

Year 4 planning overview

The Ancient Egyptians	
Enquiry Question	What matters most to the Ancient Egyptians?
Main Historical Concepts	Similarities and differences, significance
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago – Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty. - Know about the key features of life in Ancient Egypt including beliefs, Gods. - Understand the importance of Tutankhamen and present events which make him a significant figure of Ancient Egypt. - Know the difference between life for the rich and life for the poor. - Know about how the uses have changed/stayed the same since the Ancient Egyptian era.	- Gain historical perspective by making connections between local, national and international history. Explain events from Ancient Egypt reflect on what was happening in Britain around the same time. - Establish clear narratives within and across periods by using secure chronological understanding. - Uses timelines to demonstrate changes and developments in culture, technology, religion and society. - Know how we understand so much about Ancient Egyptians through excavation and archaeologists work. - Evaluate the usefulness and accuracy of different sources of evidence.
Powerful or 'sticky' knowledge	Vocabulary
- I know that Egypt is situated (in the Northeast corner of Africa) and is mainly made up of hot deserts and receives little rainfall. - I know the Ancient Egyptian era was from 3100BC – 30BC. - I know the first 1000 years of Ancient Egypt was the last 1000 years of the Stone Age. - I know how important the River Nile is and has been. - Cleopatra was the last pharaoh of Egypt before the Romans took over. - Tutankhamen was known as the boy king, famous because his tomb was found in 1922.	Archaeologist, pharaohs, tombs, vizier, pyramid, hieroglyphics, scribe, sarcophagus, mummy, papyrus, scarab
Links to prior learning	Links to future learning
Children have learned about Ancient Greece as another ancient civilisation in Year 3 Children will place Ancient Egypt on a timeline with other prior History learning Children have learned about Oceans and Continents in Year 2	Children will learn about the Stone age in Year 6
Links to stories/texts	



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[Boudicca](#) (Notable People).

[Romulus and Remus](#) by Rudyard Kipling (Romans).

[Boudica](#): A Celtic Folk Song (Romans).

Composite task:

Children rank seven key aspects of Ancient Egyptian life before explaining the reason(s) for their number one choice.

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The Anglo-Saxons (410 – 1066AD)	
Enquiry Question(s)	What were the main reasons for their invasion and how much of their life can we see now?
Main Historical Concepts	Continuity and change and cause and consequence
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know how Britain changed between the end of the Roman occupation and 1066. - Know why, where and when the Anglo Saxons invaded Britain. - Know how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings - Know about how the Anglo-Saxons attempted to bring about law and order into the country. - Know about Anglo Saxon villages and what jobs people did. - To discover the religious belief and practices of the people. - Explore the conversion of Anglo Saxons to Christianity and some of the important Christian buildings they founded.	- Order key dates on a timeline to demonstrate chronology of British and world history. - Begin to understand how knowledge of the past is constructed from a range of sources. - Compare different eras considering similarities and differences. - Understand what types of questions are historically valid and identify how to find the answer.
Powerful or 'sticky' knowledge	Vocabulary
- The Anglo-Saxon period lasted for 600 years, from 410 to 1066. - The Anglo-Saxons were made up of three tribes: The Angles; Saxons; and Jutes. - The name 'Angles' eventually became 'English' and their land, 'Angleland', became 'England'. - Anglo-Saxons looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed.	Legacy, runes, kingdoms, thane, shires, churl, Angle, Beowolf, Lindisfarne, King Offa
Links to prior learning	Links to future learning
Year 3 - children have studied the Roman Empire and the impact of their settlement.	Year 5 - Children will learn about the Vikings
Links to stories/texts	
Ancient Rome Boudicca Boudicca: a Celtic folk song Romulus and Remus	



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- [Settlements](#)

Composite task:

Anglo-saxon day demonstrating knowledge of aspects of Anglo-saxon life and culture

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Local History	
Enquiry Question(s)	What led to Henry and Joseph Rowntree's success and what remains of their legacy now?
Main Historical Concepts	Significance, continuity and change
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know who John Mackintosh was and the main points of how he established and grew his business in Halifax. - Know the timeline of Toffee Town and where it sits within other key world/local events. - Identify and describe landmarks within Halifax key to Toffee Town. - Understand how historical buildings can inform us about what life was like in the past.	- Develop understanding and knowledge of local history. - Use primary sources to explore the past. - Use range of artefacts, pictures, stories and online sources to answer historical questions
Powerful or 'sticky' knowledge	Vocabulary
- I know that brothers Henry and Joseph Rowntree were founders of a sweet factory. - I know this factory is in Halifax and now known as The Nestle factory. - I know sweets are now made by machinery instead of by hand. - I know that the first sweets Rowntree developed were the Fruit Pastille and Fruit Gum.	Timeline, Confectionery, machinery, factory, primary/secondary sources, production, industry, invention, Macintosh, Rowntree, delicacies
Links to prior learning	Links to future learning
Children learned about Percy Shaw as another local person	Children will learn about the Piece Hall and Dean Clough as other local historical industries
Links to stories/texts	
Composite task:	
Create a speech to argue whether or not Henry and Joseph Rowntree or John Mackintosh should have a blue plaque installed on the Nestle Factory	