



Claremont Primary and Nursery School History Curriculum

Year 4: Invaders and Settlers – How did Anglo Saxon life change after the arrival of the Vikings?

NC link: *Changes in Britain from Stone Age to 1066*

Objectives:

- Be able to place the Viking era on a timeline
- Be able to compare the everyday life for Vikings who settled in England how this differed to their Anglo-Saxon counterparts
- Be able to use historical sources to find out about Viking attacks on Britain
- Be able to use historical sources to explain why Alfred the Great was considered the best Anglo-Saxon king
- Be able to use historical sources to describe Viking views on law and justice
- Be able to use historical sources to find out why the Viking era in Britain came to an end
- Be able to discuss how Anglo-Saxon life changed after the Viking invasion

Substantive Knowledge:

- The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in longships and first arrived in Britain around 787AD.
- One of the first Viking attacks on England was the raid on Lindisfarne in 787AD.
- The Vikings raided places such as monasteries and pillaged expensive items (gold, jewels, imported foods and other useful materials) to trade. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York.
- By 878AD the Vikings had settled permanently in Britain.
- The kings of Anglo-Saxon Britain each ruled their own kingdom. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were 7 kingdoms, but by 878AD there was just one kingdom left (Wessex); the others had been overrun by Vikings.
- Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best-known Anglo-Saxon king and the first to defeat the Vikings in battle. He worked to unify the kingdoms and had a significant impact on Anglo-Saxon life.
- Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat. They lived in houses made of stone or wood with a straw roof. Wattle and daub (sticks and mud/dung) were used for the inside of the walls.
- Anglo-Saxon laws were similar to some we have today, although the punishments were different. These were often brutal and would be done publicly to act as deterrents. Stoning, whipping and exile were common punishments; as well as paying a fine (wergild), or receiving reparations with hot or cold water ordeals.
- Viking laws were not written down but passed on by word of mouth. Punishments included fines, being semi-outlawed, fighting to the death or revenge on someone who has killed a family member.
- In 1042AD, Edward the Confessor became King. When Edward died, in 1066AD, Harold II tried to stop Harold of Norway from invading England and killed him in the Battle of Stamford Bridge. William of Normandy thought he should be King so came to fight Harold II in the Battle of Hastings. William became king - bringing the Viking and Anglo-Saxon age to an end in 1066AD.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Identify and explain reasons for continuities and changes across periods of time.

Cause and Consequence

- Explain a series of directly related events that led up to a historical event.
- Understand that historical events have consequences that sometimes last long after the event is over.

Similarities and differences

- Identify and give some examples of how life was similar and different for people in the same and different periods of time (rights, religious beliefs).

Historical significance

- Identify historically significant people and events from a period of history and give some detail about what they did/happened.

Historical Interpretations

- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Historical Investigations

- Use a range of primary and secondary sources to find out about the past
- Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information

Chronological understanding

- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart

Knowledge and Understanding of Events and People in the Past

- Find out about the lives of people in time studied compared with our life today
- Explain how people and events in the past have influenced life today

Presenting, Organising and Communicating

- Present, communicate and organise ideas including simple written narratives
- Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information

Key Vocabulary:

Danegald, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, monastery, settlement



Claremont Primary and Nursery School History Curriculum

Year 4: How has Nottingham changed over time? – Who was George Africanus?

NC link: local study

Objectives:

- Be able to place the transatlantic slave trade period on a timeline
- Be able to compare life during the 19th Century to life in Nottingham today
- Be able to use historical sources to understand the impact of the slave trade in Britain
- Be able to use historical sources to find out about the life of George Africanus
- Be able to use historical sources to understand what life was like for George Africanus as a black freeholder and business owner in the 19th century
- Be able to discuss the life of George Africanus and the impact he has had on the modern day

Substantive Knowledge:

- The transatlantic slave trade is the name given to the forced enslavement and movement of people from Africa to the Americas.
- It began around 1500 when traders began to take enslaved West and Central African people to new colonies in the Americas and England.
- The triangular trade system was developed and each point on the Atlantic slave trade route benefitted from the trade in slaves. Goods were transported from England to Africa and traded for enslaved African people. Next, they travelled on the 'Middle Passage' from Africa to the Caribbean or Brazil where they were sold at auction. The captain would make money at the auction and use it to buy more goods which were transported back to Europe. There, the cycle would begin again.
- George Africanus lived from 1763-1834.
- He was born in Sierra Leone, West Africa. He was enslaved in 1766 at the age of 3 and was brought to England.
- In England, he was given to Benjamin Molyneux who provided for George's education and he grew up being able to read and write.
- At this time, owning a black domestic servant was a sign of wealth.
- George gained his freedom at a time when millions of others remained enslaved in the Americas.
- In 1784, he moved to Nottingham to work as a brass-founder.
- George bought his own house in Nottingham. As a freeholder, he was eligible to vote.
- George and his wife established an employment agency, employing servants for the wealthy.
- In 1807, slavery is abolished in the British Empire.

Disciplinary knowledge (Think like a historian):

- Continuity and Change
 - Start to explain the impact of some changes that have happened throughout different periods of time.
- Cause and Consequence
 - Begin to understand that historical events create changes that have consequences.
 - Understand that historical events have consequences that sometimes last long after the event is over.
- Similarities and differences
 - Identify and give some examples of how life was similar and different for people in the same and different periods of time (rights, religious beliefs).
- Historical significance
 - Identify historically significant people and events from a period of history and give some detail about what they did/happened.
- Historical Interpretations
 - Begin to understand some of the ways in which historians and others investigate the past.
- Historical Investigations
 - Use a range of primary and secondary sources to find out about the past
- Knowledge and Understanding of Events and People in the Past
 - Explain how people and events in the past have influenced life today
 - Describe connections and contrasts between aspects of history, people, events and artefacts studied.
- Presenting, Organising and Communicating
 - Present, communicate and organise ideas about the past including simple written narratives

Key Vocabulary:

slave, colony, transatlantic slave trade, auction, plantation, abolition, segregation, overseer, master, underground railroad



Claremont Primary and Nursery School History Curriculum

Year 4: Funky Pharaohs – How did Ancient Egyptians honour their Pharaohs?

NC link: Early civilisations

Objectives:

- Be able to place the ancient Egyptian era on a timeline
- Be able to use historical sources to understand that ancient Egypt had a social hierarchy
- Be able to use historical sources to understand that Pharaohs were buried in pyramids after they had been mummified
- Be able to use historical sources to research the gods that ancient Egyptians believed in
- Be able to use historical sources to recognise that pyramids were built as monuments to their dead Pharaohs
- Be able to recognise the significance of Howard Carter discovering Tutankhamun's tomb
- Be able to discuss how ancient Egyptians honoured their Pharaohs

Substantive Knowledge:

- Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world. It lasted for over 3000 years from 3150 BC to 30 BC. The civilization of ancient Egypt was located along the Nile River in northeast Africa.
- Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper. Most people lived along and around the Nile. This is still true today.
- In ancient Egypt, scribes wrote on papyrus. Scribes were mostly men who went to a special school to learn to write. They wrote using hieroglyphs which were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so the right taxes could be taken.
- Life in the Ancient Egyptian times was different for people depending on which group they belonged to. This is called a social status or hierarchy. Pharaohs were the kings or queens of ancient Egypt. They were the most powerful and rich people, who decided everything about the way the country was run. Important Pharaohs included Cleopatra, Tutankhamun, Khufu and Hatshepsut.
- The Ancient Egyptians believed in many Gods who were responsible for different aspects of life and death. Some of these included: Osiris, Ra, Anubis and Horus. Pharaohs wanted to please these gods to ensure they made it to the afterlife.
- Pharaohs were buried in pyramids and tombs after their death. They were buried with their most treasured possessions. They were considered gods in human form. They often had their bodies preserved for a journey as they believed they went to an afterlife. This process is called mummification.
- The pyramids were built as monuments to house the tombs of the pharaohs. The ancient Egyptians believed that these treasures would help them in the afterlife. Death was seen as merely the beginning of a journey to the other world.
- Howard Carter and Lord Carnarvon discovered Tutankhamun's tomb on the 4th November 1922. Many clues about his life were discovered which led to historians learning more about Tutankhamun and his childhood. He was known as the 'boy king' because he became a pharaoh when he was 9 years old.

Disciplinary knowledge (Think like a historian):

Continuity and Change

- Identify key things that stayed the same between periods.
- Identify key things that changed between periods.

Cause and Consequence

- Understand that a cause is something directly linked to an event and not just something that happened before it.
- Begin to understand that historical events create changes that have consequences.

Similarities and differences

- Identify and give some examples of how life was similar and different for people in the same and different periods of time (rights, religious beliefs).

Historical significance

- That historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.

Historical Investigations

- Use a range of primary and secondary sources to find out about the past
- Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information

Chronological understanding

- Understand that a timeline can be divided into BC and AD.

Knowledge and Understanding of Events and People in the Past

- Find out about the lives of people in time studied compared with our life today
- Explain how people and events in the past have influenced life today

Presenting, Organising and Communicating

- Present, communicate and organise ideas about the past including simple written narratives
- Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.

Key Vocabulary:

afterlife, ancient, artefact, mummification, pyramid, Gods, Pharaohs, tomb, sarcophagus, Tutankhamun, Cleopatra, hierarchy



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