

• History: Year 4 KAPOW

National Curriculum links:

- 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
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Anon-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Sequence of lessons:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
How have children's lives changed?	British history 3: What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the ancient Maya impact their society and beyond?
Remembrance Lesson: How can we remember the children who were affected by war?	Who were the Anglo-Saxons and the Scots? To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	How did the ancient Maya settle in a rainforest? To explore the challenges faced by the ancient Maya when settling in the rainforest.
What do sources tell us about how children's lives have changed? To identify the continuities and changes to children's lives using a range of sources.	What did Anglo-Saxon settlements look like? To identify change and continuity in Iron Age and Anglo-Saxon settlements.	How important was chocolate to the ancient Maya? To infer how the ancient Maya valued and used cacao by exploring historical artefacts.
Why did Tudor children work and what was it like? To investigate why Tudor children worked and what working conditions were like.	What does Sutton Hoo tell us about Anglo-Saxon life? To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	What did the ancient Maya believe? To describe the role of Maya gods and goddesses by studying images and scenarios.
What were children's jobs like in Victorian England? To research and record the working conditions of Victorian children using reports and images.	How did Christianity arrive in Britain? To identify how Christianity spread in Britain in the Anglo-Saxon period.	How did the Maya reflect world beliefs in their inventions? To develop recording skills through exploration of ancient Maya inventions.
How did Lord Shaftesbury help to change the lives of children? To evaluate Lord Shaftesbury's significance to children's lives.	Was King Alfred really 'Great'? To explore bias by evaluating sources about Alfred the Great.	What do remains tell us about ancient Maya cities? To make deductions about an ancient Maya city by exploring remains.
How and why has children's leisure time changed?	How did Anglo-Saxon rule end?	What caused the decline of the ancient Maya cities?

To explore the changes in children's leisure time using a range of sources.	To evaluate how and why Anglo-Saxon rule ended.	To evaluate historians' claims on the decline of the ancient Maya cities.
What were the diseases children caught and how were they treated? To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.		

Key vocabulary:

apprentice, childhood, class, continuity, deduction, law, master, modern, poorer, poverty, servant, significance, wealthier, working conditions, archivist, bacteria, bird scarer, bill, change, cholera, compare, disease, Factory Acts, flu, gin, government, historian, hurrier, infection, leisure, leisure activities, Modern period, observation, Parliament, plague, primary source, ragged schools, reform, secondary source, smallpox, textile mill, trapper, treatments, Tudor period, vaccine, Victorian period, virus.

cause, change, consequence, continuity, convert, deduction, evidence, invasion, kingdom, missionary, monastery, primary source, secondary source, settlement, archaeological find, Aidan, Augustine, bias, Christian saint, claimant, Columba, daub, inference, pagan, Raedwald, settler, wattle, Wessex, William of Normandy.

achievement, afterlife, ancient, civilisation, creation, currency, decline, gods/goddesses, historian, ritual, settlement, trade, abandon, ambiguous, archaeological remains, archivist, archive, ballgame, cacao, categorise, Ceiba tree, Chaac, change, city-state, classic period, climate, climate change, cultivate, deforestation, deity, drought, evaluate, elite, farming, flint, glyph, grand plaza, indigenous, invention, Itzamná, K'awiil, Kinich Ahau, Kukulcan, Mesoamerica, overpopulation, Postclassic Period, preserve, prove, recording, ruins, sacbe, society, stela, terrain, theory, vegetation.