



LEADERSHIP • ORGANISATION • RESILIENCE
INITIATIVE • COMMUNICATION • KINDNESS

HISTORY

MEDIUM TERM PLANS

*Inspiring curiosity. Understanding the past.
Shaping the future.*

FROM *Tiny Footsteps* TO **GIANT LEAPS**

LAUGHING & LEARNING ALL THE WAY



LEGACY

*Learning from the past
to shape the future.*



INVASIONS

*Understanding conflict
and its impact.*



HIERARCHY & POWER

*Exploring leadership,
authority and influence.*



SETTLEMENTS

*Investigating where people
live and why.*

OUR THREADS

Year 4 History Medium Term Plans

Year 4	<u>Vikings: Migration and Settlement</u> <u>Anglo Saxons - Vikings</u>	<u>Tudors, Trade and Towns</u> <u>Tudors</u>	<u>Life Along the Nile</u> <u>Egypt</u>
Prior Knowledge	• Can place key periods of British history on a timeline. • Know that the Romans invaded and changed Britain. • Know that people invaded and settled Britain for different reasons. • Know that historians use artefacts and other sources to learn about the past. • Can explain how events in the past have changed Britain over time.	• Can place historical periods in chronological order. • Know that different groups have ruled Britain over time. • Understand that power and leadership can shape people's lives. • Know that Dover has been an important place throughout history. • Can use historical evidence to answer questions about the past.	• Can compare different societies from the past. • Know that civilisations developed at different times around the world. • Know that geography can influence where people live and settle. • Know that archaeologists and historians use evidence to learn about the past. • Can use chronology to place periods of history on a timeline.
	Why did the Vikings come to Britain, and how did they change Kent and Dover? Covers: ✓ Chronology ✓ Invasion and settlement ✓ Cause and consequence ✓ Hierarchy and power ✓ Historical evidence ✓ Legacy and local history	How did the Tudors use power, and how did they shape Kent? Covers: ✓ Chronology ✓ Power and hierarchy ✓ Significant individuals ✓ Local history ✓ Change and cause ✓ Legacy and evidence	Why was Ancient Egypt such a powerful civilisation, and why does it still matter today? Covers: ✓ Chronology ✓ Early civilisations ✓ Hierarchy and power ✓ Religion and beliefs ✓ Historical evidence ✓ Legacy and local links
Question 1	Who were the Anglo-Saxons and how did they settle Britain? WALT: place the Anglo Saxon and Viking period within British history. Children: Explore chronology:	Where do the Tudors fit in British history? WALT: place the Tudor period within British history. Children: Sequence: Romans → Anglo-Saxons → Vikings → Normans → Tudors	Where does Ancient Egypt fit in world history? WALT: place Ancient Egypt within a historical timeline. Children: Explore: • earliest civilisations • when Ancient Egypt existed • what was happening in Britain at the same time Sequence:

	Romans → Anglo-Saxons → Vikings → Normans Use: • timelines • maps • key dates Skills: ✓ Develops secure chronology ✓ Places civilisations in order ✓ Makes connections across periods Vocabulary: chronology, period, invasion, settlement, raiders, civilisation Children might say: "The Vikings came after the Anglo-Saxons." Children learn: • Roman withdrawal from Britain • Anglo-Saxon migration and settlement • Anglo-Saxon kingdoms • Everyday life • Introduction to Christianity and Canterbury This would fully address: Britain's settlement by Anglo-Saxons and Scots The local Kent link is very easy because: • Canterbury is one of the NC examples. • St Augustine arrived in Kent. • Kent was one of the Anglo-Saxon kingdoms.	Explore: when the Tudor period began how it followed the medieval period Skills: ✓ Uses chronology ✓ Places periods securely on a timeline ✓ Makes links across British history Vocabulary: chronology, monarch, dynasty, period, reign, timeline Children might say: "The Tudors came after the medieval period."	Stone Age Britain → Bronze Age → Iron Age → Ancient Egypt (world comparison) Use: • timelines • world maps • civilisation comparisons Skills: ✓ Uses chronology securely ✓ Makes links between British and world history ✓ Places civilisations in context Vocabulary: civilisation, ancient, chronology, period, empire, timeline Children might say: "Ancient Egypt existed thousands of years before the Romans came to Britain."
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Question 2	Why did the Vikings come to Britain? WALT: understand why the Vikings invaded Britain. Children: Explore: • wealth • land • farming • trade • power Local link: Why Kent and the coast, including Dover, were important entry points. Skills: ✓ Identifies cause and consequence ✓ Uses maps and evidence ✓ Makes local connections Vocabulary: raid, invade, trade, wealth, resources, coastline Children might say: <i>"The Vikings came because Britain had land, resources and coastal access."</i> What England looked like before the Vikings arrived. Anglo-Saxon kingdoms. Why Viking raids targeted Anglo-Saxon monasteries. Lindisfarne.	Who had power during Tudor times? WALT: understand hierarchy and power in Tudor society. Children: Explore: monarchs nobles merchants craftsmen servants Compare with Viking hierarchy. Local link: Who held power in: Kent? Skills: ✓ Understands hierarchy ✓ Compares societies ✓ Uses historical vocabulary <i>Vocabulary: hierarchy, monarch, noble, merchant, servant, society Children might say: "Not everyone had the same power in Tudor society."</i>	What made Ancient Egypt successful? WALT: understand the achievements of Ancient Egypt. Children: Explore: • farming • the River Nile • writing • building • medicine • Mathematics Skills: ✓ Identifies achievements ✓ Understands cause and consequence ✓ Uses historical vocabulary Vocabulary: achievement, irrigation, farming, invention, writing, civilisation Children might say: <i>"The River Nile helped Ancient Egypt grow food and build cities."</i>
Question 3	How did Viking settlements change Kent and Dover?	Why were Henry VIII and Elizabeth I important?	Who had power in Ancient Egypt?

	WALT: understand how the Vikings settled in Britain. Children: Explore: • settlements • farming • trade routes • local communities Focus on: Kent as a gateway county. Skills: ✓ Understands settlement patterns ✓ Identifies local change over time ✓ Uses historical maps Vocabulary: settlement, community, farming, trade, port, village Children might say: <i>"Settlements grew where people could trade and farm."</i>	WALT: understand why Tudor monarchs are significant. Children: Explore: leadership, religion, defence exploration change Local link: How Kent supported royal travel and defence. Skills: ✓ Studies significant individuals ✓ Understands cause and consequence ✓ Makes local connections <i>Vocabulary: monarch, reign, power, church, navy, significance Children might say: "Henry VIII changed England in many ways."</i>	WALT: understand hierarchy and power in Ancient Egyptian society. Children: Explore: • pharaohs • priests • scribes • craftsmen • farmers • enslaved people Compare with earlier British societies. Skills: ✓ Understands hierarchy ✓ Compares societies ✓ Uses historical concepts Vocabulary: pharaoh, hierarchy, power, society, scribe, ruler Children might say: <i>"The pharaoh had the most power in Egyptian society."</i>
Question 4	What was life like in Viking society? WALT: understand Viking society and daily life. Children Explore: • kings and jarls • warriors • farmers • women • children • homes and beliefs Skills:	What was life like for ordinary people in Tudor Kent? WALT: understand daily life in Tudor Kent. Children: Explore: homes food clothing jobs trade crafts Local link: Life in the port town of: Kent Skills: ✓ Uses empathy ✓ Compares daily life ✓ Studies local history	What did Ancient Egyptians believe? WALT: understand Ancient Egyptian beliefs and religion. Children: Explore: • gods and goddesses • the afterlife • mummification • tombs and pyramids Skills:

	✓ Understands hierarchy and power ✓ Compares daily life ✓ Uses empathy and interpretation Vocabulary: jarl, thrall, warrior, hierarchy, society, beliefs Children might say: "Not everyone had the same power in Viking society."	Vocabulary: trade, craftsman, merchant, port, market, daily life Children might say: "People in Kent worked in trade and at the port."	✓ Understands significance of belief systems ✓ Uses empathy and interpretation Vocabulary: religion, afterlife, mummy, tomb, pyramid, gods Children might say: "Ancient Egyptians believed people needed things for the afterlife."
Question 5	How do we know about the Vikings? WALT: understand how historians learn about the Vikings. Children: Explore: • artefacts • longships • jewellery • runestones • sagas • archaeology Skills: ✓ Uses historical sources ✓ Interprets evidence ✓ Asks historically valid questions Vocabulary: artefact, source, archaeology, rune, evidence, interpretation Children might say: "Historians use artefacts and writing to learn about the Vikings."	How do we know about the Tudors? WALT: understand how historians learn about the Tudor period. Children: Explore: portraits buildings letters maps artefacts Local link: Tudor features at: Deal, Walmer and Dover Castle Skills: ✓ Uses historical evidence ✓ Interprets sources ✓ Asks historical questions Vocabulary: source, artefact, portrait, evidence, interpretation Children might say: "Portraits and buildings help us learn about the Tudors."	How do we know about Ancient Egypt? WALT: understand how historians learn about Ancient Egypt. Children: Explore: • artefacts • hieroglyphics • tomb paintings • archaeology • Museums Local link: Could explore Egyptian artefacts in: • Canterbury museum collections or wider Kent museum collections if used by school. Could also discuss how artefacts travel through ports like: Dover Skills: ✓ Uses historical sources ✓ Interprets evidence ✓ Asks historically valid questions

			Vocabulary: artefact, archaeology, hieroglyphics, evidence, source, museum Children might say: "Historians use artefacts and writing to learn about Ancient Egypt."
Question 6	What is the Viking legacy in Kent and Dover today? How did the Anglo-Saxons and Vikings struggle for control of England? WALT: understand the lasting impact of the Vikings and Anglo Saxons Children: Explore: • language • place names • trade • laws • settlement patterns Local link: How Viking influence may still be seen across: • Kent • Dover Compare Vikings → Normans. Skills: ✓ Identifies change and continuity ✓ Understands legacy ✓ Constructs historical explanations Why did the Vikings come to Britain, and how did they change Kent and Dover? Vocabulary: Viking, raid, invade, settlement, hierarchy, legacy, source, evidence, chronology	How did the Tudors shape Kent and Britain? WALT: understand the Tudor legacy. Children: Explore: architecture exploration trade defence religion Local link: How Tudor decisions shaped: Kent today. Skills: ✓ Identifies change and continuity ✓ Understands legacy ✓ Constructs informed responses How did the Tudors use power, and how did they shape Kent? Vocabulary: Tudor, monarch, hierarchy, trade, exploration, port, legacy, source Children might say: "The Tudors used power to change Britain, and Kent became important for trade and defence."	Why does Ancient Egypt still matter today? WALT: understand the legacy of Ancient Egypt. Children: Explore: • architecture • writing • medicine • art • museums • influence on modern culture Make local links to: Kent museum collections or travelling exhibitions. Skills: ✓ Identifies continuity and legacy ✓ Constructs informed historical responses ✓ Makes global and local connections Why was Ancient Egypt such a powerful civilisation, and why does it still matter today? Vocabulary: civilisation, pharaoh, hierarchy, religion, artefact, archaeology, legacy, source Children might say: "Ancient Egypt was powerful because it had strong leaders, the River Nile, and important inventions that still influence us today."

	Children might say: "The Vikings came for land, trade and power, and their ideas changed Britain for a long time." Teach: • Alfred the Great • Danelaw • Viking invasions • Formation of England • Edward the Confessor (briefly)		
Assessment	Enquiry Question: <i>"Why did the Vikings come to Britain, and how did they change Kent and Dover?"</i> Children will demonstrate understanding by: • Explaining why the Vikings came to Britain. • Describing how settlements developed. • Identifying evidence of Viking influence today. • Using historical evidence to support conclusions.	Enquiry Question: "How did the Tudors use power, and how did they shape Kent?" Children will demonstrate understanding by: Explaining Tudor hierarchy and power. Describing the significance of key Tudor monarchs. Explaining how Tudor decisions affected Kent and Britain. Supporting explanations with historical evidence.	Enquiry Question: <i>"Why was Ancient Egypt such a powerful civilisation, and why does it still matter today?"</i> Children will demonstrate understanding by: • Explaining the importance of the River Nile. • Describing Egyptian achievements and beliefs. • Explaining how power was organised in Egyptian society. • Identifying examples of Egyptian legacy. • Using historical evidence to support conclusions.
End Point	By the end of this unit, children will understand why the Vikings came to Britain and how their arrival changed communities across Britain, including Kent and Dover. They will know how Viking settlements developed, what life was like in Viking society, and how historians use evidence to learn about the Vikings. Children will be able to explain the lasting legacy of the Vikings and identify ways	By the end of this unit, children will understand how power was organised during Tudor times and why Tudor monarchs remain significant today. They will know how Tudor society functioned, what life was like in Tudor Kent, and how Tudor decisions shaped Britain and the local area. Children will be able to explain the Tudor legacy and use historical evidence to support their understanding.	By the end of this unit, children will understand why Ancient Egypt became a successful civilisation and why it remains significant today. They will know how the River Nile supported Egyptian society, how power was organised, and how beliefs influenced everyday life. Children will be able to explain the achievements and legacy of Ancient Egypt using historical evidence.

	in which their influence can still be seen today.		
Substantive Knowledge (What children need to remember)	Children will know: • The Vikings came to Britain for wealth, land, resources, trade and power. • Kent and Dover were important coastal entry points because of their location. • Vikings established settlements and developed farming and trade networks. • Viking society was organised into different social groups with varying levels of power. • Archaeological evidence helps us understand Viking life. • The Vikings influenced language, place names, trade and laws. • Some Viking influences can still be seen in Britain today. • Historical evidence can be interpreted in different ways.	• Children will know: Tudor society was organised into a hierarchy with different levels of power. Henry VIII and Elizabeth I were significant monarchs who influenced Britain. Religion, trade, defence and exploration shaped Tudor Britain. Kent was an important port town for trade, travel and defence. Ordinary people experienced daily life differently depending on their role in society. Historians use portraits, buildings, artefacts and written records to learn about the Tudors. Tudor decisions continue to influence Britain today. •	Children will know: • The River Nile was essential to the success of Ancient Egypt. • Ancient Egypt developed achievements in farming, writing, mathematics, medicine and architecture. • Egyptian society was organised into a hierarchy led by the pharaoh. • Religious beliefs influenced daily life, burial practices and mummification. • Historians use artefacts, hieroglyphics, tomb paintings and archaeology to learn about Ancient Egypt. • Ancient Egyptian achievements continue to influence the modern world. • Ancient Egypt was one of the world's earliest and most successful civilisations.
Disciplinary Knowledge (Thinking like a historian)	Children will: • Use maps and timelines to understand migration and settlement. • Analyse artefacts, runestones, sagas and archaeological evidence. • Identify cause and consequence. • Investigate local history through evidence from Kent and Dover.	• Children will: Use historical sources such as portraits, artefacts and buildings. Investigate significance and historical impact. Compare different social groups within Tudor society. Use evidence to answer historical questions. Explore local history through Dover Castle and Tudor Kent. Use historical vocabulary such as	Children will: • Investigate historical sources including artefacts, hieroglyphics and archaeological evidence. • Study the relationship between geography and civilisation. • Compare societies and systems of power. • Ask historically valid questions. • Use evidence to explain significance and legacy.

	- Compare interpretations of the past. - Use historical vocabulary such as <i>settlement, invasion, chronology, evidence</i> and <i>legacy</i>. - Construct informed responses using a range of sources.	hierarchy, monarch, significance, evidence and legacy. Construct informed responses based on historical evidence.	- Use historical vocabulary such as <i>civilisation, pharaoh, archaeology, hierarchy</i> and <i>legacy</i>. - Construct informed historical explanations.
Adaptive Teaching	Support - Visual timelines and maps. - Artefact photographs and source cards. - Vocabulary mats and knowledge organisers. - Adult-guided source analysis. - Structured discussion and comparison activities. Challenge - Evaluate the reasons for Viking migration. - Explain the long-term impact of Viking settlements. - Compare Viking society with other societies studied. - Use multiple sources to justify conclusions.	- Support Visual timelines and family trees. Source analysis scaffolds. Vocabulary support and knowledge organisers. Structured comparison activities. Adult-supported discussions. Challenge Evaluate the significance of Henry VIII and Elizabeth I. Explain how power influenced Tudor society. Compare Tudor life with other periods studied. Use evidence from multiple sources to justify opinions.	Support - Visual timelines and hierarchy diagrams. - Photographs of artefacts and monuments. - Vocabulary mats and knowledge organisers. - Structured source analysis. - Adult-guided discussion and retrieval activities. Challenge - Explain why the Nile was essential to Egyptian success. - Compare Ancient Egypt with other civilisations studied. - Evaluate which Egyptian achievement was most significant. - Use evidence from multiple sources to support conclusions.
Assessment for Learning	Throughout the unit, teachers will assess understanding through source analysis, retrieval quizzes, map work, discussion, questioning and written explanations.	Throughout the unit, teachers will assess understanding through retrieval practice, source analysis, discussion, questioning and written responses.	Throughout the unit, teachers will assess understanding through questioning, source analysis, retrieval quizzes, discussion and written explanations.



HISTORY TIMELINE GRAPHICS

Whole School History Progression



EYFS

Me, My Family and Special Times



Stories from the Past



Toys and Everyday Life



People Who Help Us



YEAR 1



Animals, Ages and Adventure! (Dinosaurs)

Dover: Castles and Coastlines (Castles)



Queens and the United Kingdom (Famous Queens)



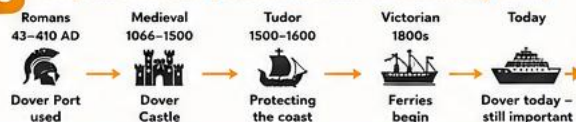
Why do people visit different places? (Seaside)



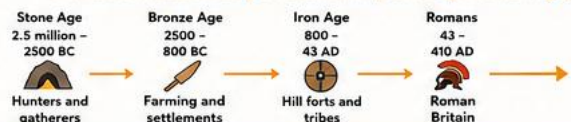
YEAR 2

YEAR 3

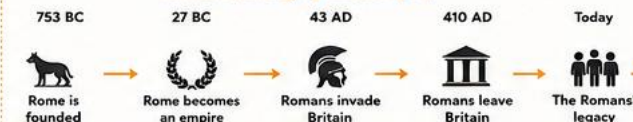
Why has Dover always been important? (Dover through time)



How does the Earth shape human life? (Stone Age to Iron Age)



Romans (Changing Landscapes)



YEAR 4

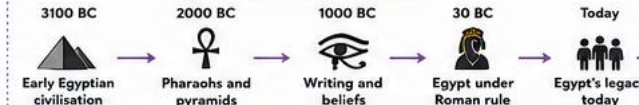
Anglo Saxons - Vikings (Vikings: Migration and Settlement)



Tudors, Trade and Towns (Tudors)



Life Along the Nile (Egypt)



YEAR 5

Who were the Ancient Greeks? (Ancient Greece)



Terror, Treason and Triumph (Stuarts)



Do we learn from the past? (Crime and Punishment)

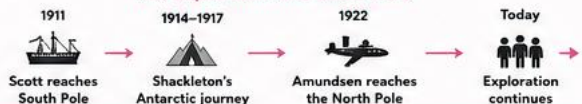


YEAR 6

WW2



Ice, Exploration and Endurance



Kingdom of Benin



OUR AIM

To inspire curiosity, develop knowledge and understanding of the past and build a sense of identity, empathy and responsibility.



Curiosity



Knowledge



Empathy



Respect



Resilience



Communication

OUR HISTORY VALUES



THROUGHOUT OUR JOURNEY WE...

✓ Ask questions • Explore evidence • Make connections
Understand change • Share our ideas • Think historically