



## Year Four History Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Term 1</b>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p><b>Lesson 1: Who were the Anglo-Saxons?</b></p> <p><b>LO:</b> To understand why the Anglo-Saxons invaded Britain. <b>KS2: Hi 3 &amp; 4</b></p> <p><b>Big Idea (Aspect):</b></p> <p>Significance (Significant Event) Change (British History) Humankind (Everyday life, Civilisation) Place (Local history)</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p><b>Lesson 2: How did the Anglo-Saxons settle in Britain?</b></p> <p><b>LO:</b> To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. <b>Hi 3 &amp; 4</b></p> <p><b>Big Idea (Aspect):</b></p> <p>Change (British History) Humankind (Everyday life, Civilisation) Place (Local history)</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p><b>Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life?</b></p> <p><b>LO:</b> To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. <b>Hi 3 &amp; 4</b></p> <p><b>Big Idea (Aspect):</b></p> <p>Investigation (Investigate and interpret evidence) Humankind (Everyday life, Civilisation) Place (Local history)</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p><b>Lesson 4: How did Christianity arrive in Anglo-Saxon England?</b></p> <p><b>LO:</b> To understand how Anglo-Saxons converted to Christianity. <b>Hi 3 &amp; 4</b></p> <p><b>Big Idea (Aspect):</b></p> <p>Significance (Significant Event) Change (Changes over time, Chronology) Humankind (Everyday life, Civilisation) Place (Local history)</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p><b>Lesson 5: Was King Alfred really great?</b></p> <p><b>LO:</b> To create an interpretation of Alfred the Great. <b>Hi 3 &amp; 4</b></p> <p><b>Big Idea (Aspect):</b></p> <p>Significance (Significant People) Creativity (Report and conclude) Investigation (Investigate and interpret evidence) Humankind (Everyday life, Civilisation) Place (Local history)</p>	<p>History: British History 3: How hard was it to invade and settle in Britain?</p> <p><b>Lesson 6: How did Anglo-Saxon rule end?</b></p> <p><b>LO:</b> To understand how Anglo-Saxon rule ended. <b>Hi 3 &amp; 4</b></p> <p><b>Big Idea (Aspect):</b></p> <p>Significance (Significant Event) Investigation (Investigate and interpret evidence) Humankind (Everyday life, Civilisation) Place (Local history)</p>
<b>Term 2</b>						



## Year Four History Overview for the Year

Term 3	History: British History 4: Were the Vikings raiders, traders or settlers?	History: British History 4: Were the Vikings raiders, traders or settlers?	History: British History 4: Were the Vikings raiders, traders or settlers?	History: British History 4: Were the Vikings raiders, traders or settlers?	History: British History 4: Were the Vikings raiders, traders or settlers?	History: British History 4: Were the Vikings raiders, traders or settlers?
	Lesson 1: Why did the Vikings come to Britain?	Lesson 2: What do we know about the Vikings?	Lesson 3: How did the Vikings travel?	Lesson 4: Were the Vikings raiders or traders?	Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?	Lesson 6: What was Viking life in Britain like?
	<b>LO:</b> To explain when and why the Vikings came to Britain.	<b>LO:</b> To evaluate the validity of a source.	<b>LO:</b> To explore the features of Viking longboats.	<b>LO:</b> To examine why trading was important to the Vikings.	<b>LO:</b> To extract and interpret information from many sources.	<b>LO:</b> To extract and interpret information from many sources.
	<b>KS2: Hi 4</b> <b>Big Idea (Aspect):</b> Significance (significant events) Change (British History, Chronology)	<b>KS2: Hi 4</b> <b>Big Idea (Aspect):</b> Humankind (Hierarchy and power) Place (Local History) Creativity (Communication) Investigation (investigate and interpret evidence)	<b>KS2: Hi 4</b> <b>Big Idea (Aspect):</b> Humankind (civilisations) Creativity (Communication) Materials (artefacts and sources)	<b>KS2: Hi 4</b> <b>Big Idea (Aspect):</b> Significance (significant events) Humankind (civilisations) Creativity (Report and conclude) Investigation (investigate and interpret evidence)	<b>KS2: Hi 4</b> <b>Big Idea (Aspect):</b> Significance (significant events) Change (British History, Chronology) Humankind (civilisations) Place (Local History) Creativity (Communication) Investigation (investigate and interpret evidence)	<b>KS2: Hi 4</b> <b>Big Idea (Aspect):</b> Change (British History) Humankind (Civilisations, Hierarchy and power, everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence)



## Year Four History Overview for the Year

Term 4						
Term 5	<p>History: How have children's lives changed?</p> <p><b>Lesson 1: What do sources tell us about how children's lives have changed?</b></p> <p><b>LO:</b> To identify how children's lives have changed using a range of sources. <b>KS2: Hi 6</b></p> <p><b>Change (changes over time)</b> <b>Materials (artefacts and sources)</b> <b>Creativity (communication)</b> <b>Investigation (investigate and interpret evidence)</b> <b>Comparison (compare and contrast)</b></p>	<p>History: How have children's lives changed?</p> <p>Lesson 2: Why did Tudor children work and what was it like?</p> <p><b>LO:</b> To understand why children worked in Tudor times and what working conditions were like. <b>KS2: Hi 6</b></p> <p><b>Change (chronology)</b> <b>Creativity (communication)</b> <b>Investigation (investigate and interpret evidence)</b> <b>Humankind (everyday life)</b></p>	<p>History: How have children's lives changed?</p> <p>Lesson 3: What jobs did children have in Victorian England and what were they like?</p> <p><b>LO:</b> To understand the types of jobs Victorian children had and their working conditions. <b>KS2: Hi 6</b></p> <p><b>Change (chronology)</b> <b>Investigation (investigate and interpret evidence)</b> <b>Place (local history)</b> <b>Humankind (civilisation)</b> <b>Significance (significant events)</b></p>	<p>History: How have children's lives changed?</p> <p>Lesson 4: How did Lord Shaftesbury help to change the lives of children?</p> <p><b>LO:</b> To understand how Lord Shaftesbury changed children's lives. <b>KS2: Hi 6</b></p> <p><b>Change (change over time, chronology)</b> <b>Investigation (investigate and interpret evidence)</b> <b>Humankind (civilisation)</b> <b>Significance (significant people and events)</b></p>	<p>History: How have children's lives changed?</p> <p>Lesson 5: How and why has children's leisure time changed?</p> <p><b>LO:</b> To understand how and why children's leisure time has changed. <b>KS2: Hi 6</b></p> <p><b>Change (change over time, chronology)</b> <b>Materials (artefacts and sources)</b> <b>Creativity (report and conclude)</b> <b>Investigation (investigate and interpret evidence)</b> <b>Comparison (compare and contrast)</b> <b>Humankind (civilisation)</b></p>	<p>History: How have children's lives changed?</p> <p>Lesson 6: What were the diseases children caught and how were they treated?</p> <p><b>LO:</b> To understand which diseases children caught and how they were treated. <b>KS2: Hi 6</b></p> <p><b>Investigation (investigate and interpret evidence)</b> <b>Humankind (everyday life)</b> <b>Significance (significant events)</b></p>



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	Humankind (hierarchy and power)					
Term 6						