

Year 4 Topic Overviews 2022/2023

Substantive Knowledge

1. The Anglo-Saxons came from modern-day areas of northern Germany, southern Denmark and the borders of the Netherlands
2. The Anglo-Saxons divided Britain into 7 kingdoms, each with its own royal family. The main Anglo-Saxon kingdoms were Northumbria, Mercia, Wessex, Sussex, Kent and East Anglia.
3. We know that the Saxons built mainly in wood, although some of their stone churches remain.
4. Much of Britain was covered with forests. The Saxons had plenty of wood to use.
5. The Sutton Hoo burial was discovered in 1939 and dates back to the early AD 600s. The ship was full of treasures including jewellery, silverware and an ornate iron helmet and was thought to be the burial of a king.
6. Chalk drawing of Sutton Hoo burial (Hall)
7. The Anglo-Saxons came to Britain to farm, to build homes and to fight having previously lived in frequently-flooded areas of northern Europe.
8. The villages were built near natural resources. The villagers needed food, water, fuel for heating and cooking and materials for their homes and clothes. The natural resources had to provide the villagers with what they needed to survive.
9. The Anglo- Saxons wrote in runes.
10. During this period, Christianity was first brought to England by St Augustine in 597, and spread widely over the following centuries.

Disciplinary Concepts

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look at the evidence available
- Use evidence to build up a picture of a past event
- Ask a variety of questions

Linked Learning

- KS1 reference – Great Fire of London (Year 1 Spring Term)
- ELG link – Understanding the World – Past and Present- Talk about the lives of the people around them and their roles in society; (e.g Bobbies/ Police today)

Ancient Egyptian Civilisation

Substantive Knowledge

1. Early settlers made their home along the River Nile 5500BC as this was where the land was most fertile.
2. Egypt is in Africa.
3. Some famous Ancient Egyptian pharaohs were – Narmer (1st Pharaoh), Djoser (Built first step pyramid), Hatshepsut (Female Pharaoh), Tutankhamun (youngest Pharaoh – aged 9)
4. Ancient Egyptians built pyramids –(Khafre’s Pyramid, Red Pyramid, Bent Pyramid, Step Pyramid)
5. Ancient Egyptians took part in the following for fun– use of artefacts tomb painting, rock drawing, wall painting scene, leather ball, small stone balls and marbles, toy dog, board games.
6. Many people believed that after they died they would make a journey to the afterlife. Rich people went to great lengths to preserve dead bodies to keep them in good condition to make the afterlife journey (unfortunately for poorer people, this process was very expensive).- Mummification
7. They used hieroglyphics (symbols) to communicate.

Disciplinary Concepts

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Use evidence to reconstruct life in time studied
- Look for links and effects in time studied
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

Linked Learning

- KS1 reference – The Norman's Battle of Hastings (Year 2 Autumn Term)
- ELG link – Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of

Edward the Confessor

Substantive Knowledge

1. The Anglo- Saxons were a people from Germany, Denmark and the Netherlands and raided Britain for riches immediately after the Romans.
2. The Anglo-Saxons invaded as many different tribes and each took over different parts of Britain.
3. The Vikings originated from Scandinavia and travelled on long boats. There was a long struggle between the Anglo-Saxons and the Vikings for control of Britain.
4. English King Alfred the Great stopped the Vikings taking over all of England.
5. The Vikings lived in 1 area called Danelaw
6. English kings gradually recaptured more and more land from the Vikings
7. Edward the Confessor was Alfred the Great's son. The Normans gained control as he did not have any heirs to the throne in 1066.

Disciplinary Concepts

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

Linked Learning

- KS1 reference – The Norman's Battle of Hastings (Year 2 Autumn Term)
- ELG link – Understand the past through settings, characters and evens encountered in books read in class and storytelling.

Substantive Knowledge

1. To know the 4 points of a compass: north, east, south and west.
2. A map consists of symbols relating to a key to help navigation.
3. Symbols and keys are used to build knowledge of the UK, identify human and physical characteristics and land-use patterns.
4. Maps, atlases and digital maps can be used to locate countries and describe their features.
5. Ordnance Survey is the national mapping agency for Great Britain.

Disciplinary Concepts

- Use 4 compass points well:
- Begin to use 8 compass points;
- Use letter/no. co-ordinates to locate features on a map confidently.
- Know why a key is needed.
- Begin to recognise symbols on an OS map.
- Locate places on large scale maps, (e.g. Find UK or India on globe)
- Follow a route on a large scale map.
- Draw a sketch map from a high view point.
- Use large and medium scale OS maps.
- Use junior atlases.
- Use map sites on internet.
- Identify features on aerial/oblique photographs.
- Begin to identify significant places and environments
- Make a map of a short route experienced, with features in correct order;

Linked Learning

- KS1 reference – Geographical Skills (Autumn Term)
- ELG link – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Earth Matters- The Water Cycle – Rivers

Substantive Knowledge

1. Rivers and river systems are dynamic, changing the landscapes they flow through.
2. Rivers have different characteristics as they move from the upper course, into the middle and lower course.
3. The source of a river is often in upland areas. Here, high levels of precipitation (rain and snow) combined with steep slopes and sparse vegetation result in water flowing overland.
4. A tributary is a small river or stream flowing into a larger river or lake.
5. The mouth is where the river meets a larger body of water like the sea.
6. Living on a floodplain can be dangerous as flooding can cause serious damage.

Disciplinary Concepts

- Ask and respond to questions and offer their own ideas.
- Extend to satellite images, aerial photographs.
- Investigate places and themes at more than one scale.
- Collect and record evidence with some aid.
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.
- Make a simple scale drawing.

Linked Learning

- KS1 reference – Earth Matters – Intro to human and physical features - (Year 1 Spring Term)
- ELG link – Explore the natural world around them, making observations.

Comparing people and Places- Mexico

Substantive Knowledge

1. Mexico is a country in North America.
2. It has a coast on two sides; the Pacific Ocean on the west, and the Gulf of Mexico and Caribbean Sea in the east.
3. Much of Mexico is covered by mountains, and the highest peaks are over 5,000 metres
4. The north of the country is dominated by deserts, and these regions receive so little rain that only a few specially adapted plants and animals can survive.
5. In the centre lies its sprawling capital Mexico City.
6. The south of Mexico is close to the equator so it has a tropical climate and is covered by vast rainforests with a huge diversity of plants and animals.
7. Mexico has 4 different time zones
8. Chichen Itza: built by the Maya people is a World Heritage Site and visited by more than one million people every year.
9. More people speak Spanish here than in Spain, because many more people live in Mexico and the country is also more than three times bigger.

Disciplinary Concepts

- Able to describe the main features of a well-known city
- Able to describe the main features of a village
- Able to describe the main physical differences between cities and villages
- Able to explain why people are attracted to live in cities.
- Able to explain why people may choose to live in a village rather than a city
- Explains how a locality has changed over time with reference to human features
- Finds different views about an environmental issue and able to describe their own view.
- Able to suggest different ways that a locality could be changed and improved
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.

Linked learning

- KS1 reference – Comparing people and places – Penrith to Sydney (Year 1 Summer Term)
- ELG link – Know some similarities and differences between the natural world around them and contrasting environments.