

History Progression Map Year 4

	Autumn 1	Spring 1	Spring 2
Topic	Vikings	Romans	Victorians (Local History)
Learning Objective (from DC Pro)	<ul style="list-style-type: none"> I can describe and compare different periods from the past I am aware of how people's lives have shaped this nation Describe the main changes in a period of history. I can make connections between local, regional, national and international history. I can explain some of the main events and give reasons for, and results of, the changes. I can understand that aspects of the past have been represented and interpreted in different ways. I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT. I can understand more complex, abstract concepts. I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past. 	<ul style="list-style-type: none"> I can describe and compare different periods from the past I am aware of how people's lives have shaped this nation Describe the main changes in a period of history. I can make connections between local, regional, national and international history. I can explain some of the main events and give reasons for, and results of, the changes. I can understand that aspects of the past have been represented and interpreted in different ways. I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT. I can understand more complex, abstract concepts. I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past. 	<ul style="list-style-type: none"> I can understand that aspects of the past have been represented and interpreted in different ways. I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT. I can understand more complex, abstract concepts. I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past.
Skills	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Historical Enquiry.	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Understanding Historical concepts, Historical Enquiry.	Chronological awareness, Knowledge and understanding, organise, evaluate and communicate information, Understanding Historical concepts, Historical Enquiry.

Overall Knowledge

- Not all Vikings were warriors. Many came in peace and become farmers.
- The lands that the Vikings occupied were known as Danelaw.
- No Vikings wore horns in their helmets
- Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.
- Know that Vikings also raided other parts of Europe/ America.

Society and diversity

- Vikings spoke Norse, which had an alphabet made up of runes.
- Vikings were pagans and often raided monasteries, looting gold.

Local area

- The Viking army, under Ivar the Boneless and Halfdan Ragnarsson, first captured Nottingham from the Saxons in 868. They turned Nottingham into a fortified settlement or burgh under the Danelaw. The town was surrounded by a ditch and an earth rampart with a wooden palisade.
- Nottingham was known as Snotingeham.
- In 920, King Edmund of the Saxons retook Nottingham from the Vikings and built a bridge across the Trent. By the end of the Saxon period, Nottingham was a small town of strategic importance

Rulers/ leaders

- The most important Viking British city was York, or Jorvik as it was known by the Vikings.
- Know that Vikings had 'kings' known as Chieftains

Childhood

- Children played with spinning tops, swords and bows.

Role of women

- cooking, caring for the home and raising children
- but Viking women enjoyed a high degree of social freedom. They could own property, ask for a divorce if not treated properly, and they shared responsibility for running farms and homesteads with their menfolk

History Progression Map Year 4**Overall Knowledge**

- A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned and they were born.

Society and diversity

- Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo
- The Roman Empire was multicultural. Through trade, logistical or military movements, civilian migrations both voluntary and forced, people travelled within the Empire
- Excavations at York conducted in the 50s discovered the largest number of human skeletons from Roman Britain ever exhumed. Dating from the 3rd century AD, several of the people were of African origin and made up various levels of society from soldiers to slaves
- The Celts did not want to live under Roman rule and fought hard to defend their land and properties. The Romans wanted Britain's precious metals.
- Boudica was a member of the Iceni tribe who lived in Norfolk. The Iceni were initially on good terms with the Romans who had invaded Britain in 43 AD. Boudicca lived in Britain around the time of the Romans invasion. She attempted to defy the Romans, who seized her property.

Local area

- When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country.
- Nottingham is notable for its lack of evidence of occupation during the Roman era. Although the Fosse Way was one of Britain's major Roman roads and passed within six miles to the south of Nottingham.

Rulers/Leaders

- Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands.
- Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.

Childhood

- children of Ancient Rome had were horses, playhouses, carts, wooden swords, balls, bells, dolls, kites, and other toys. All of the toys that the children had were handmade toys, and these toys were very popular in the homes of the Ancient Roman people

Role of women

- Rome was a male dominated society and Roman women had a very limited role in public life. They could not attend, speak in, or vote at political assemblies and they could not hold any position of political responsibility.

Overall Knowledge

- The Victorian period lasted from 20th June 1837 and 22nd January 1901.

Society and diversity

- The social classes of this era included the Upper class, Middle class, and lower class
- Know that the Boradmarsh area of Nottingham was the Victorian slums.
- A lot of black people in Victorian London came over on slave ships though some rose to prominent positions.

Local area

- Know that Nottingham lacemarket had a big part to play in Victorian Nottingham.
- Know about the role of Southell workhouse.
- Thomas Adams owned a lace factory in Victorian Nottingham
- We can learn about Victorian times through the census.

Rulers/Leaders

- Know about the life of Queen Victoria and which countries where part of the Victorian empire.

Childhood Refer back to learning from Year 1 progression unit on toys

- Poor children often had to work to earn money for their family. As a result, many could not go to school.
- Children could also earn a bit of money as chimney-sweeps, messengers or crossing sweepers
- Young richer children were often taught at home by a private tutor. Boys then went to boarding schools. Middle class children went to grammar schools or private academies.

Role of women

- They were viewed as only supposed to be housewives and mothers to their children.



History Progression Map Year 4

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