



History Core Curriculum
Year 4

Unit	How do artefacts help us understand the lives of people in Iron Age Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
Previous Learning	<ul style="list-style-type: none">• About how life changed for people in Britain during the Stone Age. (How did the lives of Ancient Britons change during the stone Age? Y3)• How life in the Bronze Age was different from the Stone Age. (How did the lives of Ancient Britons change during the stone Age? Y3)• The importance of artefacts to historians as they attempt to describe and explain the past. (How did the lives of Ancient Britons change during the stone Age? Y3)• What an archaeologist is and how they go about investigating the past through the items that people have left behind. (How did the lives of Ancient Britons change during the stone Age? Y3)	<ul style="list-style-type: none">• About what an empire is and why the Romans invaded and occupied Britain. (How did the arrival of the Romans change Britain? Y3)• That invasions and wars are almost always about gaining control of land and natural resources. (How did the arrival of the Romans change Britain? Y3)	<ul style="list-style-type: none">• That invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources. (How did the arrival of the Romans change Britain? Y3)• What the Romans wanted when they invaded and occupied England and absorbed it into its empire. (How did the arrival of the Romans change Britain? Y3)
Substantive Knowledge	<ul style="list-style-type: none">• What an Iron Age tribe was.• Why Iron Age Britain was often a violent time.• The purpose and features of Iron Age hill forts.• Why so many hill forts were built in Britain during the Iron Age.• The features of a typical Iron Age roundhouse.• The significance of artefacts discovered in roundhouses and hill forts.• What a votive offering is.• Why Iron Age tribes may have made so many votive offerings.	<ul style="list-style-type: none">• What happened in Rome in AD 410 that convinced the Romans to leave Britain.• Who the Anglo Saxons were and where they came from.• Why the Anglo Saxons settled in England after the Romans began to leave.• Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.• Why the Anglo Saxons were referred to as 'pagan'?• Why England began to convert to Christianity after the arrival of Constantine in AD 597.• How ordinary people were affected by England's conversion to Christianity.• Why Sutton Hoo is one of the most important	<ul style="list-style-type: none">• Who the so called 'Vikings' were.• The significance of the Viking attack on Lindisfarne in 793.• How England in Anglo Saxon times was made up of kingdoms.• The motives of Norsemen who invaded Britain in the eighth and ninth centuries.• The area of modern-day Britain once occupied and settled by Norsemen.• How Norse settlements compared with traditional Anglo-Saxon homes.• The difference between a myth and legend.

		archaeological sites ever discovered in Britain.	<ul style="list-style-type: none">• How Anglo Saxons resisted invasion and occupation by Norsemen.• Why King Alfred of Wessex has the title 'Great'.• Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.
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<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> ● Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today; ● Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; ● Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; ● Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence; ● Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time; ● Recognise and describe the importance of Iron Age stagers and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago; ● Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation; ● Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age. 	<ul style="list-style-type: none"> ● Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; ● Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed; ● Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns; ● Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan; ● Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been; ● Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen; ● Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out; ● Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England. 	<ul style="list-style-type: none"> ● Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; ● Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were; ● Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread; ● Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain; ● Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment; ● Identify and describe the distribution of those areas of Britain settled by Viking Norsemen; ● Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed; ● Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed; ● Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision; ● Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.
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Key Vocab	Hillfort	A hill top earthwork of defensive banks and ditches.	Barbarian	a person belonging to a culture that the Romans saw as savage, primitive and not civilised.	Pagan	someone who was not a Christian
	Rampart	A defensive wall of stone or earth.	Village	a place in the countryside smaller than a town where people live.	Conversion	changing your religious beliefs or persuading someone else to do so
	Palisade	A fence of sharpened wooden stakes fixed to the top of ramparts.	Pagan	a person in Anglo Saxon times who was not religious or was not a Christian.	Chronicle	record things in a book in the order in which they happened
	Smelting	Melting rock to extract metal like iron.	Roman Catholicism	the oldest and largest branch of the Christian Church.	Norsemen	‘people of the north’ from the region of Scandinavia
	Celts	Groups who lived in North West Europe during the Iron Age.	Pope	the Bishop of Rome as Head of the Catholic Church.	Scandinavia	areas today of Denmark, Norway, Sweden, Finland, Russia and northern Germany
	Siege	Surrounding a settlement cutting off essential supplies.	Conversion	changing your religious beliefs or persuading someone else to do so.	Invasion	enter a place using armed force
	Inscription	Words written on or cut into something.	Chronicle	record things in a book in the order in which they happened.	Longship	a light and fast seagoing vessel used for trade, exploring, and raiding.
	Barter	Exchanging goods and services without the use of money.	Noble	a class of people of very high rank and title.	Migration	the movement of people from one place to another
	Hoard	A stock or store of money or valued objects.	Serf	someone of the lowest class such as a servant or farm labourer.	Myth	a traditional story about some being, hero or event that is not true
	Votive	Objects made as offerings as part of a religious ceremony.	Feudal system	an arrangement where people worked and fought for nobles in return for protection and land to farm.	Legacy	something inherited from previous generations
		Reconstruct	to build or make again in its original form.	Temperate	moderate climate with no weather extremes	
				Witan	a ‘council of wise men’ set up to advise Anglo Saxon kings	
				Occupy	move into and take control of a place or area usually by force	

