



# KEY LEARNING IN HISTORY @ Over Hall Community School updated September 2023

Year 4 History Key Learning			
	Learning Lens 1	Learning Lens 2	Learning Lens 3
<b>Focus Enquiry</b>	Romans in Cheshire “What might life have been like for a Roman soldier stationed in Cheshire?”	Anglo-Saxons and Vikings “How did the Viking and Anglo-Saxon view on the world impact their life?”	Ancient Greeks “What was the role of a hoplite in Ancient Greek society?”
<b>Text Linked to Read to Write</b>	The Whale by Vita Murrow	Arthur and the Golden Rope by Joe Todd-Stanton	The Journey by Francesca Senna
<b>National Curriculum Statement</b>	A depth study linked to one of the British areas of study listed  The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world
<b>Previous Knowledge</b>	That many groups of people have tried to invade Cheshire in the past which is why forts and castles were needed.  That transport links, particularly rivers, were important to the development of a society.  How to use a timeline to chronologically order events.  Know how Britain changed from the iron age to the beginning of the Roman Empire.	That there were frequent battles for power in Britain.  That, after the Romans left, lots of groups wanted to control Britain.	That a significant amount of what we know and do today is the result of Ancient Greeks being pioneers.  How to use a range of sources to find out about the past.  How to construct informed responses about one aspect of life or a key event in the past through careful selection and organization of relevant historical information.
<b>Key Dates</b>	79AD-Romans invade Cheshire 410AD-Romans leave Cheshire	410AD-Anglo-Saxons settle in Britain 793AD-First Viking invasion of Britain 1066-Anglo-Saxon period and Viking period ends in Britain	1200BC-Beginning of Ancient Greek civilization 323BC-Ancient Greek civilization ends
<b>Key Learning</b>	Roman forts were large camps where soldiers could live comfortably while fighting.	The Vikings came from modern Scandinavian countries of Denmark, Norway and Sweden.  The Vikings wanted to claim land and tried to take over much of Britain.	The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.  Most people lived in villages in the countryside. Many Greeks were poor and life was hard.



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	<p>They were often built in a square shape and were protected by: strong walls, towers and ditches. Each side had a fortified gateway.</p> <p>Inside there were buildings to cater for all the soldiers' needs from: eating, sleeping and washing to banking and praying. There was also a small hospital to look after the sick and injured.</p> <p>The Roman's occupied Cheshire for almost 400 years.</p> <p>During that time they had many great achievements such as: founding the town of Middlewich; building a fort there and in Northwich and establishing a successful military base in Chester.</p> <p>Amphitheatre's were a key source of entertainment.</p>	<p>The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms.</p> <p>When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings.</p> <p>The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes.</p> <p>Sutton Hoo is a famous Anglo-Saxon burial site.</p>	<p>Ancient Greek homes were built around a courtyard or garden.</p> <p>The Greeks believed that gods and goddesses watched over them. They were like humans but lived forever and were more powerful. The most famous temple in Greece is the Parthenon in Athens, dedicated to the Goddess Athena.</p> <p>Greece was made up of lots of smaller states and they often went to war with one another.</p> <p>Soldiers would lock their shields together with their spears pointing out.</p>
<p><b>Key Vocabulary</b></p>	<p><b>Romanisation</b>- Introducing of Roman characteristics in Britain.</p> <p><b>Invasion</b>- An instance of invading a country or region with an armed force.</p> <p><b>Amphitheatre</b>- An open circular or oval building with seats for spectators, for the presentation of dramatic or sporting events.</p> <p><b>Gladiator</b>- A man trained to fight with weapons against other men or wild animals in an arena.</p> <p><b>Emperor</b>- A ruler of an empire.</p>	<p><b>Danegeld</b>- "Paying the Dane". King Etherred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.</p> <p><b>Exile</b>- To be sent away.</p> <p><b>Invade</b> -To enter and occupy land.</p> <p><b>Kingdom</b>- An area ruled by a king.</p> <p><b>Longship</b>- A long, wooden, narrow boat used by the Vikings.</p> <p><b>Outlawed</b>- Having all property taken away and no longer being able to live in the community.</p> <p><b>Pagans</b>- A religion where many gods and goddesses are worshipped.</p> <p><b>Pillaged</b>- To violently steal something.</p> <p><b>Raid</b>- A surprise attack.</p>	<p><b>Acropolis</b>-An ancient citadel usually on a hill</p> <p><b>Assembly</b>-A group of citizens who turned up to vote</p> <p><b>Citizens</b>-An inhabitant of a town or city</p> <p><b>Democracy</b>-A form of government where citizens have a say in how they are ruled</p> <p><b>Dictatorship</b>-Rules by one person (a dictator) who has total power over a country.</p> <p><b>Olympics</b>-An athletic event held every four years</p> <p><b>Titans</b>-The first Greek gods</p> <p><b>Myth</b>-A traditional story explaining the history of people or a natural phenomenon</p> <p><b>Architecture</b>-The art or practice of designing and constructing buildings</p>



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	<p><b>Civilisation</b>- A group of people with their own languages and way of life.</p> <p><b>Parliament</b>- A group of people that make laws.</p> <p><b>Peasantry</b>- A farmer or farm worker of low social class.</p>	<p><b>Wergild</b>- A payment system used to settle disputes between a criminal and the victim or their family</p>	
<p><b>Past Golden Thread Links</b></p>	<p><u>Change</u></p> <p>Year 3 <b>Local History</b>- <i>How has land use changed in our area and how has transportation changed over time?</i></p> <p>Year 3 <b>Stone Age-Iron Age</b>- <i>How does the Palaeolithic, Mesolithic and Neolithic way of life differ to ours?</i></p> <p><u>Significance</u></p> <p>EYFS <b>Me and My family</b>-<i>What are their jobs?</i></p> <p>Year 1-<b>Local History</b>- <i>What roles did the people who lived and worked in castles play in society?</i></p> <p><u>Government and Power</u></p> <p>Year 3-<b>Ancient Egyptians</b>-<i>Who was Tutankhamen and how can artefacts help us to discover more about his life?</i></p> <p><u>Achievements</u></p> <p>Year 1-<b>Local History</b>-<i>Why was Beeston castle built/ what role did it play in local defence?</i></p> <p><u>Achievements and Legacy</u></p>	<p><u>Change</u></p> <p>Year 3 <b>Stone Age-Iron Age</b>- <i>How does the Palaeolithic, Mesolithic and Neolithic way of life differ to ours?</i></p> <p><u>Significance</u></p> <p>EYFS <b>Me and My family</b>-<i>What are their jobs?</i></p> <p>Year 1-<b>Local History</b>- <i>What roles did the people who lived and worked in castles play in society?</i></p> <p><u>Government and Power</u></p> <p>Year 3-<b>Ancient Egyptians</b>-<i>Who was Tutankhamen and how can artefacts help us to discover more about his life?</i></p> <p>Year 4-<b>Romans in Cheshire</b>-<i>What gods did the Romans worship?</i></p> <p><u>Achievements and Legacy</u></p> <p>Year 3-<b>Stone Age- Iron Age</b>-<i>What tools did people from the Stone, Bronze and Iron Age create and discover that are still significant today?</i></p>	<p><u>Change</u></p> <p>Year 3 <b>Ancient Egyptians</b>-<i>How did the lives of Ancient Egyptians change?</i></p> <p><u>Significance</u></p> <p>Year 1-<b>Local History</b>- <i>What roles did the people who lived and worked in castles play in society?</i></p> <p><u>Government and Power</u></p> <p>Year 3-<b>Ancient Egyptians</b>-<i>Who was Tutankhamen and how can artefacts help us to discover more about his life?</i></p> <p><u>Achievements</u></p> <p>Year 1-<b>Local History</b>-<i>Why was Beeston castle built/ what role did it play in local defence?</i></p> <p><u>Achievements and Legacy</u></p> <p>Year 3-<b>Stone Age- Iron Age</b>-<i>What tools did people from the Stone, Bronze and Iron Age create and discover that are still significant today?</i></p>



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	<p>Year 3-<b>Stone Age- Iron Age</b>-What tools did people from the Stone, Bronze and Iron Age create and discover that are still significant today?</p> <p>Year 3- <b>Ancient Egyptians</b>-What significant inventions did the Ancient Egyptians discover that supports the modern world today?</p>	<p>Year 3- <b>Ancient Egyptians</b>-What significant inventions did the Ancient Egyptians discover that supports the modern world today?</p>	<p>Year 3- <b>Ancient Egyptians</b>-What significant inventions did the Ancient Egyptians discover that supports the modern world today?</p>
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<p><b>Future Golden Thread Links</b></p>	<p><u>Achievements and Legacy</u></p> <p>Year 5-<b>Victorians</b>-How have Victorian achievements influenced the western world?</p> <p>Year 5-<b>Maya Civilisation</b>-How have Mayan achievements influenced the western world?</p>	<p><u>Achievements and Legacy</u></p> <p>Year 5-<b>Victorians</b>-How have Victorian achievements influenced the western world?</p> <p>Year 5-<b>Maya Civilisation</b>-How have Mayan achievements influenced the western world?</p>	<p><u>Change</u></p> <p>Year 5 <b>Victorians</b>-How has life changed for children since the Victorian times?</p> <p>Year 5 <b>Maya Civilisation</b>- How is your life different to a Mayan?</p> <p><u>Achievements and Legacy</u></p> <p>Year 5-<b>Victorians</b>-How have Victorian achievements influenced the western world?</p> <p>Year 5-<b>Maya Civilisation</b>-How have Mayan achievements influenced the western world?</p>
<p><b>Historical Skills</b></p>	<ul style="list-style-type: none"> <li>- Children will continue to develop knowledge of local and world history.</li> <li>- Children will make connections between different time periods; cause, consequence, occasion, trend, continuity</li> <li>- Children will be able to note key changes over a period of time and be able to give reasons for these changes.</li> <li>- Children will understand how people and events in the past have influenced life today.</li> <li>- Identify evidence available and begin to evaluate the usefulness of different sources.</li> <li>- Children will use evidence to build up a picture of a past event.</li> <li>- Children will choose relevant materials to present a picture of one aspect of life.</li> <li>- Children will ask a variety of questions and use the library and e-learning to research the answer to their question.</li> </ul>		
<p><b>Useful Resources</b></p>	<p><a href="#">Roman Cheshire - CheshireTrove</a></p> <p><a href="#">Roman sites in Cheshire   Historic Cheshire Guide (britainexpress.com)</a></p> <p><a href="#">Deva Roman Discovery Centre (devaromancentre.co.uk)</a></p> <p><a href="#">KS2History: The Romans Topic</a></p>	<p><a href="#">Anglo-Saxons - KS2 History - BBC Bitesize</a></p> <p><a href="#">Teaching Anglo-Saxons &amp; Vikings at KS2   Keystage History</a></p> <p><a href="#">What happened to the Anglo-Saxons and Vikings? - BBC Bitesize</a></p> <p><a href="#">KS2History: Anglo-Saxons &amp; Vikings</a></p>	<p><a href="#">Ancient Greece - KS2 History - BBC Bitesize</a></p> <p><a href="#">Ancient Greece   UKS2 - Year 5 &amp; Year 6   History   Hamilton Trust (hamilton-trust.org.uk)</a></p> <p><a href="#">KS2History: Ancient Greeks</a></p>
<p><b>Useful Texts</b></p>	<p>The Orchard Book of Roman Myths          The Thieves of Ostia          Roman Things to Make and Do          What the Romans Did for Us          Usborne Official Roman Soldiers Handbook</p>	<p>Viking Boy          The Saga of Erik the Viking          100 Viking Facts          Exploring Vikings          Beowulf (Usborne)</p>	<p>Greek Myths by Marcia Williams          Beasts of Olympus: Beast Keeper          So You Think You've Got it Bad? A Kid's Life in Ancient Greece          Hopeless Heroes: Here Comes Hercules!</p>



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Common Misconceptions			
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