

Sociales

Year 4 PROGRAMME OF STUDY 2021-22

UNIT 1

1. PRESENTATION

Title

The Earth and how it's represented.

Description

In this first unit we will look closer at the main elements that make up the universe and the Earth.

The unit content follows this sequence, which aims to provide a strong basis for the teaching-learning process:

- Starting from the universe, we will study the celestial bodies, paying particular attention to the planets.
- We will continue with our planetary system, the Solar System, describing the features of the Sun as a star and planets and satellites that make it up.
- We will study the parts of the Earth and the Moon, the earth's satellite.
- Moving on, we will look at the movements of the Earth and the consequences.
- Look at the geography of the UK and Europe: It's countries, capital cities, major mountains, and bodies of water.
- Finally, we will do a brief tour of the Earth, looking at the landscapes and continents that make up the crust of planet Earth.
- At the end there are two tasks to complete in order for students to acquire the basic skills related to the content covered throughout the unit. There will also be a review developed to strengthen new skills and knowledge.
- Children will also develop knowledge about continents, countries, lines of latitude/longitude and famous flags around the world –LINKS TO UNIT 2, 3, 4 AND 5

2. OBJECTIVES

- Know what the universe is and the different elements that make it up.
- Know about time zones in a cross curricular maths activity.
- Describe the Solar System and its celestial bodies: the Sun, its planets, asteroids and comets.
- Locate and place planet Earth in the Solar System and identify its movements.
- Know and identify the parts that make up planet Earth, as well as the different layers in the ground.
- Know the Earth's satellite, its movements and the consequences of this movement.
- Describe animals related to the seasons in a cross curricular natural science activity.
- Know the different layers that form the atmosphere.
- Identify how the Earth is represented. Know how to locate and orientate on the Earth's surface.

3. UNIT CONTENT – EVALUATION CRITERIA – LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> ● The universe and its components, galaxies, nebulae, stars, satellites and comets. ● The Solar System and its celestial bodies, the Sun and its planets and satellite, asteroids and comets. ● The different parts of the Earth and the layers of the ground. 	1. Explain what the universe is like and what its main elements are.	1.1. Explains what the universe is like and its main elements: stars, nebulae, galaxies, planets, satellites and comets. 1.2. Knows the different time zones in a cross curricular maths activity.
	2. Describe the main characteristics of the Solar System.	2.1. Describes the Solar System, identifies the Sun as the centre of the Solar System and locates the planets, their characteristics and movements.

<ul style="list-style-type: none"> • The Earth's satellite, the Moon and its movements. • The main landscapes on the continents. • How the Earth is represented. 	3. Know the different parts that make up the Earth.	3.1. Knows the different parts that make up the Earth and distinguishes the three main parts of its interior.
	4. Explain the characteristics of the Moon and its movements, identifying the phases of the Moon and the consequences.	4.1. Defines the movement of the Moon and identifies and names the lunar phases.
		4.2. Knows and understands the Moon's influence on the tides and how they produce eclipses. 4.3. Explains how animals are connected to the seasons in a cross curricular natural science activity.
	5. Know the different ways the Earth is represented. Recognise continents, countries, capitals, flags.	5.1. Knows the different ways the Earth is represented. Globes and world maps.
5.2. Identifies the imaginary lines that help us to locate points on the surface, differentiating between meridians and parallels.		

UNIT 2

1. PRESENTATION

Title

The hydrosphere- Water cycle and bodies of water

Description

In this unit we will introduce students to another part of our planet, the hydrosphere.

- As water is so important, we must make sure that students respect and take care of water. We will also introduce the concept of pollution as an element that can distort life in the present and the future.
- We will learn about different types of water and the elements of a river.
- We will continue with the study of ground water and surface water, establishing the differences between them.
- Later, we will focus on the constant journey of water on the Earth, learning about the water cycle.
- On the last pages there are two tasks that aim to help students acquire the knowledge that is throughout the unit. In this case, the two tasks are related to the importance of water as something we all need and the comparison of the length of different Spanish rivers.

2. OBJECTIVES

- Know and appreciate the singularity of our planet's hydrosphere (water) inside the Solar System.
- Sing a song about the sounds of a river in a cross curricular music activity.
- Make students aware that they have to respect and take care of water, in order to introduce the concept of pollution as an element that distorts present and future life on our planet.
- Know the presence of water on our planet in different forms, their locations and importance for living beings. We will continue with the topic of pollutions as well, but now focusing on water pollution.
- Carry out a fresh water and salt water experiment in a cross curricular natural science activity.
- Explain the influence of human behaviour on the natural environment, identifying the sustainable use of natural resources, such as water.
- Use vocabulary related to the passage of rivers, elements and their characteristics.

- Identify the different stages of the water cycle.
- Carry out work and presentations individually and in groups, that involve searching for information and organising texts and images.

3. UNIT CONTENT – EVALUATION CRITERIA – LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • The hydrosphere: its composition and importance: ground and surface water: protecting the hydrosphere and its pollution. • The constant journey of water on the Earth: the water cycle. 	1. Describe the ways in which water can be found in nature and the journeys they go on.	1.1. Defines hydrosphere and identifies and names accumulations of courses of water. 1.2. Sings a song about the sounds of a river in a cross curricular music activity.
	2. Know the importance of the hydrosphere and the need to protect it.	2.1. Knows the need to protect the hydrosphere from pollution. 2.2. Carries out a fresh water and salt water experiment in a cross curricular natural science activity.
	3. Value the importance of water, and develop strategies to reduce or prevent pollution and save water.	3.1. Produces a chart with the possible causes of water pollution. 3.2. Respects the environment and knows and follows guidelines to reduce pollution.
	4. Identify the different stages of the water cycle.	4.1. Identifies the stages of the water cycle.
	5. Use vocabulary related to the passage of rivers, their elements and characteristics accurately.	5.1. Uses vocabulary related to the passage of rivers, their elements and characteristics accurately.
	6. Carry out work and presentations individually and in groups, involving searching for information and organising texts and images.	6.1. Carries out work and presentations individually and in groups, involving searching for information and organising texts and images.

4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understand the meanings in written texts.	Reads comprehensive texts, 'journey of hidden waters,' as well as different unit content and tasks, both individually and in groups.
<i>Mathematical competency and basic competencies in Science and Technology</i>	Apply mathematical knowledge to resolve problematic situations in any subject.	Resolves mathematical problems applied to everyday life related to the responsible consumption of water.

<i>Digital competency</i>	Employ different sources when looking for information.	Uses and manages tables, graphs and images to collect information related to rivers and water.
<i>Learning to learn</i>	Generate strategies to learn in different learning contexts.	Applies the content and learning related to the responsible consumption of water.
	<i>Multiple intelligence:</i> develop different multiple intelligence.	Is able to present ideas visually, create mental images, perceive visual details, draw and create mental guides.
<i>Social and civic competencies</i>	Promote actions with a social aim.	Is conscious and puts water saving rules into practise.
	<i>Education of values:</i> develop learn to behave using the knowledge of different values.	Works hard and perseveres in learning: is attentive, participates and carries out activities with interest.
<i>Initiative and entrepreneurship</i>	Be consistent in work, overcoming difficulties.	Identifies their own errors.
	Behave responsibly and sociably and be ethical.	Collaborates and actively participates in group tasks.
	Produce well presented work.	Develops the presentation of work when producing a bar chart about the length of river.

UNIT 3-links to unit 1,2 and 4

1. PRESENTATION

Title

The atmosphere

Description

In this unit we will introduce students to the study of the atmosphere and climate.

- Given the singularity of our planet, we must make students aware that they need to respect and take care of the air. This then raises the concept of pollution as an element that distorts, and will distort, present and future life on our planet.
- We will work on the composition of the atmosphere, chemical and structural, in reference to height. We will talk about the importance of the atmosphere for life on our planet, starting the concept of air pollution.
- Later, w will analyse the atmospheric phenomena in the atmosphere and students will learn about meteorological science, highlighting its importance for the prevention of many human activities.
- We will continue with the study of atmospheric weather and the elements of climate.
- Moving on, we will go further into the study of climatic factors, weather maps and climographs. .

2. OBJECTIVES

- Know and appreciate the singularity of our planet's atmosphere inside the Solar System.
- Know the game 'space probe to mission control!' in a cross curricular sports activity.
- Make students aware that they have to respect and take care of the air, in order to introduce the concept of pollution as an element that distorts present and future life on our planet.
- Know the composition of the atmosphere, both chemical and structural. We will continue with the topic of pollution as well, but now focusing on air pollution.

- Analyse atmospheric phenomena that are produced and begin with meteorological science, highlighting the importance of preventing and changing many human activities.
- Recognise climatic factors.
- Understand weather map and interpret and produce climographs.
- Understands digital weather forecasts in a cross curricular technology activity.
- Explain the consequences of our everyday actions on the environment and how we can slow down climate change, which would in turn affect our future.

3. UNIT CONTENT – EVALUATION CRITERIA – LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • The Earth's atmosphere: composition and parts of the atmosphere; the importance of the atmosphere; we protect the atmosphere, its pollution. • Atmospheric weather and climate. Climatic elements: temperature, atmospheric pressure, humidity, wind and precipitation. <ul style="list-style-type: none"> - Climatic factors: proximity to the equator or the poles, influence of the sea, landscapes. - Weather maps and climographs. 	1. Identify the gases that form air, explaining some characteristics of each one.	1.1. Explains the basic composition of air and identifies the gases that form it and some characteristics of each one. 1.2. Plays the game 'space probe to mission control!' in a cross curricular sports activity.
	2. Identify the parts of the atmosphere and how they vary with height.	2.1. Knows how the atmosphere varies with height and describes facts and characteristics of its zones.
	3. Know the importance of the atmosphere and the need to protect it.	3.1. Knows the need to protect the atmosphere from pollution.
	4. Differentiate between atmospheric weather and climate.	4.1. Explains the difference between atmospheric climate and weather. 4.2. Identifies the instruments that measure each climatic element.
	5. Value the importance of meteorology as a tool to predict the weather.	5.1. `Knows the important value of meteorology as a tool to predict the weather. 5.2. Understands digital weather forecasts in a cross curricular technology activity.
	6. Produce and interpret a climograph.	6.1. Is able to interpret a climograph. 6.2. Produces a climograph.

4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understand the meanings in written texts.	Reads comprehensive texts, 'Laika, first traveller to the Cosmos,' as well as different unit content and tasks, both individually and in groups.
<i>Mathematical competency and basic competencies in Science and Technology</i>	Apply mathematical knowledge to resolve problematic situations in any subject.	Uses numerical data, tables, graphs...

<i>Digital competency</i>	Employ different sources when looking for information.	Uses and manages tables, graphs and images to collect information related to atmospheric phenomena and weather prediction.
<i>Learning to learn</i>	Generate strategies to learn in different learning contexts.	Applies the content and learning related to the cleaning the air.
	<i>Multiple intelligence</i> : develop different multiple intelligence.	Is able to present ideas visually, create mental images, perceive visual details, draw and create mental guides.
<i>Social and civic competencies</i>	Promote actions with a social aim.	Is conscious and puts water saving rules into practise.
	<i>Education of values</i> : learn to behave using the knowledge of different values.	Works hard and perseveres in learning: is attentive, participates and carries out activities with interest.
<i>Initiative and entrepreneurship</i>	Be consistent in work, overcoming difficulties.	Identifies their own errors.
	Behave responsibly and sociably and be ethical.	Collaborates and actively participates in group tasks.
<i>Cultural Awareness</i>	Produce well presented work.	Produces neat work.
	Appreciate the cultural value of natural heritage and of the evolution of scientific thinking.	Is aware of the need to respect and value the planet's natural heritage.

UNIT 4

1. PRESENTATION

Title

Climate

Description

During all of the previous courses students have been working on the importance of looking after the climate and links to environment and weather patterns and respecting our surroundings. We will learn about the great climatic zones on the Earth.

2. OBJECTIVES

- Know the great climatic zone son the Earth.
- Paint animals in Indian art in a cross curricular art activity.
- Understand flight times in a cross curricular maths activity.
- Know about environmental problems: degradation, pollution and overexploitation of resources.
- Be concerned for the conservation and protection of the natural environment: the accumulation of residues. Recycling.

- Know the factors that influence climate change: causes and consequences.

3. UNIT CONTENT – EVALUATION CRITERIA – LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • The great climate zones on the Earth. • Climates in Spain: oceanic climate: characteristics, vegetation. <ul style="list-style-type: none"> - Continental climate in Spain: general characteristics and vegetation; Continental-Mediterranean climate. - Mediterranean climate in Spain: general characteristics and vegetation. - Mountain climate in Spain: general characteristics and vegetation - Subtropical climate in Spain: general characteristics and vegetation. - Climate, flora and fauna in Madrid: continental and mountain climates. Flora and fauna. 	1. Know the great climate zones on the Earth.	1.1 Recognises the different climate zones on the Earth. 1.2 Paints animals in Indian art in a cross curricular art activity.
	2. Describe the main characteristics of the oceanic climate, identifying its typical vegetation and geographical distribution in Spain.	2.1. Describes the main characteristics of the oceanic climate, temperatures and precipitation, and its distribution. 2.2. Identifies the variety of vegetation of the oceanic climate in Spain.
	3. Describe the main characteristics of the continental climate, identifying its typical vegetation and geographical distribution in Spain.	3.1. Describes the main characteristics of the continental climate, temperatures and precipitation, and its distribution. 3.2. Identifies the variety of vegetation of the continental climate in Spain.
	4. Describe the main characteristics of the Mediterranean climate, identifying its typical vegetation and geographical distribution in Spain.	4.1. Describes the main characteristics of the Mediterranean climate, temperatures and precipitation, and its distribution. 4.2. Identifies the variety of vegetation of the Mediterranean climate in Spain.
	5. Describe the main characteristics of the mountain climate, identifying its typical vegetation and geographical distribution in Spain.	5.1. Describes the main characteristics of the mountain climate, temperatures and precipitation, and its distribution. 5.2. Identifies the variety of vegetation of the mountain climate in Spain.
	6. Describe the main characteristics of the subtropical climate, identifying its typical vegetation and geographical distribution in Spain.	6.1. Describes the main characteristics of the subtropical climate, temperatures and precipitation, and its distribution. 6.2. Identifies the variety of vegetation of the subtropical climate in Spain. 6.3. Understands flight times in a cross curricular maths activity.
	7. Explain and describe the different types of climate, fauna and vegetation in Madrid: the continental and mountain climates. Flora and fauna.	7.1. Classifies the climates and describes the vegetation and fauna associated with the climates in Madrid.

4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
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<i>Linguistic competency.</i>	Understand the meanings in written texts.	Reads comprehensive texts, 'Laika, first traveller to the Cosmos,' as well as different unit content and tasks, both individually and in groups.
<i>Mathematical competency and basic competencies in Science and Technology</i>	Apply mathematical knowledge to resolve problematic situations in any subject.	Uses numerical data, tables, graphs...
<i>Digital competency</i>	Employ different sources when looking for information.	Uses and manages tables, graphs and images to collect information related to atmospheric phenomena and weather prediction.
<i>Learning to learn</i>	Generate strategies to learn in different learning contexts.	Applies the content and learning related to the cleaning the air.
	<i>Multiple intelligence:</i> develop different multiple intelligence.	Is able to present ideas visually, create mental images, perceive visual details, draw and create mental guides.
<i>Social and civic competencies</i>	Promote actions with a social aim.	Is conscious and puts water saving rules into practise.
	<i>Education of values:</i> learn to behave using the knowledge of different values.	Works hard and perseveres in learning: is attentive, participates and carries out activities with interest.
<i>Initiative and entrepreneurship</i>	Be consistent in work, overcoming difficulties.	Identifies their own errors.
	Behave responsibly and sociably and be ethical.	Collaborates and actively participates in group tasks.
<i>Cultural Awareness</i>	Produce well presented work.	Produces neat work.
	Appreciate the cultural value of natural heritage and of the evolution of scientific thinking.	Is aware of the need to respect and value the planet's natural heritage.

UNIT 5-Introduction to Unit 6-Romans

1. PRESENTATION

Title

Classical antiquity-UKHISTORY UNITS

Description

In this unit we will study Classical Antiquity in the UK

- We will start with the study of pre-Roman villages in the UK.
- We will look at the arrival of the Romans in the England: the importance of the Roman Empire, We will learn about the organisation of Roman society and study Roman art.
- This will offer students an analysis of the artistic manifestation in Classical Antiquity.

2. OBJECTIVES

- Date Classical Antiquity and know the characteristics of the forms of life in this historical Age.

- Use information and communication technology to obtain information, learn and express content about Social Science.
- Know the forms of human life during Classical Antiquity.
- Value cultural, artistic and architectural manifestations in Classical Antiquity.
- Know the economic activities and productions of humans in Classic Antiquity.
- Know the Romanisation and arrival of Roman culture.

3. UNIT CONTENT – EVALUATION CRITERIA – LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • Classical Antiquity. Characteristics. • Pre-Roman villages. <ul style="list-style-type: none"> - Coloniser villages. - Forms of life. - Economical activities and productions of humans in Classical Antiquity. - Romanisation. - Arrival of Roman culture. 	1. Date Classical Antiquity and know the characteristics of human forms of life in this period.	1.1. Knows the different villages that colonised the Iberian Peninsula during Classical Antiquity. 1.2. Counts with Roman numerals in a cross curricular maths activity.
	2. Know pre-Roman villages.	2.1. Identifies the Iberians and Celts as pre-Roman villages of the Iberian Peninsula, as well as other big civilizations in Classic Antiquity.
	3. Know coloniser villages from the Mediterranean.	3.1. Recognises the coloniser villages from the Mediterranean.
	4. Explain the process of Romanisation in the Iberian Peninsula and analyse the aspects related to the form of life and organisation of the Roman village.	4.1. Explains the Roman conquest and knows the territorial organisation. 4.2. Dates and describes the forms of life in this time, particularly referring to the Roman civilization. 4.3. Locates the deposits of the Roman era in their community and other spaces on a map. From this, can reconstruct the form of life from this period. 4.4. Recognises the most significant different types of houses and buildings in the Roman era in Spain.
	5. Identify the cultural, artistic and architectural manifestations.	5.1. Describes some cultural, artistic and architectural manifestations from the era and knows representative works.

4. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understand the meanings in written texts.	Reads comprehensive texts, 'How beautiful our mosaic is!,' as well as different unit content and tasks, both individually and in groups.
<i>Mathematical competency and basic competencies in Science and Technology</i>	Manage mathematical language in any context.	Resolves mathematical problems in daily life, relating them to activities about the Iberian Peninsula during Classical Antiquity.
<i>Digital competency</i>	Update the use of new technology to improve work and help make daily life easier.	Uses and manages tables, graphs and images to collect information related to historic eras.
<i>Learning to learn</i>	Plans resources and steps necessary in the learning process.	Applies the content and learning related to Classical Antiquity.
	<i>Multiple intelligence:</i> develop different multiple intelligence.	Represents ideas and concepts in graphs.
<i>Social and civic competencies</i>	Recognise the wealth in the diversity of opinions and ideas.	Analyses situations that lead to reflection, such as social classes.
	<i>Education of values:</i> learn to behave using the knowledge of different values.	Participates in discussions and debates about the need to respect others.
<i>Initiative and entrepreneurship</i>	Be consistent in work, overcoming difficulties.	Identifies their own errors.
<i>Cultural Awareness</i>	Produce well presented work.	Produces neat work.

Unit 6: Why have people invaded and settled in Britain in the past? A Roman case study

History
Years 4

ABOUT THE UNIT

In this unit, children are introduced to the idea that people from other societies have been coming to settle in Britain for a long time. They consider the effects of the invasion and settlement of the Romans on Britain. There is emphasis on historical enquiry using artefacts and Roman sites and interpretations of history.

WHERE THE UNIT FITS IN

Teachers will usually select one of Units 6A, 6B and 6C. All three units introduce children to ideas of invasion and settlement, using identical introductory activities.

This case study encourages the use of Roman sites and artefacts and will be a good choice for schools with easy access to a Roman settlement site.

Children build on their work in key stage 1, particularly using pictures and written sources to find out about the past. The visit to an archaeological site will provide a foundation for further consideration of what can be learned from archaeological remains, as in Units 10 and 16. The focus on emigration and settlement is developed further in Unit 13.

ADAPTING THE UNIT FOR A DIFFERENT AGE GROUP

More adept children could:

- explore more fully the reasons for invasion and settlement
- consider the influence of Romans on Celtic society
- consider why the Romans left Britain
- explore in detail the reasons for Boudicca’s revolt and its consequences
- carry out an independent enquiry into the key questions *Who was Boudicca? What changes did Roman settlement make to Celtic Britain?* Consider in more depth different interpretations of the revolt

PRIOR LEARNING

It is helpful if the children have:

- learnt about the way of life of people living at a time beyond living memory
- asked and answered questions and made inferences from artefacts
- considered the different ways in which the past is represented, *eg pictures, buildings, stories, eye-witness accounts*
- listened to stories of past events

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with the passing of time, *eg Roman, Anglo-Saxon, period, a long time ago*
- words associated with the Celtic way of life, *eg Celt, hill fort, tribe, transport, trade*
- words associated with the Roman way of life, *eg hypocaust, forum, basilica, mosaic, chariot, army, troops, legion*
- words associated with settlement, *eg invade, settle, emigration, immigration, refugee, conquest*

RESOURCES

- a large map of the world
- dictionaries
- flashcards about invasion and settlement
- a class time line
- pictures of Roman, Anglo-Saxon and Viking people
- packs of information about Celts and Romans who lived in Britain, including pictures of artefacts discovered at Roman sites in Britain
- two accounts of the story of Boudicca, including pictures

EXPECTATIONS

at the end of this unit

most children will:

demonstrate knowledge and understanding of why people leave their homeland to settle in another country; use a range of information to ask and answer questions about events related to Roman Britain; show knowledge and understanding of why Boudicca led a revolt, what happened and some of the results; know that an event can be interpreted in different ways; know about aspects of life in Celtic and Roman Britain; present information they have researched, using the terminology appropriate to the period

some children will not have made so much progress and will:

recognise that the Roman period was a long time ago; recall some details about Boudicca; identify some of the ways the Romans changed Britain

some children will have progressed further and will:

use the time conventions BC and AD to locate the dates of the Roman invasions and occupation; list, in order of importance, the reasons for and results of Boudicca’s revolt; explain why Boudicca and the revolt are interpreted in different ways

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to relate their own experience to the concept of settlement ● to recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today 	<p>Why do people move away from where they were born? Discuss the children's and their families' experiences of moving home to live either in a different part of the country or in a different country. Use a map to establish where they moved to and from. Encourage the children to suggest why they or their families moved, and list the reasons given. Help them to sort the reasons into those where families chose to move and where they had to move.</p> <p>Take opportunities to use and explain words like <i>settlement</i>, <i>emigration</i>, <i>immigration</i>, <i>refugee</i>, and how these are different from words like <i>invasion</i>, <i>conquest</i>.</p>	<ul style="list-style-type: none"> ● give reasons why families leave the place where they were born ● recognise that some people choose to leave and that others have to leave the place where they were born 	<p>This discussion needs to be handled with sensitivity and care, especially if there are any refugee children in the class. It is important to draw out that some reasons for moving today are similar to why people moved in the past, <i>eg for work, to make a new life, because of fear</i>.</p> <p>Recognising that communities are made up of people from different places, backgrounds and cultures can lead into a discussion of the workings of local and national communities, as a link to citizenship education.</p> <p>If there are few children in the class whose families have moved from another country it will be necessary to refer to groups of immigrants that the children know about.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to select and record information about Celtic and Roman ways of life ● to make comparisons between these lifestyles ● about aspects of life in Celtic and Roman Britain, using a variety of resources 	<p>Who were the Celts and who were the Romans? Ask the children to locate the Roman period on the class time line. Tell them that they are going to find out about the Romans and also about the Celts, who lived in Britain before the Romans arrived. Give them information about and pictures of the Celts and/or the Romans. Ask the children to complete a three-column grid with the headings: 'How they did things', 'Celts', and 'Romans'. In the first column children can list aspects such as <i>dress, belief, language, towns, farms, art, technology</i>. They can use the other two columns to compare the two ways of life.</p> <p>Discuss the children's answers with them, drawing their attention to similarities and differences.</p>	<ul style="list-style-type: none"> ● select relevant information from a number of sources ● complete a grid with relevant information using correct terminology for Celtic and Roman ways of life ● suggest similarities and differences between the lifestyles of Celts and Romans 	<p>It is important that the Celts are not presented as a set of primitive tribes. They were sophisticated, but different from the Romans. The issue could be highlighted by comparing the impression created by Julius Caesar's comments about the Celts from his story of his visits in 55 and 54 BC with the impression given by examples of Celtic artwork.</p> <p>Children could develop this activity further by investigating the lifestyle of Celtic tribes, <i>eg language, beliefs, dress, art, settlements such as hill forts, towns, farms</i> and/or considering the Roman way of life, <i>eg the importance of Latin, gods, dress, the organisation of the army, houses and their interior design</i>.</p> <p>Children could be divided into groups for this activity, with some groups looking at Celts and others the Romans.</p> <p>This activity could be adapted by asking children either to make labelled drawings or write their answers in sentences, as appropriate.</p>
<ul style="list-style-type: none"> ● that sources about Boudicca contradict each other ● that there are different opinions about Boudicca 	<p>Who was Boudicca? Show the children images of Boudicca. Ask them to describe what they see, drawing their attention to the differences in how she is portrayed. Discuss with the children what kind of person they think she was and why they think this. Ask the children to record their findings. Help them to find evidence that confirms or contradicts their ideas.</p> <p>Read two different descriptions of Boudicca. Ask the children to identify similarities and differences between the stories.</p> <p>Ask the children to draw a picture of Boudicca and write a short description of what they think she was really like.</p>	<ul style="list-style-type: none"> ● select information from pictures, which supports or contradicts other information ● identify similarities and differences between two written descriptions of Boudicca ● produce a description of Boudicca that draws on more than one source of information 	<p>Possible sources of information on Boudicca are: text books, postcards, contemporaneous writers, <i>eg Tacitus, Dio Cassius</i>, pictures of modern interpretations, <i>eg statues outside the Houses of Parliament or in Cardiff city hall</i>, pictures on book covers.</p> <p>Children could record their findings in a two-column grid with the headings: 'What we know', and 'Source of information', with prompts such as <i>hair, height, character, temper, colouring</i>.</p> <p>This activity could be adapted by asking the children to make a labelled drawing of Boudicca instead of a written description.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● the main events in Boudicca's revolt ● the reason for the revolt ● that there are different interpretations of the revolt 	<p>What happened in AD 60? Tell, read, or ask the children to read, the story of Boudicca's revolt. Ask them to retell the story in storyboards. Ask the children to read a different version of the story, <i>eg a play</i>, and look for similarities and differences between the two stories.</p> <p>Ask children to compare the two interpretations of the story by answering targeted questions.</p> <p>Discuss with the children the causes of the revolt and, with their help, arrange the causes in order of importance.</p>	<ul style="list-style-type: none"> ● sequence the main events of the revolt on a storyboard ● consider questions to identify similarities and differences between two versions of the event ● suggest one or more reasons for the revolt 	<p>This activity could be extended by asking children to consider why, when the Romans were so successful against Boudicca, they were less successful against other Celtic leaders and eventually needed to build Hadrian's Wall to separate Romanised and unconquered tribes.</p> <p>Examples of a completed worksheet for this type of activity can be found in <i>Expectations in history</i> (SCAA, 1997, page 13).</p> <p>Comparison of different texts about Boudicca would allow the class to reinforce and extend their understanding of the differences between fiction and non-fiction text, <i>eg to distinguish between fact and opinion</i>. Books with a particularly strong point of view would provide a useful context to explore how an argument is constructed and presented.</p>
<ul style="list-style-type: none"> ● about the results of Boudicca's revolt ● to appreciate that people have points of view about events in the past 	<p>What were the short-term and long-term results of Boudicca's revolt? Discuss with the children the immediate consequences of the revolt for the Celts and the Romans and record these on a big piece of paper. Also discuss the longer-term impact of the revolt on Britain.</p> <p>Ask the children to think about how a Celtic or Roman survivor of the revolt might feel. Provide them with a suitable sentence-starter and ask them to write about the results of the revolt from the point of view of either a Celt or a Roman. Discuss with the children why people might view the revolt differently.</p>	<ul style="list-style-type: none"> ● suggest consequences of Boudicca's revolt ● select information to show how a Roman or a Celt would have perceived the revolt 	<p>It is important to emphasise that the population of Britain did not become Romans, but that the Celts adopted Roman lifestyles. Many Celts living far away from the towns retained their old lifestyles throughout the Roman period.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● about evidence that tells us about life in Roman Britain ● ask and answer questions about what survived from the Roman settlement of Britain 	<p>How did the Romans change Britain when they settled here? Arrange a visit to a Roman site. Before the visit, tell the children that many Romans settled in Britain and introduced some of their customs and ways of life, <i>eg towns, baths, new forms of religion and farming methods</i>. Tell them that the Celts responded by building villas and adapting Roman styles of pottery and dress.</p> <p>Ask the children to suggest what they would like to find out about on their visit. Develop a list of questions for them to use at the site. Take the children to the site and look for evidence of Roman lifestyles. Help the children to answer the prepared questions. After the visit, ask the children to create a classroom display, or produce a child's guide to the site they visited.</p>	<ul style="list-style-type: none"> ● select information about life in Roman Britain from a range of sources ● present information to show understanding of the impact of Roman settlement on Britain 	<p>It may be helpful to discuss with the children what happens to buildings when they are not used – that they might be demolished, or become decayed and eventually buried. Encourage them to think about which materials survive over long periods and which decay, and to suggest why more Roman buildings survive than Celtic ones.</p> <p>These activities could be developed into a local study if there are Roman remains close to the school. Where a site visit is not possible, children could be asked to work from a variety of picture sources, texts and publications, for example those produced about a major Roman site.</p> <p>To help with this part of the activity children could be given pictures of Roman artefacts from the site they will visit. Ask them to annotate the pictures, using different colours to show what they know, can guess at, or would like to know about each object.</p>

OPTIONAL: Unit 7 Why have people invaded and settled in the past? A Viking case study

History
Years 4

ABOUT THE UNIT

In this unit, children are introduced to the idea that people from other societies have been coming to Britain for a long time. Children find out how Viking influence spread through different parts of the world and how, over a period of years, the Vikings eventually settled in Britain.

Children will develop their understanding of chronology, describe and identify reasons for and results of historical events, situations and changes and consider different ways the past has been interpreted.

WHERE THE UNIT FITS IN

Teachers will usually select one of Units 6A, 6B and 6C. All three units introduce children to ideas of invasion and settlement, using identical introductory activities.

This case study encourages the use of Jorvik or other Viking settlements and will be a good choice for schools that have easy access to a place of Viking settlement.

Children build on their work in key stage 1, particularly using pictures and written sources to find out about the past.

ADAPTING THE UNIT FOR A DIFFERENT AGE GROUP

More adept children could:

- explore more fully reasons for invasion and settlement
- read extracts about Viking raids from Anglo-Saxon and other chronicles, to help them answer questions
- research and locate place names connected with Viking settlement
- carry out an independent enquiry into the way of life in a Viking settlement
- create a time line and write a narrative of King Alfred's life

PRIOR LEARNING

It is helpful if the children have:

- learnt about the way of life of people living at a time beyond living memory
- asked and answered questions and made inferences from artefacts
- considered the different ways in which the past is represented, *eg pictures, buildings, stories, eyewitness accounts*
- listened to stories of past events

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with the passing of time, *eg Anglo-Saxon, Viking, period, a long time ago*
- words associated with Viking raids, *eg longboat, prow, rigging, Norseman, warrior, monastery*
- words associated with Viking settlement, *eg Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik*
- words associated with settlement, *eg invade, settle, emigration, immigration, refugee, conquest*

RESOURCES

- a large map of the world and of the UK
- dictionaries
- flashcards about invasion and settlement
- a class time line
- pictures of Roman, Anglo-Saxon and Viking people
- information about Viking longboats, *eg photographs, line drawings, artists' reconstructions*
- accounts of Viking raids from Anglo-Saxon chronicles
- pictures and photographs of Anglo-Saxon monasteries and their treasures
- information on Viking sites, including pictures of artefacts
- stories/video relating the life of Alfred the Great

EXPECTATIONS

at the end of this unit

most children will:

demonstrate knowledge and understanding of why people leave their homeland to invade and settle in another country; demonstrate factual knowledge of some of the reasons for the Viking raids; recognise that some accounts of Viking raids were Anglo-Saxon interpretations; use pictures, written sources and reconstructions to find out about aspects of the Viking way of life; recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period

some children will not have made so much progress and will:

recognise that the Viking period was a long time ago; recall one or two reasons for Viking raids; be able to give a simple account of a Viking raid

some children will have progressed further and will:

use dates relating to Viking raids; have a clear understanding of why, how and when the Viking raids began; understand some of the skills and characteristics that enabled the Vikings to be such successful warriors; understand why some written sources give a negative view of the Vikings

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to relate their own experience to the concept of settlement ● to recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today 	<p>Why do people move away from where they were born? Discuss the children's and their families' experiences of moving home to live either in a different part of the country or in a different country. Use a map to establish where they moved to and from. Encourage the children to suggest why they or their families moved, and list the reasons given. Help them to sort the reasons into those where families chose to move and where they had to move.</p> <p>Take opportunities to use and explain words like <i>settlement</i>, <i>emigration</i>, <i>immigration</i>, <i>refugee</i>, and how these are different from words like <i>invasion</i>, <i>conquest</i>.</p>	<ul style="list-style-type: none"> ● give reasons why families leave the place where they were born ● recognise that some people choose to leave and that others have to leave the place where they were born 	<p>This discussion needs to be handled with sensitivity and care, especially if there are any refugee children in the class. It is important to draw out that some reasons for moving today are similar to why people moved in the past, <i>eg for work, to make a new life, because of fear</i>.</p> <p>Recognising that communities are made up of people from different places, backgrounds and cultures can lead into a discussion of the workings of local and national communities, as a link to citizenship education.</p> <p>If there are few children in the class whose families have moved from another country it will be necessary to refer to groups of immigrants that the children know about.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to use the terms 'invade' and 'settle' ● to place the Anglo-Saxon and Viking periods in a chronological framework ● to recognise characteristics that place Anglo-Saxons and Vikings a long time ago in the past ● that the Vikings invaded Britain and that the period of conquest was followed by a period of settlement 	<p>Who invaded and settled in Britain a long time ago?</p> <p>Ask the children to find the dictionary definitions of the words 'invade' and 'settle'. Ask them to write their definitions in a two-column grid. Lead a discussion to develop the children's understanding of these terms.</p> <p>Give the children cards with words and phrases that could be connected to either invasion or settlement, <i>eg stay, arrive, conquer, land, visit, remain</i>. Ask the children to place the cards in the correct columns on their grids. Ask them to feed back where they placed each word and why.</p> <p>Establish that groups of people have been visiting, invading and settling in Britain for a very long time. Ask the children to look at the class time line and pick out the people and events they have already learnt about, <i>eg the Great Fire, Florence Nightingale</i>. Discuss with the children whether these people or events happened a long time ago, and which occurred the longest time ago.</p> <p>Give the children pictures of Anglo-Saxon and Viking people. Encourage them to suggest clues that indicate these people lived a long time ago. Help the children to place the pictures at the appropriate place on the time line by matching the picture label to the period of time.</p> <p>Give the children pictures showing a variety of Viking images, <i>eg in armour, in battle, town life, country life, home life</i>. Ask the children to sort them into invasion and settlement groupings.</p> <p>Discuss with the children the relationship between invasion and settlement.</p>	<ul style="list-style-type: none"> ● use a dictionary to find the meanings of 'invade' and 'settle' ● sort words or phrases correctly under the headings 'invade' and 'settle' ● locate on a time line historical events that they have already studied ● select distinctive features of Anglo-Saxon and Viking people ● sort pictures to show understanding of features of Viking life ● discuss ideas associated with invasion and settlement 	<p>This activity would provide a useful context for reinforcing dictionary skills. The class might consider the range of definitions in dictionaries and information books, as a prelude to children developing their own definitions of the terms.</p> <p>The activity could be adapted by giving children a grid with the dictionary definitions already in place.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to locate on a time line the period when the Vikings made raids and then settled in Britain ● why the Viking people explored many parts of the world 	<p>Why did the Vikings travel from their homelands and where did they go?</p> <p>Show the children the location of the Viking period on the class time line.</p> <p>Use a modern world map to show the children the Viking homelands – Norway, Sweden and Denmark. Use the map as a prompt to discuss why the Vikings might choose to come to countries like Britain, where they might land and what time of year they might come.</p> <p>Evidence of Viking settlements has been discovered in many parts of the world. Help the children to locate the countries on the map and link them to the Viking homelands.</p>	<ul style="list-style-type: none"> ● place the Viking period on a time line ● locate Norway, Sweden and Denmark on a map ● locate countries in the world that the Vikings visited 	<p>The purpose of this activity is to establish that different peoples and races have migrated to Britain for centuries to seek out better living conditions.</p> <p>Evidence of Viking settlements has been found in Britain, Ireland, the Shetlands, Finland, Iceland, Greenland, Newfoundland (Canada), France, Germany, Russia and Istanbul.</p>
<ul style="list-style-type: none"> ● to use a range of sources to find out about Viking longboats ● to make inferences about the Viking way of life 	<p>How did the Vikings travel so far from their homelands?</p> <p>Using the map, work with the children to establish that the Vikings used boats as their main form of transport to other countries.</p> <p>Give the children information on Viking longboats, including details of prow heads, <i>eg photographs, line drawings, artists' reconstructions</i>. Ask them to complete an artefact enquiry sheet with questions on the shape of the ship, how it moved, how it protected passengers from wind and rain and how it shows that the Vikings were skilled craftspeople.</p>	<ul style="list-style-type: none"> ● use sources to discover what Viking longboats looked like ● suggest what can be learned about the Vikings from their boats 	<p>Children could construct their own model of a Viking longboat using pictorial sources to create accurate detail. This could be linked with design and technology using flexible materials.</p> <p>There is an example of a completed artefact enquiry sheet in <i>Expectations in history</i> (SCAA, 1997, pages 16–17).</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> ● to order Viking raids in Britain chronologically ● where and when the Vikings raided in Britain ● that accounts of Viking raids are Anglo-Saxon interpretations of the events 	<p>When did the Vikings come to Britain to raid and to stay?</p> <p>Read short extracts of accounts of Viking raids from Anglo-Saxon chronicles and other sources.</p> <p>Ask the children to find the Anglo-Saxon period on the time line and establish that the Anglo-Saxons had settled in Britain before the Vikings. Discuss with the children why the Anglo-Saxons might have had such strong views on the raids and how the Vikings might have talked or written about the raids.</p> <p>Give the children a set of cards. Each card should have the name of a place, battle or raid, date, and detail of whether the Vikings stayed or went home. Ask the children to place the cards in chronological sequence on the time line.</p> <p>Question the children to help them establish that the raids were frequently on monasteries and that the raids went on for over 60 years before the Vikings actually stayed or settled.</p>	<ul style="list-style-type: none"> ● sequence Viking raids correctly on a time line ● answer questions about Viking raids and show knowledge that many accounts were written by Anglo-Saxons 	<p>The children may need help in sequencing numbers.</p> <p>This activity could be extended by asking the children to research the effects of Viking raids on the place nearest their own locality.</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> • about the monastic way of life in Anglo-Saxon times • to describe and explain the reasons why the Vikings chose to raid monasteries 	<p>Why were monasteries good places to raid? Tell the children who monks were, where they lived and what they did, and that they would not fight.</p> <p>Show the children pictures and photographs of Anglo-Saxon monasteries and their treasures. Explain that people gave beautiful things to the monasteries and that monasteries had stores of food to give to the poor and to travellers. Discuss with the children what Vikings might find in monasteries, <i>eg food, gold</i>.</p> <p>Ask the children to complete sentences explaining why monks had food and wealth and why Vikings chose to raid monasteries.</p>	<ul style="list-style-type: none"> • suggest why monasteries were a target for Viking raids 	<p>It would be useful for the children to know that Vikings had their own beliefs. The children could study Viking myths and sagas in work on reading and writing. They should be encouraged to identify the characteristic themes and language of these genres, <i>eg the heroic boast</i>.</p> <p>Children could be reminded that most major world faiths state an obligation to help the poor and destitute. This work could be linked to religious education.</p> <p>Many school history books have good photographs of Church treasures, including chalices, illuminated manuscripts, etc.</p>
<ul style="list-style-type: none"> • about Viking settlements in Britain • to ask and answer questions from archaeological and picture evidence to find out about the Vikings' settlement of Britain 	<p>What evidence is there that the Vikings settled in Britain? Ask if any of the children have been to Jorvik. Tell them about the excavations at Coppergate and what was found.</p> <p>Give the children pictures of artefacts discovered at Viking sites and scenes of Viking life. Ask the children to look at the pictures and suggest categories for finding out about what it was like to live in a Viking settlement. Suggest questions they could ask for each category, <i>eg What work did they do? What tools did they use? Did they work in a shop/outside?</i></p> <p>Ask the children to complete a two-column grid with the headings 'What the picture shows' and 'What this tells us about the Vikings'. They should describe each of the artefacts/scenes and draw conclusions, <i>eg Vikings were skilled at crafts, they had elaborate designs</i>.</p> <p>Ask the children to feed back their findings and discuss what they have learnt about Viking settlements from the reconstructions and objects found at sites.</p>	<ul style="list-style-type: none"> • suggest suitable categories for an enquiry into Viking life • use pictures and other sources to find out about the Viking way of life • infer information from the sources about the Vikings • answer questions to show understanding of what can be learnt about Viking settlements from archaeological evidence 	<p>Jorvik is a good source of published information about the Vikings. A visit to Jorvik would enhance this or any other of the activities in this unit.</p> <p>CDROMs or computer simulations could also be used to support this activity.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<ul style="list-style-type: none"> ● about King Alfred and the impact he had ● to recall, select and organise their knowledge about King Alfred 	<p>Where did the Vikings finally settle in England?</p> <p>Locate the boundaries of the Danelaw on a map of the UK.</p> <p>Show the children a video, or read or tell the story, of King Alfred. Ask the children to rewrite the story in their own words. Ask them to note what they think are the three most exciting parts of the story and then compare what they have written with other children.</p> <p>Discuss with the children why they think King Alfred is known as Alfred the Great, and who called him that.</p>	<ul style="list-style-type: none"> ● retell the story of King Alfred, sequencing the events appropriately ● suggest the most important aspects of the story of King Alfred ● give reasons why he is known as Alfred the Great 	<p>By asking the children why they think Alfred was 'Great', they will consider what makes a good leader. They are also developing an understanding of rights and responsibilities and the differences between right and wrong, and these ideas can be developed as a contribution to citizenship education.</p>