



History Year 4 Long Term Plan

Themes (Number of weeks/Term)	Roman Britain Autumn 2	The Anglo-Saxons Spring 2	The Vikings Summer 1
NC Content/ Coverage	What happened when the Romans came to Britain? Roman life and impact.	Was the Anglo-Saxon period really a dark age? Anglo-Saxons from invasion to the end of the era.	Who were the Vikings and why did they come to Britain? Viking life and its impact.
Substantive Knowledge/skills	I can explain what happened when the Romans came to Britain. I can explain who Julius Caesar, Emperor Claudius and Queen Boudicca are and their significant impact. I can explain what happened during the initial invasion of Britain in 43AD. I can explain what happened during the subsequent battles during the Roman period. I can explain Boudicca's part in the resistance against Roman Britain and the significance this had. I can explain the Romans' ambition to expand their empire and the differences between Britain and the Roman Empire. I can describe the development of Roman towns and key features like forums, baths and aqueducts. I can explain what life was like in Roman towns and villages, including food and clothing. I can describe different features of the Roman army, such as the structure, formation, discipline and technology. I can explain the lasting impact of Roman innovations, including roads, writing and the introduction of Christianity. I can understand the differences between Celtic and Roman lifestyles.	I can understand and explain about the Roman withdrawal from Britain in 410AD and discuss the subsequent invasions by the Anglo-Saxons, Angles, Saxons and Jutes. I can describe the impact of Anglo-Saxon invaders on life in Britain I can explain how the Anglo-Saxons settled in Britain, forming kingdoms like Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex. I can describe daily life in Anglo-Saxon villages, including housing, farming, food and craftsmanship and the development of new place names. I can describe Anglo-Saxon pagan beliefs and the gradual conversion to Christianity, including key figures and locations like Canterbury and Lindisfarne. I can explain the conflict between the Anglo-Saxons and the Vikings, including Viking raids and resistance from figures like Alfred the Great and Athelstan. I can explain the events leading up to and including the Norman Conquest and the Battle of Hastings in 1066. I can explain whether the Anglo-Saxon period was really a dark age, justifying my opinion with historical evidence.	I can describe who the Vikings were. I can explain when and where the Vikings came from (modern-day Scandinavia). I can explain why the Vikings left Scandinavia I can describe why they raided and settled in other places. I can describe what Viking life and society were like including family life, jobs and daily activities. I can explain how the Vikings built their longships, their skills as sailors and their use of weapons like axes and spears. I can describe how and what the Vikings traded I can describe how far they travelled as explorers. I can explain the conflicts and relationships between the Vikings and Anglo-Saxons. I can describe how the Viking settlements changed Britain, including creating new towns and leaving behind place names.



	I can explain the reasons for the end of the Roman rule in Britain and discuss the immediate aftermath.		
Disciplinary skills and knowledge	Constructing the past I can demonstrate some overall awareness of the main achievements of the Romans, and provide some valid detailed reasons for their selections. Sequencing the past I can accurately sequence the key events in Roman Britain, accurately construct a timeline of the period and, with some accuracy, link this with a timeline of the Bronze to Iron Age. I can provide detailed valid reasons why I have sequenced the events/objects in this way. Change and Development/Similarity and Difference I can explain why certain changes and developments were of particular significance within this time period. I can provide a comprehensive list of the changes within this period. I can identify links between the changes. I can provide a clear rationale for why one change could be considered to be more important than others. I can provide insightful ideas about whether some things did not change very much within a period and why. Significance and Interpretations I can confidently select what is most significant in a historical account, related to a development made by the Romans. I can give a number of valid reasons why I have selected a particular aspect as being most significant and why others are less important. I can begin to understand that some things will have long or short-term significance e.g. the	Constructing the past I can use knowledge gained in my study of the Romans, identifying three or more of the main achievements of the Anglo Saxons and providing some valid detailed reasons for their selections. I can make some reference to other events, but my reasoning may be undeveloped. Sequencing the past I can accurately construct a timeline of the Anglo-Saxon period and with some accuracy link this with a timeline of the Bronze to Iron Age or Roman Britain (or other relevant topics previously studied), confidently using key dates and terms I can provide detailed valid reasons why I have sequenced the events/objects in this way. Change and Development/Similarity and Difference I can explain why certain changes and developments were of particular significance within topics and across time periods. I can provide a comprehensive list of the changes within this period. I can identify links between the changes. I can provide a clear rationale for why one change could be considered to be more important than others. I can provide insightful ideas about whether some things did not change very much within this period and why. Significance and Interpretations I can confidently select what is most significant in a historical account, related to a development made by the Anglo Saxons. I can give a number of valid reasons why I have selected a particular aspect as being most significant in a historical account, and why others are less important. I can begin to understand that some developments introduced by the Anglo Saxons will have long or short-term significance and their relevance today	Constructing the past I can use knowledge gained in the study of the Anglo Saxons to identify three or more of the main achievements of the Vikings and provide some valid detailed reasons for their selections. I can make some reference to other events, but my reasoning may be undeveloped. I can understand how to use different historical sources, like archaeological finds, to learn about the Vikings and understand that the historical record is more complex than the common stereotype Sequencing the past I can accurately construct a timeline of the Vikings and with some accuracy link this with a timeline of Roman Britain and the Anglo Saxons (or other relevant topics previously studied). I can provide detailed valid reasons why I have sequenced the events/objects in this way. Change and Development/Similarity and Difference I can explain why certain changes and developments were of particular significance within topics and across time periods. I can provide a comprehensive list of the changes within this period. I can identify links between the changes. I can provide a clear rationale for why one change could be considered to be more important than others. I can provide insightful ideas about whether some things did not change very much within a period and why. Significance and Interpretations I can confidently select what is most significant in a historical account, related to a development made by the Vikings.



	developments introduced by the Romans and their relevance today. I can identify a range of ways in which two or more accounts of the same event differ. I can comment on a range of possible reasons for the differences and similarities in a number of accounts, e.g. accounts by Dio Cassius and Tacitus Planning and Carrying out a Historical Enquiry I can independently devise significant historical enquiries based on a range of valid questions related to 'What happened when the Romans came to Britain?'. I can answer the questions in some detail using a range of relevant and varied sources to support points made. I can produce work which will be clearly structured with contrasting viewpoints considered. I can use a broad range of relevant historical terms. I can work independently and with confidence. Using Sources as Evidence I can recognise possible uses of a range of sources to find out what life was like during Roman Britain. I can demonstrate an understanding that some sources may be more useful and important than others. Cause and Effect I can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied e.g. why Julius Caesar failed to invade Britain twice. I can understand that the same event can result in both positive and negative effects, e.g. the rebel of Bouddica.	I can identify a range of ways in which two or more accounts of the same event differ. I can comment on a range of possible reasons for the differences in a number of accounts. Planning and Carrying out a Historical Enquiry I can independently devise significant historical enquiries based on a range of valid questions. I can answer the questions in some detail using a range of relevant and varied sources to support points made. I can produce work which will be clearly structured with contrasting viewpoints considered. I can use a broad range of relevant historical terms. I can work independently and with confidence. Historical Enquiry: Using Sources as Evidence I can use a range of sources to find out what life was like in the Anglo-Saxon period. I can demonstrate an understanding that some sources may be more useful/important than others. History Concepts: Cause and Effect I can independently and confidently comment on the importance of causes and effects for some of the key events and developments within this period. I can understand that the same event can result in both positive and negative effects.	I can give a number of valid reasons why I have selected a particular aspect as being most significant in a historical account, and why others are less important. I can begin to understand that some developments introduced by the Vikings have long or short-term significance and their relevance today. I can identify a range of ways in which two or more accounts of the same event differ. I can comment on a range of possible reasons for the differences in a number of accounts. Planning and Carrying out a Historical Enquiry I can independently devise significant historical enquiries based on a range of valid questions. I can answer the questions in some detail using a range of relevant and varied sources to support points made. I can produce work which will be clearly structured with contrasting viewpoints considered. I can use a broad range of relevant historical terms. I can work independently and with confidence. Cause and Effect I can independently and confidently comment on the importance of causes and effects for some of the key events and developments such as why the Vikings left Scandinavia and chose to settle in Britain. I can understand that the same event can result in both positive and negative effects, e.g. the actions of the Vikings Using Sources as Evidence I can use a range of sources to find out what life was like in the Viking period. I can demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.
Teaching Sequence	L1 - I can explain when and why the Romans invaded Britain.	L1- I can explain the Roman withdrawal from Britain and how the Anglo-Saxons invaded and formed kingdoms.	L1-I can describe who the Vikings were and explain when and where they came from.



	L2- I can explain the differences between Celtic and Roman lifestyles. L3- I can explain who Boudicca was and why accounts of her battle differ. L4- I can use the Vindolanda Tablets as sources to find out what life was like for a Roman Soldier on Hadrian Wall. L5- I can name the cause and effect of a key development; Roads and explain why they are still important today. L6- I can name a Roman city (Lincoln) and explain its importance.	L2- I can describe Anglo-Saxon daily life L3- I can describe Anglo-Saxon beliefs and the spread of Christianity. L4- I can explain the conflict between the Anglo-Saxons and Vikings. L5- I can explain the Norman Conquest and the Battle of Hastings. L6- I can explain whether the Anglo-Saxon period was a "Dark Age" using historical evidence.	L2- I can explain why the Vikings left Scandinavia and why they raided and settled in other places. L3- I can describe Viking life, skills, and society. L4- I can describe Viking trade and exploration. L5 - I can explain the conflicts and relationships between the Vikings and Anglo-Saxons. L6- I can describe how the Viking settlements changed Britain.
Key vocabulary	Empire, invasion, legion, emperor, romanisation, resistance, barbaric, centurion, Picts, camber	Settlement, monastery, reconstruction, Dark Ages, plunder, excavation, pagan, Christianity, craftsmanship, raid, conflict, conquest, battle.	longship, explorer, Danelaw, monk, looted, abbey, migrate, inheritance, invader, push and pull factors, monarch, cult, runes, longhouses
Additional/ Cross Curricular and continuous Opportunities	Children will be regularly asked to place each of the periods and key events on a history timeline. At the start of each History unit, there will be a short retrieval quiz to revisit key learning from previous units. Each unit will link to Geography through the exploration of maps linked to settlements and/or key events. In Art, when a famous artist or period is being studied, children will be asked to place that person or period on a class timeline to reinforce their understanding of chronology.		
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	Teaching this unit at this point helps to strengthen children's understanding of chronology as it follows on directly from the previous unit. Having developed secure chronological sequencing across prehistoric periods, pupils are now prepared to engage with a more precise and dated historical narrative, using named individuals, events and timelines to construct accounts of the past. This unit extends pupils' understanding of cause and consequence by exploring invasion, conquest and resistance, enabling them to explain why the Romans came to Britain and the	This unit builds directly on pupils' growing confidence in chronological reasoning and cause and consequence developed through the study of Roman Britain and earlier periods. Pupils are now prepared to examine a longer and more complex period of transition, characterised by migration, settlement and shifting power. This unit strengthens pupils' ability to construct extended historical narratives by linking events over time and explaining how and why societies changed following the Roman withdrawal. Pupils will develop more sophisticated causal reasoning as they explore the impact of Anglo-Saxon settlement on life in Britain, recognising that change occurred gradually and unevenly across different regions.	This final unit builds directly on pupils' developing understanding of chronology, migration and conflict established through their study of Roman Britain and the early Anglo-Saxon period. Having explored the consequences of Roman withdrawal and the settlement of new groups in Britain, pupils are now prepared to examine further waves of invasion, settlement and cultural interaction. The unit strengthens pupils' ability to explain cause and consequence by investigating why groups left their homelands, why they raided and settled elsewhere and the short- and long-term impact of these movements on Britain. Pupils further refine their comparative skills by



	short- and long-term effects of Roman rule. Pupils build on their growing understanding of historical significance by evaluating the impact of key individuals and developments. The pupils will refine their comparative skills by identifying similarities and differences between Celtic and Roman lifestyles, strengthening their understanding of change and continuity across periods. Access to a wider range of sources further develops pupils' ability to use evidence critically and to recognise that historical accounts may present different perspectives. By examining the decline and end of Roman rule in Britain and its immediate aftermath, pupils are well prepared to explore transition, continuity and legacy in the Anglo-Saxon unit. This unit will directly prepare pupils for the study of British and non-British empires in KS3 as they will develop knowledge and skills relating to empires, legions and resistance.	Comparative skills are further refined as pupils evaluate differences and similarities between Roman and Anglo-Saxon ways of life, supporting deeper understanding of continuity and change. This unit also advances pupils' understanding of interpretation and historical debate, particularly through enquiries such as whether the Anglo-Saxon period should be considered a 'Dark Age', requiring pupils to select evidence, evaluate its reliability and justify their conclusions. Increased engagement with a wider range of sources supports pupils in explaining why historical accounts may differ and how interpretations are shaped. By extending learning through the Norman Conquest, the unit consolidates pupils' understanding of long-term change and prepares them for increasingly complex, evaluative historical enquiry in Upper KS2 in units such as World War 1 and World War 2. The skills developed prepares the children for the more complex evaluation in the Vikings unit, furthering their understanding of continuity and change. This unit will also prepare pupils for the more in-depth exploration of topics around migration, invasion and settlement, including the Norman Conquest, in KS3.	examining similarities and differences between Viking and Anglo-Saxon societies, supporting a deeper understanding of change and continuity over time. Through the study of trade, exploration and settlement, pupils extend their ability to construct accounts of the past using evidence from a range of sources, while beginning to evaluate how and why historical accounts may differ. The unit also develops pupils' understanding of historical significance by assessing the impact of Viking settlement on Britain. By engaging with increasingly complex narratives of conflict, cooperation and cultural exchange, pupils are well prepared for more demanding historical enquiry in upper KS2 and the construction of well-justified historical arguments such as Ancient Egyptians and Ancient Greeks. In turn, this will prepare them for History in KS3 where they will be creating relevant, structured and evidentially supported accounts in response to their own enquiries.
Adaptations for LA pupils	•Simplify tasks to focus on collecting less information. •Provide with templates, pictorial representations and writing frames. •Work in mixed ability pairs	•Simplify tasks to focus on collecting less information. •Provide with templates and writing frames. •Work in mixed ability pairs •Provide less conflicting sources of evidence.	•Recognise that the Viking period was a long time ago; recall one or two reasons for Viking raids •They are able to give a simple account of a Viking raid. •Work in a mixed ability group on tasks and support from teacher and teaching assistant.
Adaptations for GD pupils	•Present some contradictory sources of evidence • What do these buildings tell us about Romans and why? • The Romans were good for Britain. Do you agree with this statement?	• How did the Anglo Saxons bring law and order? • What things are left that proves the Anglo Saxons came to Britain. • Would you like to live as an Anglo Saxon – yes/no – why?	• Are the Vikings misunderstood? (always portrayed as negative) • Was the Dane Geld a good idea? Why/why not? Could you think of a better solution?
Resources/approaches	• Visit to Lincoln Castle- Roman workshop • Use resources from Rising Stars and Oak Academy e.g Roman Britain unit (RS) and the Romans: what impact did the Romans have on Britain? (OA)	• North Lincolnshire Museum- Anglo Saxon workshop • Use resources from Rising Stars and Oak Academy e.g The Anglo Saxons (RS) and How we know about life in Anglo-Saxon England? (OA) • Museum artefact- loan boxes	• Jorvik Viking Centre- York • Murton Park- Viking workshop • North Lincolnshire Museum- Viking workshop • Use resources from Rising Stars and Oak Academy e.g The Viking (RS) and How the Vikings changed Britain (OA)

		Primary sources- Sutton burial site, images of artefacts found. 	
Career links	Archaeologists Classicist Heritage officer Museum Curator History Teacher Archivist	Medieval Historian Etymologist Archaeologists Heritage officer Museum Curator History Teacher Archivist	Heritage officer Museum Curator History Teacher Archivist Archaeologists,