



History - Year 4- Medium Term Plan
Autumn 2, Unit 1: What changed in Britain after the Anglo-Saxon invasion?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who were the Anglo-Saxons and the Scots?	To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	I can explain why the Anglo-Saxons and Scots invaded Britain. I can explore the consequences of the Anglo-Saxon invasion. I can identify why there were seven Anglo-Saxon kingdoms.	- Britain's settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Angles - Britons - cause - consequence - invasion - Jutes - longships - Saxons - Scots - Settler	Watch Teacher video: What changed in Britain after the Anglo-Saxon invasion? Unit overview Teacher video: Causes and consequences Have ready Presentation: Why did the Anglo-Saxons come to Britain? Whiteboards and pens (one between two). A flipchart or whiteboard. Gluesticks (optional – see Adaptive teaching). Link: Assessment – History Y4: What changed in Britain after the Anglo-Saxon invasion? (optional – see Attention grabber). Link: Kapow Primary timeline. Link: BBC Teach - The Anglo-Saxons arrive Print Resource: Question words (support - see Adaptive teaching). Activity: Cause and consequence (one each). Activity: Cause and consequence: support version (see Adaptive teaching). Activity: Cause and consequence clauses (support - see Adaptive teaching). Resource:

					Knowledge organiser: History - What changed in Britain after the Anglo-Saxon invasion? Resource: Unit vocabulary (optional - one set for class display).
Two: What did Anglo-Saxon settlements look like?	To identify change and continuity in Iron Age and Anglo-Saxon settlements.	I can name the key features of Anglo-Saxon settlements. I can identify changes and continuities between Iron Age and Anglo-Saxon settlements. I can evaluate the effectiveness of the wattle and daub-making process.	- Britain's settlement by Anglo-Saxons and Scots	- cauldron - change - continuity - daub - hearth - kingdom - settlement - wattle	Watch Teacher video: Continuity and change Pupil video: Wattle and daub Have ready Presentation: What's in a name? Presentation: Iron Age and Anglo-Saxon houses. The following materials for wattle and daub: a block of plasticine or modelling clay (one per group of three); wooden craft sticks or twigs (five per group of three); pipe cleaners (10 per group of three); straw (one small handful for each group of three); air dry clay (approximately 250-300g per group of three); bowls (one per group of three); water in containers (one per group of three); scissors (one per group of three); wipe-down tablecloths or clay modelling boards (one per group of three). Link: Kapow Primary timeline. Link: BBC Teach - The Anglo-Saxons

					Print Resource: Settlements and houses word bank (support - see Adaptive teaching).
Three: What does Sutton Hoo tell us about Anglo-Saxon life?	To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	I can make deductions by investigating artefacts. I can use deductions to suggest who was buried at Sutton Hoo. I can explain the importance of Sutton Hoo to historians.	Britain's settlement by Anglo-Saxons and Scots.	- archaeological find - burial mound - deductions - garnet - gilt - inference - Raedwald - sceptre	Watch Teacher video: Using artefacts to make deductions Have ready Presentation: What was found at Sutton Hoo? Link: Kapow Primary timeline. Link: BBC - What can be found at Sutton Hoo? Print Resource: Sutton Hoo artefacts (one set). Resource: Sutton Hoo artefact information (one teacher copy). Activity: Investigating artefacts (one each). Resource: Artefacts discussion cards (pre-cut, one per group of three or four). Resource: Artefacts dictionary (support - see Adaptive teaching).
Four: How did Christianity arrive in Britain?	To identify how Christianity spread in Britain in the Anglo-Saxon period.	I can analyse how Anglo-Saxon religious beliefs changed. I can identify how missionaries spread Christianity in Britain. I can explain how people's actions can be the cause of change.	Britain's settlement by Anglo-Saxons and Scots.	- Aidan - Augustine - Christianity - Christian saint - Columba - convert - Iona - Lindisfarne - missionary - monastery - pagan - Pope	Watch Teacher video: How did Christianity spread in Britain? Pupil video: Anglo-Saxon history - the podcast Have ready Presentation: Brain dump. Presentation: Introducing Christianity to Britain. Recording devices (optional – see Main event). Link: BBC - Anglo-Saxon religious beliefs. Print Activity: Timeline (one each). Resource: Fact files (one fact file per group of three).

					Resource: Fact files: support version (see Adaptive teaching). Activity: Interview questions (one sheet per group of three).
Five: Was King Alfred really 'Great'?	To explore bias by evaluating sources about Alfred the Great.	I can recognise the threat the Vikings posed to the Anglo-Saxons. I can evaluate sources for bias. I can decide whether Alfred was a 'great' king.	- Britain's settlement by Anglo-Saxons and Scots. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	- Alfred the Great - Battle of Edington - bias - creator - Danelaw - evidence - Guthrum - source - The Great Heathen Army - Vikings - Wessex	Watch Teacher video: Using sources Pupil video: King Alfred Have ready Presentation: Word play. Presentation: Bias. Presentation: King Alfred source. Presentation: Aethelflaed. Whiteboards and pens (one per pair). Link: Kapow Primary timeline. Link: BBC Teach - Alfred the Great. Print Activity: King Alfred sources (one each). Resource: King Alfred sources (one between two). Resource: Evaluating sources word bank
Six: How did Anglo-Saxon rule end?	To evaluate how and why Anglo-Saxon rule ended.	I can suggest the qualities a British ruler would have needed in Anglo-Saxon times. I can identify the contenders' claims to the English throne. I can select and justify who was the best contender for the throne.	- Britain's settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Claimant - Edgar Aethling - Exile - Harald Hardrada - Harold Godwinson, Earl of Wessex - Normandy - Oath - Successor - William of Normandy - Witan	Have ready Presentation: King Athelstan. Presentation: The Claimants to the English throne. Presentation: The Battle of Hastings. Whiteboards and pens (one each). Stick individual sheets from the Resource: The four claimants around the classroom (see Main event). Link: BBC Bitesize - Claimants to the throne in 1066. Link: Kapow Primary timeline. Link: Assessment – History Y4: What changed in Britain after the Anglo-

					Saxon invasion? (optional – see Wrapping up). Print Resource: Sentence stems (support - see Adaptive teaching). Activity: The claimants to the throne (one each). Activity: The claimants to the throne: support version (see Adaptive teaching). Activity: Fact file - the claimants (one between two). Resource: The four claimants (one copy).
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History – LKS2 Twinkl - Medium Term Plan
Spring 2, Unit 2: Crime and Punishment

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: The Roman Legacy	To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain.	I can correctly match some terms used in the British justice system with their meanings. I can explain some of the terms used in the British justice system. I can tell you some ways in which the Roman justice system has left a legacy today. I can recall some key facts about the types of punishments that the Romans would use.	- To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history.	- Crime - Punishment - Judge - Jury - Court - Trial - Law - Police - Rebel - Theft - Exile - Arson - Libel - Execution - Pillory - Crucifixion - Guilty - Innocent - Victim - Witness - Roman, Emperor - Twelve Tables - Legionaries - Slave - Noble - Legacy.	Resources: Lesson Pack Scissors Glue Preparation: Roman Crime and Punishment Activity Sheet 1 per group - cut out and laminate situation cards Crime and Punishment Vocabulary Activity Sheet as required.
Two: Anglo-Saxon Laws and Justice	Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.	I can tell you some key facts about different types of punishments used in Anglo-Saxon Britain. I can explain how wergild was used in Anglo-Saxon Britain. I can compare and contrast the Anglo Saxon and modern British justice systems I can compare and contrast the Anglo Saxon and Roman justice systems.	- Be able to address historically valid questions about change, cause, similarity and difference and significance.	- Anglo-Saxon - Tithing - Hue and cry - Trial by ordeal - Wergild - Oath-keeper	Resources: Lesson Pack Sticky notes or labels Felt tip pens Preparation: Wergild for Body Parts Activity Sheet - 1 per group. Justice System Case Studies Activity Sheet - 1 per group.

Three: The Torturing Tudors!	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era.	I can ask questions about various historical sources of Tudor objects. I can tell you some key facts about different types of punishments used in Tudor Britain. I can explain which crimes were thought to be very serious in Tudor Britain. I can compare and contrast the Tudor and Anglo-Saxon justice systems.	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	- Tudor - Torture - Vagrancy - Treason - Vagrant - Brank - Scold's bridle - Stocks - ducking stool - rack, - Drunkard's cloak - Pillory - Branding - Execution.	Resources: Lesson Pack Scissors Whiteboards and pens Preparation: Guess the Tudor Object Activity Sheet - 1 per group. Read Adult Guidance Guess the Tudor Object and Adult Guidance Tudor People and Their Punishments Answer Sheet. Tudor People and Their Punishments Activity Sheet - 1 per pair (Cut out the cards in advance).
Four: The Highway Man: Hero or Villain?	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.	I can use different sources to build a picture of events in the life of Dick Turpin. I can study various sources and talk about their differences in what they show about Dick Turpin. I can form my own opinion about Dick Turpin based on the sources I have studied.	- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	- Source - Georgian - Highwayman - Dick Turpin - Pistol - Hero - Villain - Accurate.	Resources: Lesson Pack Envelopes Sticky notes Clipboards (optional) Computers or tablets available for research Preparation: Dick Turpin Sources Activity Sheet - 1 per group (Put all six sources into a sealed envelope to make it a set of 'Mystery Sources'). Who Was Dick Turpin? Activity Sheet - 1 per group, enlarged onto A3. Dick Turpin - Hero or Villain Activity Sheet - 1 per child. Check that the Horrible Histories link can be accessed.
Five: Victorian Prisons	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what	I can recall two main things that the Victorians introduced to prevent crime. I can explain the hard labour tasks that Victorian prisoners had to do. I can describe how I think a Victorian prisoner would have felt.	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	- Victorian - Police - Sir Robert Peel - Peelers - Prison - Hard labour - Treadwheel - Shot drill - Picking oakum - The crank - Silence	Resources: Lesson Pack String that can be picked apart Chairs 6 buckets of sand (or another heavy item) 6 skipping ropes Bench Stopwatch or timer Preparation:

	happened in Victorian prisons.			- Isolation - Separation.	Ensure access to/ book large space to use such as a hall. Read Adult Guidance Hard Labour Activities and set up Hard Labour Activities as required. Differentiated Diary Activity Sheets.
Six: Through the Ages	Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.	I can recall key facts about crime and punishment in Britain from the Roman, Anglo-Saxon, Tudor and Victorian periods. I can write about what I have learnt about the history of crime and punishment in Britain. I can talk about modern crime prevention and detection methods that we have now. I can compare these modern methods with what was used to prevent and detect crimes in the past.	- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	- Prevention - Detection - Fingerprints - DNA testing - Neighbourhood Watch - CCTV	Resources: Lesson Pack Glue Sticks Preparation: Crime and Punishment Through the Ages Activity - 1 Sheet per pair. Crime and Punishment: What Have I Learnt? Activity Sheet - as required. Crime Prevention and Detection Cards photocopied onto card (optional) and cut out per pair



History - Year 4 - Medium Term Plan
Summer 2, Unit 3: How did the achievements of the ancient Maya impact their society and beyond?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: How did the ancient Maya settle in a rainforest?	To explore the challenges faced by the ancient Maya when settling in the rainforest.	I can describe when and where the ancient Maya lived. I can discuss the advantages and challenges of settling in the rainforest. I can consider which developments helped overcome these challenges.	- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	- Achievement - Ancient - Civilisation - Climate - Flint - Historian - Indigenous - Mesoamerica - Settlement - Terrain - Vegetation	Watch Pupil video: Ancient Maya rainforest Have ready Presentation: Where did the ancient Maya live? Presentation: Solutions. Presentation: Settlements. Scissors (one between two). Whiteboards and pens (one each). Display the Resource: Settling in a rainforest around the classroom (see Attention grabber). Link: Kapow Primary timeline. Link: Assessment – History Y4: How did the achievements of the ancient Maya impact their society and beyond? (optional – see Attention grabber). Print Resource: Settling in a rainforest (one class copy). Activity: Challenges and solutions (pre-cut, one between two). Resource: Knowledge organiser: History - How did the achievements of the ancient Maya impact their society and beyond? (see Adaptive teaching). Resource: Unit

					vocabulary (optional - one class set for display).
Two: How important was chocolate to the ancient Maya?	To infer how the ancient Maya valued and used cacao by exploring historical artefacts.	I can identify some of the food that the ancient Maya ate. I can explore some historical sources to find out how cacao was used. I can discuss how the use of cacao by ancient civilisations has impacted the world we live in today.	- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	- Afterlife - Cacao - Cultivate - Currency - Elite - Farming - Glyph - Ritual - Society - Trade	Watch Pupil video: The chocolate tree Have ready Presentation: 3, 2, 1. Presentation: What food? Presentation: Journey of the cacao. Presentation: Impact. Whiteboards and pens (one each). The Resource: Knowledge organiser: History – How did the achievements of the Ancient Maya impact their society and beyond? (see Adaptive teaching). Laptop or tablet devices (optional – see Adaptive teaching). Audio playback devices (optional – see Adaptive teaching). Link: Maya Vase database by Justin Kerr (see Adaptive teaching) Print Activity: Maya artefacts (one between two). Answer sheet: Maya artefacts (one teacher copy).

Three: What did the ancient Maya believe?	To describe the role of Maya gods and goddesses by studying images and scenarios.	I can name some Maya gods and goddesses. I can identify the characteristics of some Maya gods and goddesses. I can discuss the impact some beliefs had on ancient Maya life.	- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	- Ceiba tree - Chaac - Creation - Creation story - Deity - Gods/Goddesses - Itzamná - K'awiil - Kinich Ahau - Kukulkan - Preserve	Watch Pupil video: Maya creation story Have ready Presentation: Quizmaster. Presentation: Maya gods. Whiteboards and pens (one each). Flipchart (optional). Sugar paper (one sheet per group of four). Felt tip pens (a selection per table). The Resource: Knowledge organiser: History – How did the achievements of the Ancient Maya impact their society and beyond? (see Adaptive teaching). Link: Library of Congress - Popul Vuh.* Link: BBC Bitesize - Who were the Maya gods?. Print Resource: The Maya gods (one between two). Activity: Daily life and the divine (pre-cut, one per group of four). Activity: God and goddess hieroglyphs (see Adaptive teaching).
Four: How did the Maya reflect world beliefs in their inventions?	To develop recording skills through exploration of ancient Maya inventions.	I can describe some inventions of the ancient Maya. I can discuss how some inventions were connected to their beliefs. I can ask questions to categorise an invention.	- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	- Archive - Archivist - Invention - Recording - Ball game - Categorise	Watch History in action: Working in an archive Have ready Presentation: Expand and add detail. Presentation: Shoes. Presentation: Categorising. Presentation: Keyword prompts. Presentation: Lady K'abel. A shoe with a rubber insole (optional – see Attention grabber). Print Resource: A story of rubber (one teacher copy).

					Resource: Maya inventions (one set per table). Activity: Archive log (one between two). Activity: Archive log: support version (see Adaptive teaching).
Five: What do remains tell us about ancient Maya cities?	To make deductions about an ancient Maya city by exploring remains.	I can use remains to identify the features of an ancient Maya city. I can infer how some features were used. I can plan a city from the ancient Maya period.	- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	- Archaeological remains - Classic period - City state - Deduce - Grand plaza - Ruins - Sacbe - Stela	Watch Teacher video: Ancient Maya city states Pupil video: Ruins of Tikal History in action: Working as an archaeologist Have ready Presentation: Keyword. Presentation: Ancient Maya city states. Presentation: City state essentials. Whiteboards and pens (one between two). Print Activity: Ancient Maya city map (one each). Activity: Ancient Maya city map: support version (see Adaptive teaching).
Six: What caused the decline of the ancient Maya cities?	To evaluate historians' claims on the decline of the ancient Maya cities.	I can describe claims made about the decline of the ancient Maya cities. I can begin to evaluate a claim. I can discuss what I think was the main cause for the decline of the ancient Maya cities.	- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	- Abandon - Claim - Climate change - Drought - Evidence - Overpopulation - Decline - Deforestation - Disprove - Prove - Evaluate	Watch Teacher video: Why did the Ancient Maya decline? Have ready Presentation: Retrieval race. Presentation: What claims have historians made? Presentation: Evaluating example. Presentation: Diamond six. The Resource: Knowledge organiser: History – How did the achievements of the ancient Maya impact their society and beyond? (see Adaptive teaching). Link: Kapow Primary timeline. Link: Assessment –

					History Y4: How did the achievements of the ancient Maya impact their society and beyond? (optional – see Wrapping up). Print Activity: Evaluating a theory (one per group). Resource: Evidence bank (one per group). Resource: Evidence bank: support version (see Adaptive teaching).
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