

History Progression of Knowledge

Year 4

Enquiry	How dark were the Dark Ages? The Anglo Saxons	How vicious were the Vikings?	How did Blandford change in the Victorian period? (local history link)
Prior Learning links and rationale	<ul style="list-style-type: none"> • The Romans - Year 3 	<ul style="list-style-type: none"> • Anglo- Saxons - Year 4 	<ul style="list-style-type: none"> • The Great Fire of Blandford - Year 2 - developing an understanding of the chronology and changes of Blandford.
Vocabulary	<p>Alfred the Great Angles Christianity Hangest and Horsa Lindisfarne Monk Pagan Saxons Sutton Hoo Tribes Wessex</p>	<p>Christianity Danelaw Denmark Germany Holland Invasion Lindisfarne Longboat Mercia Monastery Monk Pagan Plunder Raid Raiders Runes Saxons Scandinavia Settlers Trade Valhalla Wessex</p>	<p>agriculture Industrial revolution industry population revolution trade workhouse Victorian era transport</p>
Disciplinary Concepts	<ul style="list-style-type: none"> • chronology • significance • change and continuity • similarity and difference • cause and consequence • interpretation. 	<ul style="list-style-type: none"> • chronology • significance • change and continuity • similarity and difference • cause and consequence • interpretation. 	<ul style="list-style-type: none"> • chronology • significance • change and continuity • similarity and difference

			<ul style="list-style-type: none"> • cause and consequence • interpretation.
Substantive Concepts	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest 	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest 	<ul style="list-style-type: none"> • Power • Society • Legacy • Conquest
Key Knowledge	<p>They can locate the period on a timeline and identify overlap with end of the Roman period.</p> <p>Pupils understand where Angles and Saxons came from.</p> <p>They can give a few simple reasons for the invasions. Pupils begin to classify these into push and pull factors. (link to Roman invasions)</p> <p>Pupils to understand the term invasion and invaders.</p> <p>Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking.</p> <p>Pupils know that by the end of the 7th century Anglo-Saxons were ruling most of Britain.</p> <p>They understand that Britain was on the cusp of Christianity at the time</p> <p>They can cite evidence of Saxon Christianity such as monasteries (local link to Wimborne minster), early churches, archaeological evidence, preaching crosses, grave goods and religious artefacts;</p>	<p>They know where the Vikings came from and why they attacked. Pupils to understand the term invasion.</p> <p>They can place the Vikings on a timeline in relation to the Romans and Saxons</p> <p>Pupils give some reasons as to why the Vikings gained their reputation.</p> <p>They understand that it was exaggerated by the accounts written by monks.</p> <p>Pupils understand that most negative accounts come from period when they were raiding.</p> <p>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as settlers.</p> <p>They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.</p> <p>Pupils realise that people have differed in their view of the Vikings.</p>	<p>Pupils to know when the industrial revolution took place and locate on timeline.</p> <p>Pupils to know what the industrial revolution was and some key changes that occurred (transport, factories, mining farming).</p> <p>Pupils to locate the industrial revolution in the Victorian era and place this chronologically on a timeline.</p> <p>Pupils to identify some changes that took place in Blandford, as a result of the industrial revolution (transport, housing, population, shops).</p> <p>Pupils to identify some things that remained the same in Blandford, and some things we can still today.</p> <p>Pupils to identify and locate physical evidence in our town of some of the changes that occurred during the Victorian era.</p> <p>Pupils to explain how Blandford changed during the Victorian era, as a result of the industrial revolution.</p>

Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. There were also separate Scotland, Wales and Ireland.

They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.

Pupils look at the different reasons why Alfred has been deemed to be 'great' and consider which were his most significant achievements

They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.

Pupils understand a range of reasons for this period being called the dark ages and also give reasons that suggest that it was not that dark.

Pupils can show that they are aware of both arguments for them being raiders or settlers.

They see that raiders describe an early part of their contact with Britain, whereas traders the later.

Pupils begin to argue whether history has been fair to the Vikings showing how opinion has changed and why.