons why there may be different accounts of history. • I can show knowledge and understanding by describing features of past societies and periods. <i>(Examples: Art Sutton Hoo and extracts from 'The Dig' on Netflix.)</i> • I can ask questions such as 'What was it like for a during 	<ul style="list-style-type: none"> • I can give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. • I can use more than one primary source of evidence for historical enquiry in order to gain more accurate understanding of history. 	<ul style="list-style-type: none"> • I can compare the life of Anglo-Saxons to Vikings in Britain. • I can use subject specific words such as monarch, settlement, invader etc... accurately. • I can name and place dates of significant events from the past on a timeline.

		<p>.....?' 'Who wore a.... like this....?'</p> <ul style="list-style-type: none"> I understand what a primary source of evidence is. 	<ul style="list-style-type: none"> I can ask questions such as 'what was it like for a during?' I can discuss the most appropriate way to present information, realising that it is for an audience. 	
Sequence of Lessons	<p>L1 = What is the Titanic? When, where and how it was made?</p> <p>L2 = The size, layout and features of the Titanic and the classes different experiences through their ticket prices.</p> <p>L3 = Timeline of the Titanic's journey.</p> <p>L4 = The tragic event!</p> <p>L5 = The significance of this tragic event.</p>	<p>Mini Pre-Assessment: Prediction of their thoughts about the Anglo-Saxons.</p> <p>L1 = Briefly, recap the Romans learning from Year 3. The Roman withdrawal from Britain in 410 AD and the fall of the Roman Empire.</p> <p>Historical investigation based on a range of artefacts (primary resources.) Children to come up with their own questions: e.g. What is this? Who designed this? Who wore this? Where were they found?</p>	<p>L1 = Fact finding about Lanhydrock House. E.g. Location, age, families who lived there etc...</p> <p>L2 = Creating questions to ask on our visit to Lanhydrock House.</p> <p>L3 = Visit Lanhydrock House to gain answers to their historical questions and to observe and study primary sources.</p> <p>L4+5 = Creating a guide for children to visit Lanhydrock House focusing on certain features of a past society. Title: What was it like to live at Lanhydrock House in the 1900s?</p>	<p>L1 = Recap through Revisiting Broader Curriculum Time – Anglo Saxons from Spring 1. 'Britain after the Romans'</p> <p>L2 = A brief introduction to the Scots.</p> <p>L3 = The Coming of the Vikings.</p> <p>L4 = Bold Seafarers</p> <p>L5 = The Danes (Vikings) Move into England.</p> <p>L6 = Alfred of Wessex / The Kingdom of Wessex. Does Alfred deserve to be called the 'Great'?</p>

	<p>L6 = Who was responsible for the sinking?</p> <p>L7 = The impact on society today.</p>	<p>L2 = Introduce the burial site discovered in 1939 in Sutton Hoo, Suffolk. Cover the work of archaeologists. Understand who the Anglo-Saxons were, why they came and how they were great craft workers.</p> <p>L3 = Anglo-Saxon Crime and punishment.</p> <p>L4 = How has the Anglo-Saxons impacted life in Britain? 'Were the dark ages really dark?' Look back at pre-assessment before answering our enquiry question.</p> <p>L5 = A brief introduction to the Scots.</p>		<p>L7 = Jorvik, A Viking City</p> <p>L8 = The end of the Vikings and the start of the Normans.</p> <p>L9 = Timeline summary of our Unit + Did the Vikings make a difference to Britain?</p>
Vocabulary	<p>Titanic Captain Edward J Smith White Star Line Marconi Room telegram unsinkable 1st class 2nd class</p>	<p>Anglo-Saxons Scots Romans culture artefacts burial site Sutton Hoo 'The Great Buckle' 'The Alfred Jewel'</p>	<p>Lanhydrock House Bodmin Robartes servants World War 1 evacuees Victorian House Garden / wooded estate Winston Churchill</p>	<p>Vikings Anglo-Saxons Alfred the Great Scandinavia invaders monarch pagan jarl longship</p>

	3 rd class voyage starboard luxury/palatial listing distress	jewellery metal work – niello coins brooch tapestry law justice punishment Dark Ages archaeologist		settlers raids Danegeld Jorvik burhs merchants AD (Anno Domini) BC (Before Christ)
Resources		https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqky	https://www.nationaltrust.org.uk/lanhydrock/lists/lanhydrocks-early-history	