



Bill Quay Primary

Year 4: Invaders and Settlers

This long unit encompasses the study of the Romans, Anglo-Saxons and Vikings, covering over a thousand years of history. Pupils will study this topic in two parts: The Romans and then the Anglo-Saxons and Vikings. To develop a 'big picture' of this period, pupils will end their study by completing a group project to answer the overarching question, 'Who changed Britain most: The Romans, Anglo-Saxons or Vikings?' Pupils will work together to research evidence and present their argument, making comparisons and enabling them to make their own claims about the relative importance of the three groups of invaders.

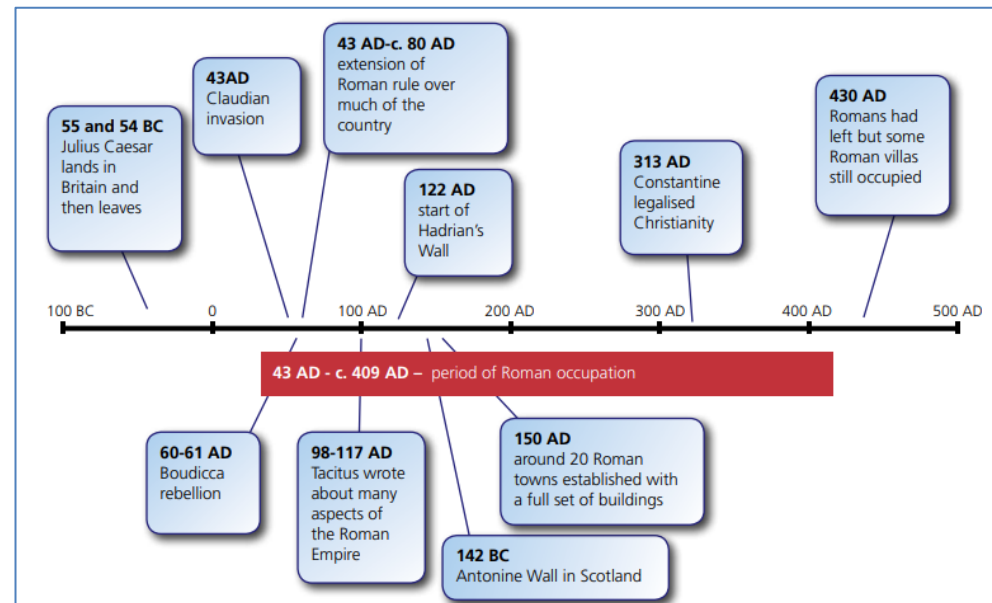


Year 4 History Overview: Roman Britain

What have the Romans ever done for us?

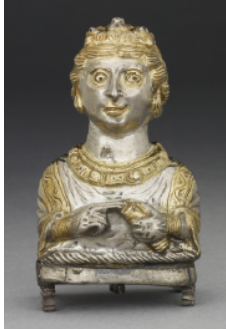

Introduction

In this unit, children will follow on from their understanding of what Britain was like at the end of the Iron Age and look closely at the reasons for the expansion of the Roman Empire, including how the Romans managed to keep control over such a large empire. There will be a strong focus on understanding how the Romans guarded the north-west frontier through the building of Hadrian's Wall and forts such as Segedunum and Arbeia, as well as the soldiers stationed there, and how we have learned about life along the wall through researching the Vindolanda tablets. Pupils will also learn why sources we use may not always be accurate through the study of Boudicca and how she has been interpreted in different ways. Pupils will appreciate the work of archaeologists when they investigate how the Romans influenced the culture of the people living in Britain at the time. They will find out more about the legacy the Romans have left for us today. Finally, pupils will investigate the reasons for the demise of the Roman Empire, leading into their next unit of history study: the Saxons.



Year 4: Roman Britain: What have the Romans ever done for us?

7 weeks

What children should already know:	<u>Substantive Concepts</u>	Disciplinary Concepts and Historical Enquiry
<ul style="list-style-type: none"> The Bronze Age began when settlers arrived from Europe, bringing with them new tools made from bronze. During the Iron Age, people mainly farmed. They lived in clans or tribes that fought each other. They were the Celts. The Ancient Egyptian civilisation ended when the Romans invaded in 30 BC. 	Empire Invasion Conquer Emperor Tax Legacy Expansion Trade Religion Slave Defence Beliefs	<p>Key Focus: change and continuity, cause, interpretations.</p> <ul style="list-style-type: none"> To interpret written texts and artefacts. To understand why sources we use may not be accurate. Understand that events usually happen for a number of reasons. Construct and organise responses by selecting relevant historical data. Identify similarities and differences between periods. Significance-
<p>By the end of this unit, children will know:</p>		<u>National Curriculum Link</u>
<ul style="list-style-type: none"> The Romans controlled a great empire ruled from Rome. Julius Caesar tried to invade and settle twice. The Iron Age ended when the Romans invaded in AD 43 under the rule of Emperor Claudius. Some of the theories as to why Hadrian's wall was built. There were many social classes, including slaves. Much disappeared when the Romans left, but Roman culture continued in some places. The Romans contributed much to both town and countryside. They are famous for their buildings and roads. 	<ul style="list-style-type: none"> Pupils should learn about the Roman Empire and its impact on Britain. Pupils should develop their understanding of how our knowledge of the past is constructed from a range of sources. 	<div style="display: flex; justify-content: space-around;">   </div>

Unit Overview (7 weeks)

Key Questions	Pupils should learn:	Activities	Resources
<p>When did the Romans invade Britain and why?</p> <p>Why did Julius Caesar want to leave Rome and invade cold Britain, and what would he have found here? Who were the Romans? What is an empire? Which emperor eventually succeeded?</p>	<p>Disciplinary concepts: cause, change. (2 sessions)</p> <ul style="list-style-type: none"> • Before the Romans arrived, people in Britain were part of tribes or clans living in hillforts. They raided each other's' territory for cattle and other animals. Most people farmed. • What an empire is. What invade means. • That Rome controlled a great empire and where on a map this empire stretched.. • The Romans attempted to invade twice under Julius Caesar before they finally succeeded under the rule of Claudius in AD 43. • The Romans wanted Britain's precious metals, corn and farmland. 	<ol style="list-style-type: none"> 1. Recap on previous learning of the Iron Age using pictures and BBC Bitesize. Who lived in Britain leading up to AD43? What was it like to live at this time? Where did people live? Ensure children understand the terms 'clan' and 'tribe' and that the clans often fought each other. Most people lived in hill forts as part of a clan. What were the houses like? What did they wear? What did they believe in? Why do we call it the Iron Age? <ul style="list-style-type: none"> • Use key question 1 powerpoint to introduce the Romans, slides 2-4. • Where is present day Rome? Find on a map. Locate 43 AD on the timeline to introduce the Roman invasion and read about the two failed attempts by Caesar on slide 5. Discuss the terms invade/invasion and legion. Watch BBC Bitesize to reinforce learning to this point. • Introduce the terms AD and BC. Take children outside and draw a timeline so that they can grasp how far back this era was. Use slide 6 to reinforce. Explain that although the Romans didn't stay at this point, the Celts continued trading with them. Discuss the meaning of 'trade'. • Slides 7 and 8: discuss the pictures and identify similarities and differences between the hill fort and the Roman town. Focus on the layout, building materials, and what it would have been like to live there. Pupils must write 5 important differences. • Look at Cassius Dio's accounts and consider how reliable these are. 2. Look at maps of the Roman Empire (slide 10) and explore why the Romans wanted to control these islands – what is an 	<p>BBC Bitesize: Where did the Romans come from? And How the Romans conquered Britain.</p> <p>http://penelope.uchicago.edu/Thayer/e/roman/texts/cassius_dio/60*.html p417</p> <p>Key Stage History Key Question1 https://www.history.org.uk/primary/resource/3851/roman-britain-a-brief-history</p> <p>Tacitus, the Roman historian recorded that Britain was worth occupying as it had "gold, silver and other metals to make it worth conquering'</p> <p>His (Caesar) main motivation was that he suspected that Britains were supporting the Gauls against the Roman Empire but also extending the Roman Empire would also have brought him prestige.</p>

		<p>empire? What is an emperor? What minerals and commodities did they want to control? Find out about Claudius using key question1 materials and slide 14.</p> <ul style="list-style-type: none"> Task : pupils write an account explaining when and why the Romans invaded Britain under the titles, Why and when did the Romans invade Britain? <p>Vocab: clans, tribes, expansion, invade, empire, emperor, legion, taxes, slaves, conquer, minerals</p>	
<p>How did you become a soldier? Why was the Roman Army so successful in building up the Roman Empire? How were the Romans able to keep such good control over such a vast area?</p>	<p>Disciplinary Concepts: sources and evidence, interpretations.</p> <ul style="list-style-type: none"> The Roman Army was so successful partly due to the fact that it was so organised. Soldiers were well paid and were given a pension. There were three types of soldiers: legionary, auxiliary and fleet. There was strict criteria to become a legionary. The auxiliaries were men from tribes that had been conquered from all over the Empire. They had to serve 25 years before they became a Roman citizen. 	<ul style="list-style-type: none"> Where do you think the soldiers in the Roman Army came from? Take ideas from children. Show a picture of a typical Roman soldier from a book. Who could join the Roman Army? How did they find soldiers? What kind of men could join the army? Introduce the terms legionary and auxiliary. Research the requirements for men wanting to become a legionary using BBC Bitesize clip. Examine Roman armour-how did this work so well for the Roman Army? Now show the tombstone of the Roman soldier on the Teaching History 100 website. Discuss the word, 'tombstone'. Use the classroom ideas to explore the source and draw out the diversity of the army. Locate where the auxiliary was from on a map. Key Stage History-Pupils have to work out why the Roman army was so strong. They find and then rank the reasons they think most important. <p>Vocab: expansion, empire, legionary, auxiliary, pension, tombstone, inscription, century, centurion, Gaul, citizen.</p>	<p>'Impact on Britain' HA resource</p> <p>The auxiliaries of the Roman army were non-Roman citizens. They were recruited from tribes that had been conquered by Rome or were allied to Rome. These included soldiers from all over the Roman Empire: Gaul, Holland, Germany, North Africa, Iraq and the Middle East among others. Roman auxiliaries were paid less than the legionaries and had to serve for 25 years, after which they became Roman citizens.</p> <p>Key Stage History key question 3</p> <p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</p> <p>Teaching History 100.org (tombstone of a Roman cavalryman)</p>

<p>How do we know about life on Hadrian's wall?</p> <p>Why did the Romans build Hadrian's Wall in the north of England? Where did the soldiers live?</p>	<p>Disciplinary Concepts: sources and evidence, cause, interpretations.</p> <ul style="list-style-type: none"> • Soldiers lived in large forts similar to those throughout Europe. • Many of the soldiers were from different parts of Europe and North Africa. • Some sources might be outdated and unreliable. • Artefacts help us to find out about the past. • Small villages would have grown up outside the forts. 	<p>Follow on from previous lesson. Recap-soldiers who made up the Roman army came from all across Europe. Show the bronze figure of the Moorish cavalryman on 100.org https://artsandculture.google.com/asset/bronze-figurine-of-a-moorish-cavalryman/WQFcaYtkp9z4SQ and explore this source. Draw out that he was a very experienced cavalryman and part of a specialist unit. It also tells us that there was a high level of military competence in Africa at this time. Explain that his unit was based on Hadrian's wall. Use this to lead into the lesson on Hadrian's wall.</p> <p>Visit Vindolanda. Look at the Vindolanda tablets- who wrote them? Focus on one- Who wrote it? Who was it to? What does it tell us about life then? What other questions do you now have? Where did the soldiers live? Read the information on impact on Britain resource. Draw out that the commander's wife and servants would be the only females in the fort on a permanent basis.</p> <p>Watch the video about life on the wall on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8 and discuss how this, in part, conflicts with the information read about why the wall was built and who lived there.</p> <p>Task: Children write a letter home as one of the soldiers based on the wall.</p> <p>Vocab: taxes, trade, defence, military, cavalry, tribes, barbarians, barracks</p>	<p>'There are differing interpretations of why the wall was built, ranging from keeping the soldiers occupied during what were for them difficult conditions to keeping the Celtic tribes from invading further south. There is probably an element of truth of both of these ideas. It is likely however that the main purpose of the wall was a way of controlling movement and trade. There is evidence now that the Romans collected taxes from people moving to and fro across this boundary.'</p>
<p>Why is Queen Boudicca remembered in different ways?</p>	<p>Disciplinary Concepts: Interpretation, chronology, sources and evidence.</p> <ul style="list-style-type: none"> • Why some tribes did not welcome the Romans. • Retell the events of Boudicca's rebellion. • Boudicca was the queen of the Iceni tribe. 	<ul style="list-style-type: none"> • Pupils compare Roman written accounts of Boudicca from after her death with depictions of her from later centuries, participating in discussion about why they show her in contrasting ways, and taking into account the fact that no original evidence of her appearance from her lifetime has survived, and that succeeding generations have chosen to depict her as a heroine. 	<p>Key Stage History key question 2</p> <p>BBC Bitesize: class clips- Boudicca's attack on Colchester.</p> <p>'Boudicca, in a [chariot], with her two daughters before her, drove through the ranks. She harangued</p>

	<ul style="list-style-type: none"> • There are many different interpretations of Boudicca. • People's views affect how they describe events. 	<ul style="list-style-type: none"> • Key stage history lesson 2 part 2. Pupils create a living graph of Boudicca's revolt. • Key stage history lesson 2 part 3 https://www.bbc.co.uk/bitesize/clips/zk3b4wx • Pupils draw their own image of Boudicca based on a Roman description and then compare with textbook versions. • Assessment task: Children shown 2 unseen pictures of Boudicca, one looking much more warlike. Children have to describe differences and give simple reasons why she is not shown looking the same (images on internet) <p>Vocab: rebellion, revolt, resistance, interpretation, tribe</p>	<p>the different nations in their turn: This, she said, is not the first time that the Britons have been led to battle by a woman. But now she did not come to boast the pride of a long line of ancestry, nor even to recover her kingdom and the plundered wealth of her family'.</p>
<p>What was life like in Roman Britain? How did the Romans influence the culture of the people already here? What did they bring to Britain? How did Roman life contrast with Celtic?</p>	<p>Disciplinary Concepts: characteristic features, sources and evidence change and continuity.</p> <ul style="list-style-type: none"> • Combine information from more than one source. • Characteristic features of Roman towns. • Recognise that some sources are more useful than others. • Know that not everyone lived in the same way. • Most people lived • Rich Romans had slaves. 	<ul style="list-style-type: none"> • Use teaching 100.org pepper pot source (classroom ideas to introduce this lesson): What does the pepper pot tell us about its owner? Look at the materials it is made from; the shape and decoration; pepper, and where it came from; how the pepper pot was used; the other objects in the Hoxne hoard. Identify the mysteries - what can the pepper pot and hoard never tell us? Stick the image in jotters and children answer questions above. • Everyday life in Roman Britain. The pupils use a range of sources (maps, photographs of Roman remains, and reconstructions) to identify features of Roman towns and Roman villas. Use HA impact on Britain resource for information and https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx • or BBC Teach https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-how-changed-britain/zmgw8xs 	<p>Teaching History 100.org pepper pot</p> <p>The majority of people continued to live in wattle and daub huts but few of them have survived. Only around 10% of the population lived in towns but the evidence for these has survived better. These are the stone and tile buildings which were occupied by the richer Romans, governors and merchants of the time.</p> <p>BBC Bitesize-how the Romans changed Britain and What was it like in roman Britain? Class clips-What did the Romans do for us?</p>

		<ul style="list-style-type: none"> Task: Pupils write a day in the life of account for a Roman citizen. <p>Vocab: slave, aqueduct, citizen, villa, mosaic, temple, forum, shrine,</p>	
<p>Why did the Roman Empire come to an end? How different was life in Britain after the Romans left?</p>	<p>Disciplinary Concepts: Cause, change and continuity.</p> <ul style="list-style-type: none"> Some of the possible reasons for the Romans leaving Britain. Know about the technology that the Romans introduced. Understand that changes don't always last. 	<ul style="list-style-type: none"> Pupils are given a gallery of images and text. In teams of three they have to work out what the 6 reasons are then come back and draw a picture to represent each reason on 6 cards. https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx <p>When the Romans finally withdrew their soldiers to support the Empire nearer home some soldiers stayed behind and built lives here in Britain. Roman soldiers were not officially allowed to marry but many took common-law wives among the local population. These women often lived in the small settlements which grew up immediately outside Roman forts. Although much of the way of life fell back into the systems and mainly farming and rural existence that was found here when the Romans arrived, some buildings and ideas did remain. The roads continued to be used and foods such as some herbs, turnips and rabbits continued to be eaten. More sophisticated elements of the society did not endure, however. Baths and underfloor heating for example are not found again until much later in our history.</p> <p>Task: Children answer the overarching question: What have the Romans ever done for us?</p> <p>Vocab: sewage, Christianity, pagan, Latin, coins.</p>	<p>Key question 5 BBC Bitesize class clips: why did the Romans leave Caledonia? and How did the Romans change Britain?</p> <p>.</p>

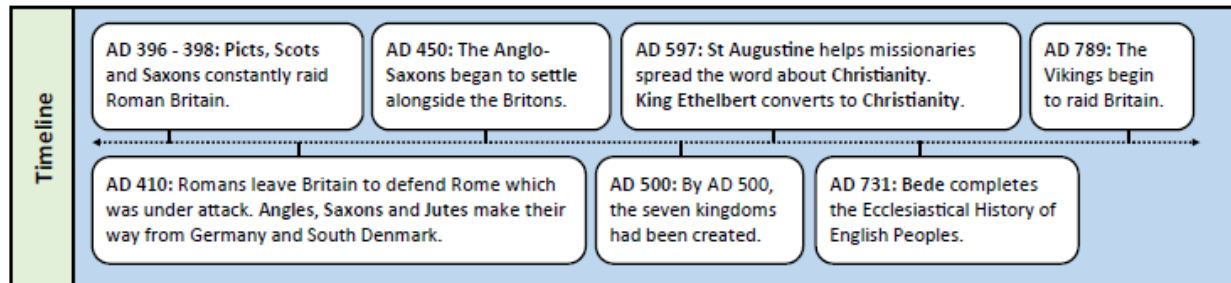


Year 4 History Overview: Anglo-Saxons, Vikings and Scots.



How dark were the Dark Ages really?

Introduction

Children will continue to develop a chronological understanding of British history through the study of the Anglo-Saxon and Viking invasions. Children will be introduced to the idea that people from other societies have been coming to Britain for a long time. They will learn about some of the tensions involved in the settlement, as well as ways of life and matters that impact on us still. Links will be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children learning about the life of Bede, his legacy and the raid by the Vikings on Jarrow monastery.



7 weeks

What children should already know:	Substantive Concepts	Historical Skills and Enquiry
<ul style="list-style-type: none"> • The Romans controlled a great empire. • How the Romans influenced life in Britain. • During Roman Britain, many Celtic traditions were not changed. • The Romans invaded in AD43 and left after nearly 400 years in AD 410 • There were many social classes during Roman times, including slaves. 	<p style="text-align: center;">Settlement Migration Trade Invasion Conquest Kingdom Power Religion Slaves Voyage Beliefs</p>	<p>Key Focus: Interpretation and significance</p> <ul style="list-style-type: none"> • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources • Construct and organise responses by selecting relevant historical data • Be aware that different versions of the past may exist and begin to suggest reasons for this • Can identify differences between versions of the same event. • Can give a simple reason why we might have more than one version. • Understand that history is continuously being rewritten.
<p style="background-color: #f2dede; padding: 2px;">By the end of this unit, children will know:</p> <ul style="list-style-type: none"> • The Anglo-Saxons invaded for a mixture of reasons.. • Wessex emerged as the leading kingdom. • It was at this time that England became a Christian country. • King Alfred is the only English king to be given the epithet, 'Great'. • The Vikings started with raids on important religious sites. • Many towns and villages still have Saxon place names. • The Vikings were excellent sailors. • The Vikings were often in conflict with the Saxons. • The Vikings were bloodthirsty but well-organised people. • The Vikings controlled the Danelaw. 		
	National Curriculum Link	<u>Images</u>
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain's settlement by the Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. 	<div style="display: flex; justify-content: space-around;">   </div>

<u>Key Questions</u>	<u>Pupils will learn:</u>	<u>Activities:</u>	<u>Resources</u>
<p>What happened to Britain when the Romans left? Who were the Anglo-Saxons? Where did they come from? Why and when did the Saxons invade? What kind of people were they?</p>	<p>Disciplinary Concepts: consequence, characteristic features</p> <ul style="list-style-type: none"> • That even before the Romans left, there were invaders. • Where Angles, Saxons, Scots and Jutes came from. • Where the Saxons first settled. 	<ul style="list-style-type: none"> • Locate key periods on the timeline, showing how they overlap. • Watch BBCBitesize: Who were the Anglo-Saxons?. • BBC Bltesize: When did the Anglo-Saxons come to Britain? Discuss the different points of view by the 4 different groups. Hot seat the different groups. • Pupils will analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses. <p><i>Vocab: migration, settlement, power, century, kingdoms, noble</i></p>	<p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zxsbcm/articles/zq2m6sg</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcm/articles/z23br82</p> <p>Key Stage History Saxon plan Key Question1</p>
<p>How skilled were the Anglo-Saxons? Why is the Sutton Hoo helmet important to us?</p>	<p>Disciplinary Concepts: Sources and Evidence, significance</p> <ul style="list-style-type: none"> • How skilled the Anglo-Saxons were with metal. • What the decorations tell us about Anglo-Saxon life. 	<ul style="list-style-type: none"> • Visit to Jarrow Hall. • Look at extracts from Bede and the Anglo-Saxon Chronicle. • Activities from the Sutton Hoo lessons. <p><i>Vocab: source, evidence, craftsmen</i></p>	<p>Teaching 100 objects: The Sutton Hoo Helmet activities</p> <p>Key Stage History Saxon plan: Key question 2</p>
<p>What did the Anglo-Saxons believe? How did people's lives change when Christianity came to Britain?</p>	<p>Disciplinary Concepts: continuity and change, sources and evidence.</p> <ul style="list-style-type: none"> • Early Saxons were pagans. • Bede was the father of English history.. • The role of churches and monasteries. • The importance of the Jarrow monastery. • The story of St Cuthbert. 	<ul style="list-style-type: none"> • Teaching 100 objects: stained glass window activities. • Visit site of Jarrow monastery. • Bede's World-part of Jarrow Hall visit. • Create a zig zag book showing the two sides of Anglo-axon Britain: pagan and Christian. <p><i>Vocabulary: religion, monastery, pagan, Christianity.</i></p>	<p>http://www.humanitiesweb.org/spa/gpi/ID/199</p> <p>Key Stage History Saxon plan: key question 3</p>
<p>What happened when the Vikings invaded?</p>	<p>Disciplinary Concepts: consequence,</p> <ul style="list-style-type: none"> • The Vikings came from Denmark, Norway, Sweden as well as far as Greenland. 	<ul style="list-style-type: none"> • Map the countries that Vikings came from and also the countries that they travelled to. • Understand that their ships were a crucial part of their success. Discuss illustrations of longships (Gokstad) 	<p>Viking article for info.</p>

<p>Why did they bother to come to Britain?</p>	<ul style="list-style-type: none"> • They were excellent sailors. • The Vikings raided many monasteries, including Jarrow. 	<ul style="list-style-type: none"> • Read stories of Viking raids from the Lindisfarne Chronicles. Discuss why monasteries were such good places for Vikings to raid. Visit Jarrow site? • Can pupils work out reasons and evidence for the Vikings being successful? <p>Vocabulary: migration, trade, monastery, power, religion, raid</p>	
<p>Why is the chess piece important to historians? What does it tell us about the history of the Vikings?</p>	<p>Disciplinary Concepts: sources and evidence, significance, similarities and difference.</p> <ul style="list-style-type: none"> • Vikings were more than raiders. They traded goods. • Vikings continued to threaten people after 1066. • To use inference skills using a range of sources. 	<ul style="list-style-type: none"> • Use the image of the chess piece found in 1831 on a lonely beach on the Outer Hebrides to introduce the activity. • What can we tell from the picture? What is it? How was the chess piece made? How big is it? What is it made from? Who made it? How old is it? What was it used for? How do we know? What other questions about the piece do you have? Children write ideas from the questions. • Use a map of the world to explain the origins of chess and support pupils to understand that there was a strong contact between the Arab world and the Vikings. • Discuss what the experts have found out about when it was made. Place this on a timeline. • Discuss the important date of 1066, when William the Conqueror became King of England and place on timeline. How then, can we explain the chess piece of between 1150 and 1200? Look at the Orkney Saga information. <p>Vocabulary: trade, source, evidence,</p>	<p>Viking chess piece article.</p>
<p>How pleasant was Viking life?</p>	<p>Disciplinary Concepts: similarities and difference, characteristic features.</p> <ul style="list-style-type: none"> • The similarities and differences between houses through these three periods. • There were different classes in each period. Quality of life depended on your place in the social order. • Vikings were mostly rural people. 	<ul style="list-style-type: none"> • Challenge children to think about what they have learnt so far this term from the Romans to Anglo Saxons and Vikings. What was life like for people living in Viking times? What were the houses like? How did the houses change through these periods? What activities took place in them? Were the houses the same for all people of different classes? • Children will use books to research houses during each period, draw and compare. Do they understand the idea of class? <p>Vocabulary: slave, thatch, outhouse, villa, hearth, rural,</p>	<p>Viking houses tended to be rectangular, made of one room with a central hearth. The typical farmhouse was 15-20 metres long and built of stone and turf or timber with a thatched roof. Low benches went along the walls. There were separate outhouses for cattle.</p>

<p>Does Alfred deserve to be called 'great'?</p>	<p>Disciplinary Concepts: interpretation</p> <ul style="list-style-type: none"> About Alfred's achievements and which were most significant. Alfred was the most famous Anglo-Saxon king. 	<ul style="list-style-type: none"> Key Stage History lesson, key question 5 Just how great was Alfred? Can we beat the BBC website? Pupils are asked to critique and then improve the BBC children's website entry for Alfred. Pupils learn that historians have to be careful when using sources: some deliberately exaggerate and have been written for a particular purpose. <p>Vocabulary: Kingdoms, Wessex, Danegeld, Danelaw, Christianity, strongholds, law codes, scholars</p>	<p>BBC Bitesize: Who was Alfred the Great?</p> <p>Key Stage History Saxon plan: Key question 5</p>
<p>Who changed Britain most?</p>	<p>Disciplinary Concepts: significance, sources and evidence.</p> <ul style="list-style-type: none"> Pupils will present an argument using evidence to back up their claims. 	<p>2 sessions.</p> <ul style="list-style-type: none"> Children will work in pairs to answer the overarching question: Who changed Britain the most: The Romans, Anglo-Saxons or Vikings? They should use what they have learnt so far this term, as well as books to present an argument. Ensure children use evidence to back up their claims and also refer to the other two periods besides the one they have chosen-ie making comparisons. 	