



History Medium Term Plan

One event or person in history can lead to a lifelong change.

Year 4 History LTP	Autumn	Spring	Summer
Title	Invasion, Invasion, Invasion How did the invasions of the Anglo Saxons and Vikings change the life for everyday people?	Our Right to Write How has school changed for British children since the Victorian era?	Remarkable Redditch How did the humble needle make Redditch famous?
Values	Hope, justice, resilience	Resilience, hope, humility	Hope, resilience
Concepts	Pivotal Pioneers Lasting legacies Everyday life	Pivotal Pioneers Lasting Legacies	Lasting Legacies Life for everyday people
Link to programme of study	Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: ☐ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ☐ Scots invasions from Ireland to north Britain (now Scotland) ☐ Anglo-Saxon invasions, settlements and kingdom	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Significant historical events, people and places in their own locality.

	<p>s: place names and village life ☒</p> <p>Anglo-Saxon art and culture ☒</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>		
<p>What we need to know</p>	<p>Like the Romans, Anglo Saxons were gradually converted to Christianity from Paganism by Augustine, who became the first Archbishop of Canterbury.</p> <p>There were distinct classes of people in Anglo Saxon England: cyning (king), thanes (his advisers), and ceorls (peasants). Slaves were at the bottom of the hierarchy, and women were not much more important.</p> <p>Sutton Hoo is an archaeological site in East Anglia that houses many artefacts that tell us about Anglo Saxon life.</p> <p>Many words we use today came from Anglo Saxon traditions, e.g. days of the week. Power, empire and democracy</p> <p>Anglo Saxon Britain was ruled by five kings, who each ruled a different kingdom. They</p>	<p>In the history of the United Kingdom and the British Empire, the Victorian era was the period of Queen Victoria's reign, from 20 June 1837 until her death ...</p> <p>Everyday life for children varied significantly between rich and poor children.</p> <p>Life for Victorian children was very different from our lives today. Children in rich households had toys to play with and did not have to work, but children in poor households often had to work long hours in difficult, dangerous jobs. They didn't have toys to play with but sometimes made their own.</p> <p>At the start of the Victorian era, very few children actually attended school. Children from rich families would be educated at home by a governess (a female teacher). At the age of ten, boys would go to public schools, such as Eton or Harrow, and girls would continue their education at home.</p> <p>Later in Queen Victoria's reign a number of day schools had begun, including the British Schools, and the Ragged Schools (so called</p>	<p>That our wonderful town of Redditch has a fascinating history to be proud of.</p> <p>Redditch was once the producer of 90% of the world's needles.</p> <p>Forge Mill Needle Museum was opened by Queen Elizabeth II in 1983 and is housed in a 18th-century mill.</p> <p>The museum shows how trade was carried out during Victorian times.</p> <p>Workers in Victorian times faced difficult conditions.</p> <p>The mill is the only surviving scouring mill in the world. It was used to polish the needles and has been restored to show how the polishing was carried out 150 years ago.</p> <p>The museum is located besides the remains of Bordesley Abbey, a 12th-century monastery.</p> <p>In 1140 a group of Cistercian monks from Garendon Abbey in Leicestershire were granted land in the Arrow Valley by the Earl</p>

	<p>were often at war with each other, and many weapons were found at Sutton Hoo.</p> <p>What happened during the Lindsifarne raids and what was the impact?</p> <p>The Vikings were settlers as well as warriors. Many of the Viking raiders would eventually bring their families over from Scandinavia. This area of Britain was called Danelaw.</p> <p>Who was Alfred the Great; how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.</p> <p>What the events surrounding the death of King Edmund in 1016 were and how this led to the Battle of Hastings and the Norman conquest.</p> <p>How Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country</p>	<p>because of the tattered clothes worn by poor pupils).</p> <p>In 1870 a law was passed saying that children aged between 5 and 10 had to attend weekday school. The leaving age was raised to 11 in 1893. Even so, many children were kept away from school by parents and employers who would rather have them earning money.</p> <p>Victorian teachers were strict and punishments severe.</p> <p>Dr Barnardo, aka Thomas John Barnardo was a 19th century philanthropist who helped over 60,000 children to find home and education. He founded numerous homes for poor, orphan or sick children as well as wrote almost 200 books that dealt with charitable topics.</p> <p>Although there are some controversies surrounding the methods of his work, he's still an emblematic figure when it comes to people who devoted their lives to support children in need.</p> <p>His legacy is significant; the Barnardo's charity is one of the most influential ones in the UK today.</p> <p>*This would make a great link to the History of St Luke's (I have limited knowledge here)</p>	<p>of Worcester. This enabled the monks to found Bordesley Abbey and turn the Arrow Valley into a place suitable for a monastery.</p> <p>Archaeological evidence shows the grounds were very marshy initially, unsuitable for the building of a large abbey, so they dug a complex drainage system.</p> <p>Excavations show the first buildings were made of wood before being replaced with stone buildings.</p> <p>The 'Night Stairs' are still visible; they were named this because monks used them to get to the church service at 2am!</p> <p>The Abbey had about 20 farms/granges which gave it its wealth, producing cereals and wool.</p> <p>In 1538 Henry VIII dissolved the monastic houses and Bordesley was demolished and the estates sold.</p> <p>The ruins remained buried until JM Woodward excavated them in 1864.</p>
--	--	---	--

		and a comparison of everyday life in their school compared to Victorian times.	
Building on what we know	<p>The Fall of Rome didn't happen in a day, it happened over a long period of time. There are a number of reasons why the empire began to fail.</p> <p>Some of these reasons were:</p> <ul style="list-style-type: none"> • Politicians and rulers of Rome became more and more corrupt. • Civil wars and infighting within the Empire. • The Empire became so large it became difficult to govern. <p>The next 500 years would be known as the Dark Ages of Europe.</p>	<p>That children and people have not always been treated fairly (links to how Mary was treated during Crimean War).</p> <p>That everyday life was not always a positive experience for people, especially if they were poor.</p>	<p>That Redditch is also well known for its annual carnival.</p> <p>That leaders can make decisions that have an impact on others.</p> <p>That life was very different in 1100s</p> <p>How to plot on a timeline – events that they have studied before and after these dates.</p>
Cross curricular opportunities	<p>Literacy: Diary entry of a ceol</p> <p>Recount of Battle of Hastings</p> <p>Geography: Map work</p>	<p>Persuasive letters, diary entries</p> <p>Computing: Looking at census and using it to make inferences</p>	<p>Persuasive advert for Bordesley Abbey/Forge Mill Needle Museum.</p> <p>Visit to the museum and abbey.</p>

Vocabulary	Christianity, Power, empire and democracy, pagan, invasion, hierarchy, ceorl, thane cyning, Democracy, warfare, Europeans, treaty, Danelaw, unification, invasion	Education, Barnardo, Victorians, philanthropist, influential, governess, British Empire.	Abbey, monk, monastery, excavate, estate, producer, dissolved, grange, Cistercian
Quick fire 5	<p>When was the Anglo Saxon era?</p> <p>What was a: Ceorl Thane King</p> <p>What was so significant about the Sutton Hoo findings?</p> <p>What was Danelaw?</p> <p>What happened at the Battle of Hastings?</p>	<p>When was the Victorian era?</p> <p>What was the school experience like for: Rich children? Poor children?</p> <p>What did Dr Barnardo do to help?</p> <p>Why did some parents not send their child to school?</p> <p>How does the school experience and laws differ to that of today?</p>	<p>What can you tell me about Forge Mill Needle Museum?</p> <p>Who opening it?</p> <p>What was the mill used for?</p> <p>Tell me what you know about Bordesley Abbey?</p> <p>Who contributed to it being demolished?</p>
Disciplinary Knowledge	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To start to know what type of sources will be available for different time periods. • To know that there may be different interpretations of the same event/time period. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To start to know what type of sources will be available for different time periods. • To know that there may be different interpretations of the same event/time period. 	<p>Sources and evidence</p> <ul style="list-style-type: none"> • To know that people's opinions can shape their view of a historical event. • To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion.

	<ul style="list-style-type: none"> • To know that as more evidence about a period is found historians interpretations of that period might change. • To be able to use different interpretations to gain a wider picture of key people and time periods. • To be able to use evidence to justify their opinions • To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. • To be able to compare what things continued to be the same between these periods. • To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> • To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. • To be able to compare what things continued to be the same between these periods. • To be able to compare how things changed during and between these time periods <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • To be able to identify some similarities and differences between 	<ul style="list-style-type: none"> • To know that as more evidence about a period is found historians interpretations of that period might change. • To be able to use different interpretations to gain a wider picture of key people and time periods. 	<ul style="list-style-type: none"> • To be able to use evidence confidently to justify their opinions. Change and continuity • To be able to identify the change and continuity within their local area. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • To identify similarities and differences between our local area now and in the past. <p>Cause and consequence</p> <ul style="list-style-type: none"> • To be able to identify and explain how and why Redditch has changed <p>To understand chronology</p> <ul style="list-style-type: none"> • To be able to use timelines to place the key events in history.
--	---	--	--

	<p>Ancient Greece, Roman Britain and Anglo Saxon and Viking Britain.</p> <p>Cause and consequence</p> <ul style="list-style-type: none">• To investigate why groups of civilisations moved to different areas and the impact they had on them. <p>Historical significance</p> <ul style="list-style-type: none">• To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none">• To be able to use a class timeline locate and plot periods in time.• To know what is happening in different areas of the world at the same time as the period in time they are covering.• To explore what is meant by 'ancient' and 'modern' in depth and explore the difference.• To know when to use BC and AD.• To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period.		
--	---	--	--