

## Year 4 Autumn 2

**Enquiry: What did the Vikings want and how did Alfred help to stop them getting it?**

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> <li>• Who the so called 'Vikings' actually were and where their original homelands can be found today.</li> <li>• The significance of the Viking attack on Lindisfarne in 793.</li> <li>• How England in Anglo Saxon times was made up of several separate kingdoms.</li> <li>• The motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li>• The area of modern day Britain once occupied and settled by Norsemen.</li> <li>• How Norse settlements compared with traditional Anglo Saxon homes.</li> <li>• The difference between a myth and legend.</li> <li>• How Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li>• Why King Alfred of Wessex has the title 'Great'.</li> <li>• Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul> <p style="text-align: center;"><b>Evident Knowledge Threads</b></p> <ul style="list-style-type: none"> <li>• Legacy</li> <li>• Monarchy</li> <li>• Cause and Effect</li> <li>• Chronology</li> <li>• Society</li> <li>• Invasion</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Modern artistic representations and reconstructions of people, places and events.</li> <li>• Photographs</li> <li>• Artefacts</li> <li>• Engravings</li> <li>• Paintings</li> <li>• Stained glass windows</li> <li>• Written documents – speeches, journals, manuscripts</li> <li>• Tabular and graphical data – climate graphs</li> </ul> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 20%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p> <p style="text-align: center;"><b>SEND</b></p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p><b>Pupils making a good level of progress will:</b></p> <ul style="list-style-type: none"> <li>• Explain who the so called 'Vikings' actually were and where their original homelands can be found today.</li> <li>• Understand the significance of the Viking attack on Lindisfarne in 793.</li> <li>• Identify, locate and describe how England in Anglo Saxon times was made up of several separate kingdoms.</li> <li>• Explain the motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li>• Identify, locate and describe the area of modern day Britain once occupied and settled by Norsemen.</li> <li>• Explain how Norse settlements compared with traditional Anglo Saxon homes.</li> <li>• Explain the difference between a myth and legend.</li> <li>• Describe and explain how Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li>• Reach a judgement as to why King Alfred of Wessex has the title 'Great'.</li> <li>• Explain why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</li> </ul> <p><b>Pupils working at greater depth will also:</b></p> <ul style="list-style-type: none"> <li>• Understand why it is disputed who the first king of all England actually was.</li> <li>• Understand that William of Normandy was also a descendant of the Vikings when he became the first Norman king of England.</li> </ul> <p><b>Prior Learning</b></p> <p><b>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</b></p> <ul style="list-style-type: none"> <li>• That invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources.</li> <li>• What the Romans wanted when they invaded and occupied England and absorbed it into its empire</li> </ul>
Selecting	Choosing the information most suitable and relevant													
Sequencing	Arranging events or artefacts in their correct time order													
Comparing and contrasting	Finding similarities and differences in how people lived at different times													
Reasoning and speculating	Forming ideas about something without firm evidence													
Synthesising	Combining a range of ideas and facts from different sources													
Explaining	Showing understanding of how or why something happened													