

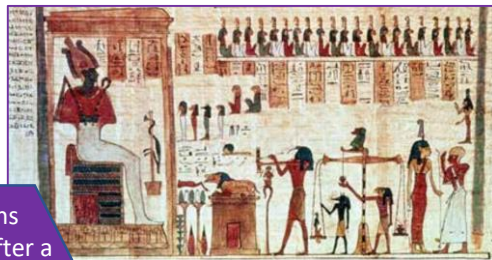
History - Autumn 1 - Year 4

Enquiry Question: What did the ancient Egyptian's believe?

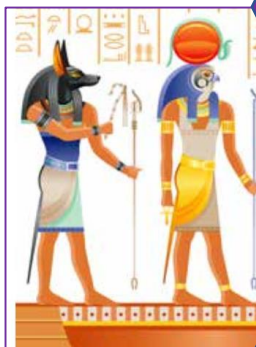
Key Vocabulary

Spelling	Definition
Book of the Dead	A long sheet of papyrus containing a series of written spells which guided the dead to the afterlife.
Civilisation	A large group of people with a common language, way of life and governance.
Historically significant	A person or event that deserves attention.
Immortal	Able to live forever.
Mummification	The Egyptian process of preserving a body, so it could travel to the afterlife.
Preserve	To prevent a body from decaying.
Pyramid	A large stone tomb built for a pharaoh.
Ra	The ancient Egyptian sun god, who later merged with Atum, the creator god.
River Nile	The longest river in the world, along which the ancient Egyptian civilisation developed.
Sarcophagus	A decorated stone coffin.

The Egyptians believed that after a person died, they travelled to the afterlife - a paradise in which people became immortal.

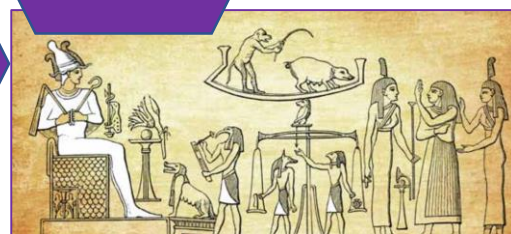


The journey to the afterlife was full of challenges, and the god Osiris decided whether a person would go to the afterlife or the underworld.



The ancient Egyptians thought the heart recorded all the good and bad things a person did.

If the heart weighed the same as the Feather of Ma'at, the person went to the afterlife.



Core Knowledge



The ancient Egyptians worshipped over 1,500 gods and goddesses, responsible for all aspects of daily Egyptian life.

Attainment Targets

- Identify the ancient civilisations and key periods in ancient Egypt.
- Describe the physical features of Egypt.
- Explain the Egyptian creation story.
- Identify the characteristics of important Gods or Goddesses.
- Explain why the pyramids were built.
- Identify the stages and challenges of building a pyramid.
- Explain the links between ancient Egyptian beliefs and mummification.
- Name sources that can be used to find out about ancient Egyptian beliefs.
- Explain some Egyptian beliefs about the afterlife.



Links to prior learning

Year 3 - What changed between the Stone Age and the Iron Age?



History – Spring 1– Year 4

Enquiry Question: How hard was it to invade and settle in Britain?

Key Vocabulary

Spelling	Definition
Claimant	A person who believes they are entitled to be the king or queen.
Invasion	A military attack in which an army uses force to take over another country.
Kingdom	A part of England which was ruled by a king or queen.
Missionary	A person sent to an area to promote Christianity.
Oath	A solemn promise.
Settlement	A place where a community of people live.
Settlers	People who move to a new country and stay there permanently.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.



The Anglo-Saxons lived in single-roomed huts made of wattle and daub and wood, with a thatched roof.

By AD 600, England was organised into 5 kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent.

In AD 925, Athelstan became the first king of England.

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England.



Each kingdom was ruled by a king who made laws. Over time, Wessex became the most important one.



Attainment Targets

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.
- Identify the qualities needed to be a monarch in 1066.



Key Questions

- Why did the Romans leave Britain?
- What were the different reasons for the Vikings invasions of Britain?
- What was a typical Anglo-Saxon village like?
- Who or what was buried at Sutton Hoo?
- Who was the first king of England?
- Who were the saints who introduced Christianity to Britain?
- Was King Alfred really great?

Links to prior and future learning

British History 2: Why did Roman's setting in Britain?
Year 2: What is a monarch?



Key Vocabulary

Enquiry Question:

Were the Vikings raiders, traders or settlers?

Spelling	Definition
Balanced	Considering all views in a fair way.
Bias	Allowing personal opinions to influence a viewpoint.
Cause	Something that makes an event happen.
Consequences	The result of an event.
Danelaw	The northern, central and eastern regions of England controlled by the Vikings.
Longboat	A long, narrow Viking boat powered by oars or sail.
One-sided	A viewpoint which shows only one side of an argument.
Perspective	The way a person thinks about something.
Viking	A group of Scandinavian people who lived in the eight to the eleventh centuries.



Raiders:

The Viking raids of Britain started in AD 793 when Lindisfarne's monastery was attacked. They stole valuable items from monasteries and villages.

Traders:

Using longboats, the Vikings established trading routes throughout Europe. They sold items like timber, wheat, wool, fur and fish.



Traders:

They exchanged their items for silver, spices, wine, jewellery, silk and glass.

Settlers:

In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England.

Settlers:

In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas.



Attainment Targets

- Identify the different reasons for migration to Britain.
- Sequence events according to their significance for groups of people.
- Explain where the Vikings came from and why they came to Britain.
- Make inferences from sources and explain how sources can be biased.
- Find evidence within a source to support their reasoning.
- Describe what the Vikings traded. and Identify Viking trading routes.
- Explain whether the Vikings were traders or raiders.
- Identify important events in the Anglo-Saxon and Viking struggle for Britain.
- Explain the meaning of cause and consequence.
- Suggest the cause and consequences of events.
- Make observations and deductions about artefacts.

Links to prior learning - Spiral Curriculum

Year 3: British History 1: Would you rather live in the Stone Age, Bronze Age or Iron Age?

British History 2: Why did the Roman's settle in Britain?

Year 4: British History 3: How hard was it to invade and settle in Britain?

