**Y4 History Whole School Progression of Knowledge and Skills**

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| **YEAR FOUR** | | | |
| **Context** | **Vikings** | **Abbeydale Industrial Hamlet** | **Anglo-Saxons** |
| **Vocabulary/Significant Knowledge** | Vikings, attacked, sea, raids, raiders, chronology, true, false, reputation, accounts, monks, speculate, clues, conquered, Alfred, the Danelaw, Cnut,  Jorvik, trade, patterns, settlements, Lincolnshire, Yorkshire, | Currently Being Updated | Anglo Saxons, invaders, settlers, countries, Angles, Saxons, Jutes, settlement, Bretwalda, superking, Sutton Hoo, ship burial, Christianity, time line, impact, threat, King Alfred, justice, Danelaw, sources, punishment, crime, law, order, Edgar, monasteries, manuscripts, |
| **Historical Enquiry Questions** | * What image do we have of the Vikings? * Why have the Vikings gained such a bad reputation? * How did the Vikings try to take over the country and how close did they get? * How have recent excavations changed our view of the Vikings? * What can we learn about Viking settlement from a study of place name endings? * Raiders or settlers: How should we remember the Vikings? | * Why did the Anglo-Saxons invade and how can we possibly know where they settled? * What does the mystery of the empty grave tell us about Saxon Britain? * How did people’s lives change when Christianity came to Britain and how can we be sure? * How were the Saxons able the see off the Viking threat? This tells the story from 790-1066 * Just how great was King Alfred, really? * Just how effective was Saxon justice? * So how dark were the dark Ages, really? |
| **Skills**  Chronology | * Establish narratives within and across periods studied * Place events, artefacts and historical figures on a time line using dates and terms to describe events. | * Place events, artefacts and historical figures on a time line using dates and terms to describe events. |
| **Skills**  Investigating and interpreting using evidence. | * Use evidence to ask and answer questions about the past. * Suggest and use suitable sources of evidence for historical enquiries. * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | * Use evidence to ask and answer questions about the past. * Suggest and use suitable sources of evidence for historical enquiries. * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. |
| **Enquiry Skills**   * Cause & consequence * Continuity and change * Similarity and difference | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations) * Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations) * Support children to identify and give reasons for, results of, historical events, situations, changes * Support children to identify historically significant people and events in situations. | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations) * Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations) * Support children to identify and give reasons for, results of, historical events, situations, changes * Support children to identify historically significant people and events in situations. |