



HISTORY

Curriculum Intent

Through studying history at Walton Oak, pupils will build an understanding of the chronology of events within our history and how these have impacted on life in modern Britain today. We aim to inspire children's curiosity about the past by ensuring they have exposure to a range of sources including images, artifacts, original documents, experience days and visits. Children will learn to ask perceptive questions about the past, learn ways to find answers to their questions and recognize similarities and differences between 'now' and 'then'.

Themes:

1. Chronological Knowledge

BCE/CE, main periods in history, significant events and people

2. Historical understanding

How things happened and why, points of view, contrasting arguments, similarities and differences

3. Historical skills

Primary and secondary sources, research skills, interpreting the past

4. Impact on modern Britain

Local history, impact on modern day

All history books will contain two timelines: one which encompasses pre-history and early civilisations and peoples and one which covers the past 1000 years of British history. These will be added to with each new topic taught so that children can see where the time they are learning about fits in relation to others.

HISTORY: CORE STUDY FOR YEAR FOUR

1. Chronological Knowledge - Core knowledge includes themes, concepts, and skills that underpin the chronological narrative.

Core knowledge

Core skills

Core vocabulary

Taught through

<p>1. Vikings (c. 793–1066)</p> <ul style="list-style-type: none"> ● Came from Scandinavia. ● Raided and settled in Britain. ● Created the Danelaw. ● Fought Anglo-Saxons (e.g. Alfred the Great). ● Left a legacy in place names and language. <p>2. Heroes and Villains (Across History)</p> <ul style="list-style-type: none"> ● Study of key figures from different times. ● Learn how people can be seen as heroes or villains. ● Examples: Alfred the Great, Queen Victoria, Florence Nightingale, Jack the Ripper. <p>3. Victorians (1837–1901)</p> <ul style="list-style-type: none"> ● Queen Victoria ruled for 64 years. ● Life changed with industry and empire. ● Big gap between rich and poor. ● Growth of railways, schools, and factories. <p>4. Industrial Revolution (Late 1700s–1800s)</p>	<p>Chronological Skills</p> <ul style="list-style-type: none"> ● Place events on a timeline: Understand when the Viking Age (c. 793–1066 AD) and the Victorian era (1837–1901) occurred. ● Use historical terms: Accurately use terms like 'century', 'decade', 'era', and 'chronology'. ● Compare periods: Identify similarities and differences between different historical periods <p>Vikings: Invaders and Settlers</p> <ul style="list-style-type: none"> ● Origins: Learn that Vikings came from Scandinavia and began raiding Britain in 793 AD. ● Settlements: Understand how Vikings settled in parts of Britain, such as York (Jorvik). ● Legacy: Recognize the impact of Viking culture on British history. <p>Victorians: Industrial Revolution</p> <ul style="list-style-type: none"> ● Queen Victoria's reign: Know that Queen Victoria ruled from 1837 to 1901. 	<p>Vikings: Invaders and Settlers</p> <ul style="list-style-type: none"> ● Viking: Norse explorer or warrior. ● Raid: Sudden attack. ● Settlement: Community established in a new area. Longship: Viking sailing vessel. ● Jarl: Viking noble or chieftain. ● Danelaw: Region of England under Viking control. ● Runes: Viking alphabet letters. ● Pagan: Follower of a polytheistic religion. ● Monastery: Building where monks live and worship. ● Saga: Long story of heroic achievement. <u>Queensway School+1Schudio Files+1</u> <p>Victorians: Industrial Revolution</p>	<p>1. Develop Chronological Understanding</p> <ul style="list-style-type: none"> ● Timelines: Use visual timelines to help students place events like the Viking invasions and the Victorian era in context. ● Sequencing Activities: Encourage students to arrange events or artifacts in chronological order to understand the progression of history. <p>2. Utilise Storytelling and Narrative</p> <ul style="list-style-type: none"> ● Historical Stories: Share engaging stories about figures such as Alfred the Great or Queen Victoria to bring history to life. ● Dramatic Reenactments: Involve students in role-playing activities to explore historical events and perspectives.
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<ul style="list-style-type: none"> ● New machines and factories. ● Steam power and inventions. ● People moved to cities. ● Poor working conditions for many. 	<ul style="list-style-type: none"> ● Industrial changes: Understand how the Industrial Revolution transformed Britain, including advancements in technology and changes in daily life. ● Social impact: Explore how industrialization affected work, education, and urbanization. 	<ul style="list-style-type: none"> ● Queen Victoria: British monarch from 1837 to 1901. ● Industrial Revolution: Period of major industrialisation. ● Factory: Building where goods are manufactured. ● Steam Engine: Engine powered by steam. ● Workhouse: Place offering accommodation and employment to those unable to support themselves. ● Chimney Sweep: Person who cleans chimneys. ● Ragged Schools: Free schools for poor children. ● Invention: New device or process created through study and experimentation. ● Reform: Changes made to improve society. ● Empire: Group of nations or peoples ruled over by an emperor or empress. 	<p>3. Engage with Primary Sources</p> <ul style="list-style-type: none"> ● Artifact Examination: Introduce students to replicas or images of historical artifacts to spark curiosity from loan boxes from Chertsey Museum. <p>4. Foster Enquiry-Based Learning</p> <ul style="list-style-type: none"> ● Guiding Questions: Pose open-ended questions to encourage critical thinking, such as "Why did the Vikings settle in Britain?" ● Research Projects: Assign small group projects where students investigate specific historical topics or figures. <p>5. Incorporate Cross-Curricular Activities</p>
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<p>Extended skills and vocabulary: In Year 4, children should expand their historical vocabulary to include terms like "pillage," "knarr," "industrialisation," and "urbanisation," enhancing their understanding of the Vikings and the Victorian era. They should also develop skills in analysing sources, understanding chronology, and interpreting historical events to build a deeper comprehension of the past.</p>			

2. Historical Understanding			
Core knowledge	Core skills	Core vocabulary	Taught through

<p>Vikings, Invaders and Settlers</p> <ul style="list-style-type: none"> ● Viking Origins: Recognize that Vikings came from Scandinavia and began raiding Britain around AD 793. ● Settlements: Identify areas like York (Jorvik) where Vikings established communities. ● Daily Life: Understand Viking society, including roles of farmers, traders, and warriors. ● Beliefs: Learn about Norse gods such as Odin and Thor. ● Legacy: Acknowledge the lasting impacts of Viking culture on British place names and language. <p>Victorians: Industrial Revolution</p> <ul style="list-style-type: none"> ● Queen Victoria's Reign: Know that Queen Victoria ruled from 1837 to 1901, a period marked by significant change. ● Industrial Changes: Understand how the Industrial Revolution transformed Britain, including advancements in technology and changes in daily life. 	<p>Vikings: Invaders and Settlers</p> <ul style="list-style-type: none"> ● Chronological Understanding: Place Viking events on a timeline to understand their sequence and duration. ● Historical Enquiry: Ask questions about Viking life and use evidence to find answers. ● Source Analysis: Examine artifacts and sources to learn about Viking society. ● Interpretation: Understand that historical events can be viewed in different ways. ● Communication: Present findings about Viking life clearly, using appropriate vocabulary. <p>Victorians: Industrial Revolution</p> <ul style="list-style-type: none"> ● Chronological Understanding: Identify key events in the Victorian era and place them in chronological order. ● Historical Enquiry: Pose questions about Victorian 	<p>Vikings</p> <ul style="list-style-type: none"> ● Raid – A surprise attack. ● Longship – Viking ship used for raids. ● Chieftain – Viking leader. ● Monastery – Religious community. ● Pagan – Believer in multiple gods. ● Rune – Viking alphabet character. ● Berserker – Fierce warrior. ● Valhalla – Viking afterlife. ● Danelaw – Viking-controlled area in Britain. ● Anglo-Saxons – People in Britain before the Vikings. <p>Victorians</p> <ul style="list-style-type: none"> ● Queen Victoria – Monarch from 1837 to 1901. ● Industrial Revolution – Period of industrial growth. ● Urbanisation – Growth of cities. ● Workhouse – Institution for the poor. 	<p>Vikings</p> <p>Role-Playing: Students can enact Viking daily life, such as trading or debating in a Viking assembly (Thing), to understand their social structures and customs.</p> <p>Map Exploration: Use maps to trace Viking invasions and settlements, highlighting key locations like Lindisfarne and Jorvik.</p> <p>Artefact Analysis: Examine replicas or images of Viking tools, weapons, and clothing to discuss their uses and significance - Chertsey Museum loan boxes.</p> <p>Storytelling: Read and dramatize Viking sagas to explore their myths and values.</p>
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<ul style="list-style-type: none"> ● Social Impact: Explore how industrialization affected work, education, and urbanisation. ● Empire: Recognise that Britain expanded its empire during this era, influencing global trade and culture. ● Reforms: Learn about social reforms that improved living and working conditions. 	<p>society and use sources to answer them.</p> <ul style="list-style-type: none"> ● Source Analysis: Investigate Victorian artifacts and documents to understand daily life. ● Interpretation: Recognise that interpretations of the Victorian era can vary. ● Communication: Express ideas about Victorian Britain using historical terms and concepts. 	<ul style="list-style-type: none"> ● Slums – Overcrowded urban areas. ● Factory – Place of manufacturing. ● Child Labour – Use of children in work. ● Reform – Improvement of laws or systems. ● Empire – Territory ruled by a nation. ● Steam Engine – Machine powered by steam. 	<p>Craft Activities: Create Viking shields or longships using cardboard and paint to learn about Viking craftsmanship.</p> <p>Victorians</p> <p>Victorian Classroom Simulation: Reenact a Victorian school day to experience their strict educational system.</p> <p>Comparative Analysis: Compare Victorian and modern life, focusing on aspects like work, school, and daily routines.</p> <p>Industrial Revolution Exploration: Investigate how inventions like the steam engine transformed society and the economy.</p> <p>Victorian Fashion Study: Analyse Victorian clothing and discuss social class distinctions through attire.</p>
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			<p>Historical Inquiry: Research significant figures from the era, such as Queen Victoria or Charles Dickens, to understand their impact.</p>
<p>Extended skills and vocabulary:Year 4 children studying the Vikings and Victorians should develop skills in chronology, cause and effect, and historical enquiry, alongside a vocabulary encompassing terms like "empire," "civilisation," "monarchy," "settlement," and "industrialisation." These competencies align with the National Curriculum's emphasis on understanding historical periods, identifying connections, and using appropriate historical terms.</p>			

3. Historical Skills			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● Chronology: Understanding timelines and sequencing events. ● Cause and Effect: Identifying reasons for events and their outcomes. ● Historical Enquiry: Asking questions and investigating the past. ● Source Evaluation: Assessing the reliability of sources. ● Interpretation: Recognising different perspectives on historical events. 	<p>Chronological Understanding: Placing events, people, and changes in the periods studied into a chronological framework.</p> <p>Historical Enquiry: Asking and answering questions about the past, using a range of sources to find out about the past.</p> <p>Interpretation: Understanding that different versions of the past may exist and that historical interpretations can vary.</p>	<p>Vikings</p> <ul style="list-style-type: none"> ● Danelaw ● Jarl ● Longhouse ● Pillage ● Raid ● Rune ● Sagas ● Thor ● Viking <p>Victorians</p> <ul style="list-style-type: none"> ● Queen Victoria 	<p>Vikings</p> <p>Chronology: Use timelines to place Viking events between AD 793 and 1066</p> <p>Cause and Effect: Discuss reasons for Viking raids and their impact on Britain.</p> <p>Historical Enquiry: Investigate Viking settlements through artefact analysis and role-play scenarios</p>

	<p>Communication: Presenting, organising, and communicating ideas about the past using detailed discussions and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, and news reports.</p>	<ul style="list-style-type: none"> • Reign • Factory • Industrialisation • Pauper • Sanitation • Slums • Workhouse 	<p>Interpretation: Explore Norse mythology and Viking sagas to understand their worldview.</p> <p>Communication: Encourage students to present findings through storytelling or creating comic strips.</p> <p>Victorians</p> <p>Chronology: Place Queen Victoria's reign (1837–1901) on a timeline.</p> <p>Cause and Effect: Examine the Industrial Revolution's influence on Victorian society.</p> <p>Historical Enquiry: Analyse Victorian artefacts and discuss daily life through diary entries.</p> <p>Interpretation: Compare different sources to understand varying</p>
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			<p>perspectives on Victorian life.</p> <p>Communication: Have students create posters or reports on Victorian inventions or social reforms.</p>
<p>Extended skills and vocabulary: Year 4 children studying the Vikings and Victorians should enhance their historical skills by analysing sources, understanding cause and effect, and recognising different perspectives. They should also expand their vocabulary with terms like "Danelaw," "longship," "industrialisation," and "workhouse." These competencies enable them to critically engage with historical content and articulate their understanding effectively.</p>			

4. Impact on Modern Britain			
Core knowledge	Core skills	Core vocabulary	Taught through
<p>Viking Impact:</p> <ul style="list-style-type: none"> ● Raids and Settlements: The Viking Age began with the raid on Lindisfarne in 793 AD, leading to over 200 years of conflict and settlement in Britain. ● Danelaw: Vikings established the Danelaw, a region in northern and eastern England under Viking control, introducing their laws and 	<p>Year 4 children should develop key historical skills to understand the impact of the Vikings and Victorians on Britain. These skills include analysing causes and consequences of events, recognising changes over time, and interpreting various sources of evidence. By applying these skills, students can critically assess how these periods shaped British history.</p>	<p>Vikings</p> <ul style="list-style-type: none"> ● Raid ● Pillage ● Invasion ● Settlement ● Danelaw ● Danegeld ● Longship ● Jarl ● Saga ● Exile 	<p>Vikings:</p> <p>Map Exploration: Use maps to trace Viking invasions and settlements, helping students visualize their influence on Britain.</p> <p>Role-Playing: Encourage students to reenact Viking daily life, such as trading or participating in a 'Thing' (assembly), to understand their societal structures.</p>

customs.

- **Cultural Influence:** Viking language influenced English, contributing words like "sky" and "window," and many place names ending in "-by" or "-thorpe" have Norse origins.

Victorian Impact:

- **Industrial Revolution:** The Victorian era saw rapid industrialisation, with inventions like the railway network in 1837 transforming transport and commerce.
- **Urbanisation:** Industrial growth led to the expansion of cities, improved infrastructure, and significant social changes.
- **British Empire:** Under Queen Victoria, Britain expanded its empire, becoming a global power with widespread influence.

Victorians

- Industrialisation
- Factory
- Workhouse
- Slums
- Sanitation
- Reform
- Pauper
- Empire
- Innovation
- Education

Artefact Analysis: Examine replicas or images of Viking artefacts to discuss their uses and what they reveal about Viking culture.

Storytelling: Introduce Viking sagas and have students create their own stories, fostering creativity and comprehension of Viking belief.

Victorians

Timeline Activities: Create timelines highlighting key Victorian events, such as industrial advancements and social reforms, to contextualise their impact.

Debates and Discussions: Hold classroom debates on topics like child labor or urbanization to develop critical thinking and empathy.

Creative Projects: Design Victorian-style posters or commemorative plates to explore significant

			<p>achievements and societal changes.</p> <p>Role-Playing: Simulate Victorian classroom settings or family life to provide insights into daily experiences during the era.</p>
<p>Extended skills and vocabulary: Year 4 children studying the Vikings and Victorians should develop extended historical skills such as analysing primary and secondary sources, understanding cause and effect, and recognizing differing perspectives. They should also become familiar with vocabulary like "Danelaw," "industrialisation," "monastery," and "empire" to articulate the impacts these periods had on Britain. These competencies enable students to critically engage with historical content and understand how past events have shaped the present.</p>			