



History Enquiry Organisers
Year 4, Cycle A

Autumn 1 – Local History [River Great Ouse]

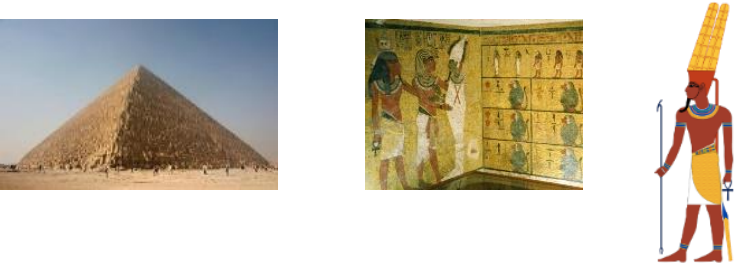
Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> How our school badge represents the local river and the “Muddy hoard” of coins found in 2018 dates back to the Roman period in 274AD. The muddy hoard was found near the King of Belgians pub and is kept in The British Museum. Settlements are built around rivers because of water, fertile lands for agriculture, transportation routes and defence benefits. Maps show changes in Huntingdon over time and identify some features that have changed e.g the bridges from wood from felled trees to stone. People have used our local river [River Great Ouse] for survival, travel and transport, and leisure from the Stone Age to modern day. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Stone bridges were built along the River Great Ouse during Medieval Britain in 1000-1500AD. The Old Bridge that connects Godmanchester to Huntingdon was built in 1332 for pedestrians an horse drawn transport. The River Great Ouse was used for trade from 1600AD. Huntingdon was originally a market town. The Ouse and Ermine Street were important for travel and trade. Huntingdon was a coaching centre and had as many a 6 coaches daily to London. Different boats travelled along the River Ouse during different time periods. Boats have changed over time. 	<ul style="list-style-type: none"> Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Draw together information from sources about the complexity of life in the past. Begin to ask and answer their own questions on sources. independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). comment on the usefulness and reliability of a range of sources for particular enquiries. 	<ul style="list-style-type: none"> Placing people, events and objects in chronological order. Gathering information from sources to ask and answer questions. Comparing different historical sources and understanding the past can be represented in different ways. Using the words ‘past’ and ‘present’ to talk about an event with confidence.

Vocabulary:	Images:
<p>AD: Anno Domini meaning “in the year of our Lord” referring to Jesus Christ.</p> <p>Artefact: objects made by humans.</p> <p>Anglo-Saxons: three tribes [the Angles, Saxons, and Jutes] who came to Britain from parts of Germany and Denmark in 449AD.</p> <p>Bridges: a structure across a river.</p> <p>Chronology: putting events or dates in order</p> <p>Danes: people who came to Britain from Denmark in 865AD.</p> <p>Medieval: relating to the Middle Ages [500AD-1500AD]</p> <p>Past: gone by in time</p> <p>Present: existing or occurring now</p> <p>Prehistoric: a time period before written records.</p> <p>Settlement: a place where people live.</p> <p>Source: a place, person or thing that you can find information from</p> <p>Stone-Age: a prehistoric time period when weapons and tools were made of stone.</p> <p>Timeline: a list of events in the order that they happened</p> <p>Time period: the length of time during which something happens.</p> <p>Trade: buying and selling goods and services in exchange for money.</p>	 

History Enquiry Organisers Year 4, Cycle A

Autumn 2 – Ancient History [Egyptians]




Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> The difference between BC and AD. Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. Egyptians lived around the River Nile because it provided fertile soil [Black Land] for farming and it was safe to live as they were protected from enemies due to the desert. The Ancient Egyptians built pyramids around 3000BC. The ruler of Ancient Egypt was called a Pharaoh. Egyptians believed Pharaoh was a God. An Archaeologist investigates and excavates archaeological sites. Howard Carter was a British Archaeologist who discovered the remains of Tutankhamun in a tomb in 1922. Egyptians wrapped each limb of a dead body in white cloth because they wanted to stop it from decaying and preserve the body. The Egyptians worked out a way to remove all the moisture from the body. This was called embalming. Another word for embalming is mummification. Egyptians put organs into canopic jars. The ankh was an ancient Egyptian symbol of life. Pharaohs were buried in the Valley of the Kings. Amun was the king of the gods of Ancient Egypt. Ra was the god of the sun. Amun-Ra was the most important of all the Egyptian Gods. Egyptians believed ba returned to the body each night. Rosetta stone was discovered with three types of writing on it and was used to decipher meaning. The writing of the Ancient Egyptians is called Hieroglyphics. Some hieroglyphics are carved into a cartouche. 	<ul style="list-style-type: none"> Can sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and the difference. Can comment on the usefulness and reliability of a range of sources for particular enquiries Draw together information from sources about the complexity of life in the past. Begin to ask and answer their own questions on sources. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. Produce structured narratives and descriptions. Describe links between different features in past situations. Can explain why they were certain differences and similarities across time periods. Can explain with confidence the significance of particular causes and effects for many of the key events and developments. 	<ul style="list-style-type: none"> Sequencing events/objects on a timeline with dates. Dividing a timeline into BC (Before Christ) and AD (Anno Domini). Seeing how gaps in evidence can influence interpretations. providing a reason why two accounts of the same event might commenting on a range of possible reasons for differences in a number of accounts. Drawing together information from a range of sources. Asking valid questions for enquiries and answer using several sources. Using sources of information to make statements or judgements. Showing awareness and understanding visually, orally and in writing. Using a wider range of vocabulary when showing awareness. Demonstrating knowledge of causes for events Recognising differences between ways of life in the past. Making valid statements about the main things that stayed the same and the changes occurring within topics. Making valid statements about the main similarities, differences and changes within topics. describing and making valid statements about some similarities, differences and changes occurring within KS1 & LKS2 topics. Selecting what is most significant in a historical account Beginning to explain why. Understanding how sources can be used to answer a range of historical questions.

Vocabulary:	Images:
<p>Archaeologist: somebody who looks at ancient sites and objects to learn about the past.</p> <p>Canopic jars: containers used by Ancient Egyptians.</p> <p>Chronology: putting events or dates in order</p> <p>Civilisation: a large group of people who share certain ways of living and working.</p> <p>Era: a period in history.</p> <p>BC: before Christ.</p> <p>AD: Anno Domini meaning “in the year of our Lord” referring to Jesus Christ.</p> <p>Tomb: a hole in which a dead body is buried.</p> <p>Source: a place, person or thing that you can find information from</p> <p>Hieroglyphics: writing system used in Ancient Egypt.</p> <p>Pharaoh: Ancient Egyptians rulers [like a king or queen]</p> <p>Pyramid: a large structure with four sides that usually slope upward and meet at a point.</p> <p>Preserve: to keep intact and free from decay.</p> <p>Embalming: to treat a dead body so as to protect from decay.</p> <p>Mummification: preserving a body after a person has died.</p>	 <p>The images show a large pyramid in a desert landscape, a wall painting of several figures in traditional Egyptian attire, and a standing figure wearing a tall, yellow and red headdress, holding a staff.</p>

History Enquiry Organisers Year 4, Cycle A

Spring 1 – British History [Stone Age]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Hundreds of thousands of years ago [approx.. 3000BC], the island of Great Britain was connected to Europe by a land-bridge The land bridge was called Doggerland. Hundreds of thousands of years ago, humans lived in caves. Humans learned to make fire in caves, they used it to cook food and keep warm and deter predators. Our human ancestors were nomadic. Our human ancestors walked to find food and gathered or hunted it. Our nomadic ancestors had to learn which foods they could eat, and which foods they could not eat. Our ancestors hunted animals and hunted fish using sharp tools. Tools were made from stone, or wood and or from a bone that was sharpened through grinding or polishing. Our human ancestors drew pictures in caves without any words. Stone Age peoples used earth ochres and manganese to make cave paintings. Skara Brae is a Stone Age village in the Orkney Islands. Stone Age homes were caves, huts or tepees and animal bone and skin structures to support Nomadic life. Stone Age homes had a hearth in the middle of the home where the fire was lit. Stonehenge is a prehistoric settlement of rock with mounds nearby. Stonehenge took over 800 years to put together. Some of our human ancestors believed that the Sun and the Moon had special powers. The longest day of the year is called Midsummer's Day. The shortest day of the year is called Midwinter's Day. How to transport large stones in a prehistoric way from one place to another. A mammoth was important Stone age people and why. The average life span of Stone Age people was about 35 years. 	<ul style="list-style-type: none"> Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction. Comment on a range of possible reasons for differences in several accounts (e.g. explain how and why there were different viewpoints about X). Draw together information from sources about the complexity of life in the past. Begin to ask and answer their own questions on sources. Independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. Produce structured narratives and descriptions. Describe links between different features in past situations. Explain why certain changes and developments were of particular significance within topics and across time periods Explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). Comment on the usefulness and reliability of a range of sources for particular enquiries. 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Drawing together information from sources about the complexity of life in the past. Beginning to ask and answer their own questions on sources. Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.

Vocabulary:	Images:
<p>land-bridge: a piece of narrow land to connect separate areas</p> <p>ancestors: someone who lived a long time ago</p> <p>nomadic: people who move from place to place and do not stay in the same place</p> <p>tools: a piece of equipment that you use to help you</p> <p>hunter-gatherers: people who ate from wild fruits growing near to where they lived</p> <p>Stone Age: a prehistoric period where stone was used in many ways to e.g tools</p> <p>mammoths a large extinct woolly mammal like an elephant</p> <p>pre-historic: means <i>before</i> history, <i>before</i> humans started to write things down</p> <p>Skara Brae: is a Stone Age village in the Orkney Islands</p> <p>mounds: built from soil and stone in the Stone Age</p> <p>Stonehenge: prehistoric stone monument in Wiltshire</p> <p>substantiated responses: a response linked to evidence</p> <p>structured narrative: a written response with links to the historical knowledge learnt</p> <p>Midsummer's Day: a day in the middle of the summer that is the longest day with most daylight</p> <p>Midwinter's Day: a day in the middle of the winter that is the shortest day with least daylight</p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div>

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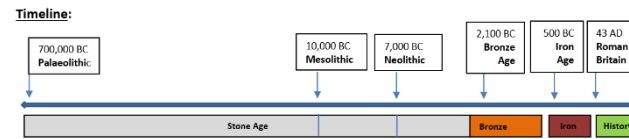
Spring 2 – British History [Iron Age]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> The Iron Age followed the Bronze Age and The Stone Age. The Iron Age is 800 to 43 AD in Britain and varies in other parts of the world The Iron Age ended when the Romans invaded Britain (though Iron was still used after). Iron was tougher than bronze and could be shaped into finer and sharper objects. It required smithing (heating and hammering) to make into tools and implements. It was also more widely available. In the iron age they began to use coins and other pieces of metal for money. Coinage was first minted in Britain around 100 BC. Coins were made of gold, silver and bronze. The Iron Age had bigger towns with better defences. The Iron Age increased wider trading networks and advanced sea travel. People lived in clans that were led by the warrior kings. Warriors fought with a long sword or shield and an oval, wooden shield. They often went into battle wearing blue warpaint. The Iron Age people lived in large farming communities in hillforts. Farming became more advanced due to the iron ploughs called ards were used – they were more efficient, and more land could be farmed. Farmers grew crops and vegetables and kept geese, goats, pigs, cows and sheep. Roundhouses were typical Iron Age circular houses. They had a timber frame, wattle and daub walls and a thatched roof. Iron Age people believed in powerful spirits. The druids gave precious offerings, such as swords and cups, to the spirits. Priests known as druids led religious ceremonies. Druids sacrificed animals and sometimes humans too. 	<ul style="list-style-type: none"> Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. Work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction. Can comment on a range of possible reasons for differences in several accounts (e.g. explain how and why there were different viewpoints about X). Begin to ask and answer their own questions on sources. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. Produce structured narratives and descriptions. Describe links between different features in past situations. Explain why certain changes and developments were of particular significance within topics and across time periods Explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. The Stone Age was approx. 3000BC. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information. Comment on a range of possible reasons for differences in a number of accounts. In the Stone Age tools were made from stone, or wood and or from a bone that was sharpened through grinding or polishing. Stone Age homes were caves, huts or tepees and animal bone and skin structures to support Nomadic life. Stone Age homes had a hearth in the middle of the home where the fire was lit. <i>Some</i> of our human ancestors believed that the Sun and the Moon had special powers.

Vocabulary:

ards: an iron plough for farming
roundhouses: circular structures usually consisting of stone built walls, or wooden posts with wattle-and-daub panels, and a having conical thatched roof.
bronze: a brown metal made of copper and tin
druid: a person that was religious and powerful
pre-historic: means *before* history, *before* humans started to write things down
wattle and daub: wattle (woven wood) and daub (mixture of mud and straw)
defences: a way of protecting form attack
agriculture: The practice of farming and growing crops : (plants).
flint: A type of stone that can be shaped into blades, knives and spears for hunting.
settlement: A place where a group of people live together in many buildings.
tribes: A group of people that live together for protection.
hill fort: settlement surrounded by a wall, on top of a hill.
substantiated responses: a response linked to evidence
structured narrative: a written response with links to the historical knowledge learnt
distinctive or significant: something that stands out from other things




Images:



History Enquiry Organisers Year 4, Cycle A

Summer 1 – Anglo Saxons & Scots & Vikings [Life in Britain]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Romans left Briton in 410AD Once the Romans left, Britons were unable able to fend off any invaders. The Scots were a constant threat and invaded Britian because they wanted more farming land and Britain had fertile land for growing food. Anglo Saxon, Vikings, and Scots invaded Britain because the Romans left. The Anglo Saxons invaded Britain because they lived in a place that was cold and often flooded. The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat. Some Historians suggest that the Anglo Saxons were invited to Britain. The Anglo-Saxons only invaded Britain. In 600AD after many battles there were seven Anglo Saxon kingdoms [Northumbria, Mercia, Essex ,Sussex East Anglia, Wessex and Kent] The Kings of Anglo-Saxon Britain each ruled their own kingdom and the people within. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons. The Anglo Saxons were good farmers and craftspeople. The Vikings invaded Britian because they didn't have enough wealth in Scandinavia to share with their sons. The Vikings invaded Britian because it was warmer and had better land. The Vikings travelled and invaded lots of places. The Vikings were one tribe and came from Scandinavia. The Vikings travelled in longboats and first arrived in Britain around AD 787. The Vikings were very good seamen, and were skilled at farming, fishing, craft work and hunting. The Vikings raided and invaded Britain repeatedly, setting up bases taking land and riches, mainly from monasteries [rich/poorly defended] The Vikings and Anglo Saxons fought many battles in Britain. By 878AD there was just one Anglo Saxon kingdom left [Wessex] as the others had been overrun by the Vikings. The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. Anglo Saxon punishments included paying a fine called wergild. Anglo Saxon punishments were brutal stoning, whipping, and exile, carried out in public to discourage others from committing such crimes. Viking laws were not written down but passed on by word of mouth. Viking punishments could include fines, being outlawed, fighting to the death, or revenge on someone who has killed a family member. 	<ul style="list-style-type: none"> Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Explain historical situations, events, developments and individuals from more than 1 viewpoint. Draw together information from sources about the complexity of life in the past. Begin to ask and answer their own questions on sources. Produce structured narratives and descriptions. Explain with confidence the significance of particular causes and effects for many of the key events and developments. Describe links between different features in past situations. Describe links between different features in past situations. Can explain why they were certain differences and similarities across time periods. Comment on the usefulness and reliability of a range of sources for particular enquiries 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. The Stone Age was approx. 3000BC. The Iron age was 800 to 43AD in Britain. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms.

Vocabulary:	Images:
<p>Conquered: To take control of an area or country by force.</p> <p>Settlement: A place where people make their homes</p> <p>Archaeologist: A person who studies places and objects from the past</p> <p>Raid: A surprise attack</p> <p>Monastery: A place where monks live.</p> <p>Runes: Scripture or writing carved using tools, into stone, bone, wood and metal.</p> <p>Scandinavia: An area in northern Europe that includes countries such as Norway, Sweden, Denmark.</p> <p>Longboats: A type of Viking warship</p> <p>Exile: To be sent away.</p> <p>Invade: To enter and occupy land.</p> <p>Kingdom: An area ruled by a king..</p> <p>Outlawed: Having all property taken away and no longer being able to live in the community.</p> <p>Pagans: A religion where many gods and goddesses are worshipped.</p> <p>Pillaged: To violently steal something.</p> <p>Wergild: A payment system used to settle disputes between a criminal and the victim or their family.</p> <p>outlawed: a terrible punishment that might mean the Viking is banished from society and his property confiscated</p> <p>Wealth: amount of money and possessions someone has.</p> <p>Trade: buying and selling things.</p> <p>Migration: movement of people from one place to another.</p> <p>Fines: a punishment in which a person is ordered to pay a sum of money because they have done something wrong.</p>	<p>The Picts and Scots were a constant threat without Roman support.</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <p>1 Northumbria</p> <p>2 Mercia</p> <p>3 East Anglia</p> <p>4 Wessex</p> <p>5 Essex</p> <p>6 Kent</p> <p>7 Sussex</p> </div> <div style="margin-right: 10px;">  </div> <div style="margin-right: 10px;">  </div> <div>  </div> </div>

History Enquiry Organisers


Year 4, Cycle A

Summer 2 – Anglo Saxons & Scots & Vikings [Alfred the Great]


Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Alfred the Great was the King of Wessex. Alfred the Great was one of the most famous Anglo Saxon Kings and one of the only kings in British history to be called 'Great'. His father was king of Wessex, but by the end of Alfred's reign his coins referred to him as 'King of the English'. Alfred the Great encouraged people to learn and he tried to govern fairly. Alfred the Great was born in 849AD and took the throne in 871AD. To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'. He also built warships to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings. Alfred the Great immediately had to defend his throne from Guthrum, a Viking warlord. Alfred raised an Anglo-Saxon army that defeated the Vikings at the Battle of Edington after many battles. Alfred the Great made peace so that English and Vikings settled down to live together. Alfred and Guthrum agreed to peace with a treaty and to divide up the country into parts ruled by the Saxons and by the Vikings. Alfred kept Wessex in the southwest, Guthrum took the Viking lands in the North East, known as the Danelaw. Alfred the Great translated books from Latin, which only a few people could understand, into English, so more people could read them. Alfred the Great encouraged people to learn and he tried to govern fairly. Alfred's coins name him as the 'King of the English'. During his reign he was advised by a council of nobles and church leaders. This council was called the Witan. Christianity slowly became the main religion in Britain. Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. Alfred died in AD899 and was buried at his capital city of Winchester. 	<ul style="list-style-type: none"> Can sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Can explain historical situations, events, developments and individuals from more than 1 viewpoint. Begin to ask and answer their own questions on sources. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. Produce structured narratives and descriptions. Can explain with confidence the significance of particular causes and effects for many of the key events and developments. Describe links between different features in past situations. Can explain why certain changes and developments were of particular significance within topics and across time periods Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). Can comment on the usefulness and reliability of a range of sources for particular enquiries. 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. The Stone Age was approx. 3000BC. The Iron age was 800 to 43AD in Britain. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Romans left Briton in 410AD In 600AD after many battles there were seven Anglo Saxon kingdoms [Northumbria, Mercia, Essex, Sussex, East Anglia, Wessex and Kent] The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat. The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons. The Anglo-Saxons only invaded Britain. The kings of Anglo-Saxon Britain each ruled their own kingdom and the people within. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. The Vikings and Anglo Saxons fought many battles in Britain. By 878AD there was just one Anglo Saxon kingdom left [Wessex] as the others had been overrun by the Vikings. Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. Understand how sources can be used to answer a range of historical questions.


Vocabulary:
<p>Anglo-Saxons Main group of people living in Britain when the Vikings arrived</p> <p>Chieftain The leader of a village or small group of people</p> <p>Realm Space or area</p> <p>Treaty Written agreement between to different groups of people</p> <p>Massacre A killing of many people at once</p> <p>Invader People who invade another country or place by force.</p> <p>Anglo-Saxons: main group of people living in Britain when the Vikings arrived.</p> <p>Fought: take part in a violent struggle</p> <p>Govern: system of rules and the people who make and administer them.</p> <p>Christianity: focussed on the life and teachings of Jesus Christ who Christians believe to be the Son of God.</p> <p>Burhs: forts and walled towns in Wessex.</p> <p>Warships: ship equipped with weapons and designed to take part in warfare at sea.</p> <p>Nobles: a group of rich people</p> <p>Church leaders: minsters and others who govern the church</p> <p>Witan: the council of nobles and church leaders that advised Alfred the Great</p>

Images:



What the coin says: King Alfred of the English, AD 871-899





King Alfred created burhs. They were fortified (walled) towns with towers on the outside and a ditch from the Vikings called the water ditch. Successful they are in battle. Having them all over his Kingdom meant that the Vikings found it impossible to win a battle.