

Year 4 Autumn	NC Objective: 	Key Skills (Disciplinary Skills): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location Enquiry: How did the Baldwin family change Stourport-on -Severn during the Victorian period?	A local history study	Range and depth of historical knowledge - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events Organisation and communication - Recall, select and organise historical information - Communicate their knowledge and understanding	Pupils should know... - Thomas Baldwin was a Shropshire iron master who came to work next to the canal on Foundry Street. - In 1814, he built the Old Foundry. - Alfred Baldwin built Wilden Church in 1880. He built Wildden School in 1882. - The Baldwin family were famous in later years as Alfred and later his son, Stanley were both MPs. Stanley was also Prime Minister 3 times.	Subject knowledge vocabulary: Compare Contrast Support Sources Primary/Secondary Topic vocabulary: The Victorians Stourport Foundry Baldwin Factories Mills Canals Transport	Prerequisite learning: Children will build on prior knowledge of how Stourport-On-Severn has changed over time and how local significant individuals have impacted the town. Overarching enquiry question: How did the Baldwin family change Stourport-on -Severn during the Victorian period? New Learning: - To analyse evidence to find out about what life was like in Victorian Britain. - To analyse evidence to find out why the Foundry is significant to Stourport. - To analyse evidence to find out how the Baldwin family changed Stourport-on -Severn during the Victorian period.

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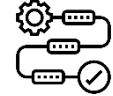
					Vehicles for learning : Wilden Trip
Autumn 2 Topic: Raid, Invade and Stayed! Enquiry: Why do the Vikings have a violent reputation and do they deserve it?	Britain's settlement by Anglo-Saxons and Scots	Chronological understanding - Place events from period studied on timeline - Use terms related to the period and begin to date events - Understand more complex terms e.g. BC/AD Historical enquiry - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research Interpretations of history - Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge Organisation and communication - Recall, select and organise historical information - Communicate their knowledge and understanding	Pupils should know... - The Vikings travelled by longboat to other countries. - They came from Norway, Sweden and Denmark. - The Vikings had left Scandinavia to set out on expedition to raid and settle in Britain. - The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting. - The Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended. - The Vikings attacked the island of Lindisfarne. - Danelaw was the area of England under Danish Viking control.	Subject knowledge vocabulary: Timeline Sources Topic vocabulary: Raid Settle Trade monastery Invade/Invasion Pillage Longboat Lindisfarne Danelaw Conquer	Prerequisite learning: Children will build on prior knowledge of chronological order. Overarching enquiry question: Why do the Vikings have a violent reputation and do they deserve it? New Learning: - To ask a variety of questions about the Vikings. - To research books and the internet to find out where the Vikings came from. - To place events from the Viking period on a timeline. - To analyse evidence to find out about Viking life. - To compare accounts of the Viking invasions and begin to evaluate the usefulness of different sources. Vehicles for learning :

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Year 4 Spring	NC Objective: 	Key Skills (Disciplinary skills): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Around the World in 80 Days					
Spring 2 Topic: Grand Designs – The Ancient Roman Empire Enquiry: How did the Romans change Britain?	The Roman Empire and its impact on Britain	Chronological understanding - Place events from period studied on timeline - Use terms related to the period and begin to date events - Understand more complex terms e.g. BC/AD Range and depth of historical knowledge - Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events Organisation and communication - Recall, select and organise historical information - Communicate their knowledge and understanding	Pupils should know... - The Romans wanted Britain's precious metals gold, tin and iron – and its cattle. - The Romans were very good at building roads and bridges. - Romans were the first people to build arches into big buildings and aqueducts. - The Romans liked to keep clean. Towns and forts had underground drains to take away dirty water and sewage.	Subject knowledge vocabulary: Artefact Primary/secondary source Topic vocabulary: Empire Emperor Invade Conquest Colosseum Latin Aqueduct Viaduct Hadrian's Wall Mosaic	Prerequisite learning: Children will build on prior knowledge of chronological order in British history. Children will build on prior knowledge of ancient civilisations and develop their understanding of ancient cultures and beliefs. Overarching enquiry question: How did the Romans change Britain? New Learning: - To place key events from the Roman period on a timeline. - To offer a reasonable explanation as to why the Romans invaded Britain. - To analyse evidence to find out what Roman life was like in Roman Britain. - To identify what Roman life was like through primary and secondary sources.

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					5. To analyse evidence to find out how the Romans changed Britain. Vehicles for learning
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Year 4 Summer	NC Objective: 	Key Skills (Disciplinary Skills): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 

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