History Component Knowledge

Year Four

British History 2: Who were the Romans and what is their impact on Britain today?

National Curriculum

Pupils should be taught about:
The Roman Empire and its impact on Britain.

Key learning and Component knowledge

Key Learning:
L1: To understand why the Romans invaded Britain.
Component Knowledge:

- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion.
- Explain why the Romans invaded Britain.

Key Learning:
L2: To create a visual interpretation of Boudicca.
Component Knowledge:

- Identify the consequences of the Roman invasion for the Britons.
- Use sources to make inferences about Boudicca's personality.
- Create an interpretation of Boudicca using sources.

Key Learning:
L3: To understand how Roman soldiers were equipped for war.
Component Knowledge:

- Explain why the Romans needed a powerful army.
- Identify the equipment of a Roman soldier.
- Create a replica Roman shield.

Key Learning:
L4: To understand Roman army battle formations.
Component Knowledge:

- Explain how the Roman army was organised.
- Perform simple manoeuvres and drills.
- Explain why the Roman army was successful.

Key Learning:
L5: To make inferences about life in Roman times.
Component Knowledge:

- Describe an artefact.
- Make observations about the artefact.
- Make deductions about Roman life.

Key Learning:
L6: To identify the Roman legacy in Britain.
Component Knowledge:

- Explain the meaning of a legacy.
- Identify how the Romans changed Britain.
- Identify and explain the impact of the most significant Roman legacy.

How hard was it to invade and settle in Britain?

National Curriculum

Pupils should be taught about:
Britain's settlement by Anglo-Saxons and Scots.
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Key learning and Component knowledge

Key Learning:
L1: To understand why the Anglo-Saxons invaded Britain.
Component Knowledge:

- Explain how Britons felt when the Romans left Britain.
- Identify where Angles, Saxons and Jutes came from.
- Explain the reasons for the Anglo-Saxons invading Britain.

Key Learning:
L2: To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.
Component Knowledge:

- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Evaluate the effectiveness of the wattle and daub-making process.

Key Learning:
L3: To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.
Component Knowledge:

- Explain the importance of Sutton Hoo.
- Make deductions from artefacts.
- Make a prediction about who was buried at Sutton Hoo and provide supporting evidence.

Key Learning:
L4: To understand how Anglo-Saxons converted to Christianity.
Component Knowledge:

- Understand how Anglo-Saxon beliefs changed.
- Research how a missionary spread Christianity in Britain.
- Select symbols to represent the missionary.

Key Learning:
L5: To create an interpretation of Alfred the Great.
Component Knowledge:

- Understand the threat the Vikings posed to the Anglo-Saxons.
- Create an interpretation of Alfred the Great.
- Evaluate whether Alfred was a great king.

Key Learning:
L6: To understand how Anglo-Saxon rule ended.
Component Knowledge:

- Suggest the qualities a British ruler would have needed in Anglo-Saxon times.
- Understand what the candidates' claims to the English throne were.
- Select and justify who was the best candidate for the throne.

British History 4: Were the Vikings raiders, traders or settlers?

National Curriculum

Pupils should be taught about:
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.
Further Viking invasions and Danegeld.

Key learning and Component knowledge

Key Learning:
L1: To explain when and why the Vikings came to Britain.
Component Knowledge:

- Understand there are many reasons for migration to Britain.
- Sequence key events from the Viking period.
- Identify where the Vikings came from.

Key Learning:
L2: To evaluate the validity of a source.
Component Knowledge:

- Identify primary and secondary sources from Viking times.
- Deduce information from a source relating to Viking times.
- Identify whether a source is one-sided from Viking times.
- Use evidence to support their reasoning.

Key Learning:
L3: To explore the features of Viking longboats.
Component Knowledge:

- Identify the features of a Viking longboat.
- Describe how these features contributed to Viking success.
- Explain a longboat's most important feature.

Key Learning:
L4: To examine why trading was important to the Vikings.
Component Knowledge:

- Describe what the Vikings traded.
- Identify some Viking trading routes.
- Explain whether the Vikings were traders or raiders.
- Use evidence to justify their opinion.

Key Learning:
L5: To extract and interpret information from many sources.
Component Knowledge:

- Name important events in the Anglo-Saxon and Viking struggle for Britain.
- Explain the meaning of cause and consequence.
- Suggest the impact of events.

Key Learning:
L6: To extract and interpret information from many sources.
Component Knowledge:

- Make observations about artefacts from Viking times.
- Deduce information about Viking life from sources.
- Write a conclusion for an enquiry based on Viking times.