



Class - Year 4	Topic Title: Romans in Britain			Key Vocabulary
<p>National Curriculum Objectives:</p> <p>the Roman Empire and its impact on Britain</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>• Know BC (Before Christ) means the same as BCE (Before Common Era) and AD (Anno Domini) means the same as CE (Common Era).</li> <li>• Know that around 2,000 years ago, Britain was ruled by tribes called the Celts.</li> <li>• Know the Romans came to Britain looking for riches: land, slaves, iron, lead, zinc, copper, silver and gold.</li> <li>• Know that Emperor Julius Caesar first invaded Britain in August 55 B.C. and again in 54 B.C.</li> <li>• Complete a case study on Julius Caesar.</li> <li>• Know that in AD43 the Emperor Claudius sent another invasion force, led by Aulus Plautius but took about four years for the invaders to finally gain control over southern England, and another 30 years for them to conquer the West Country and Wales.</li> <li>• Know that in AD60, Queen Boudica of the Iceni tribe raised a huge army and went on a rampage (after years of heavy taxes), burning the Roman towns of Colchester and London, before heading north to St Albans.</li> <li>• Know that even though the Romans were outnumbered by Boudica's 200,000 warriors, they won (due to their armour and training)</li> <li>• Know that the Romans remained in Britain from 43 AD to 410 AD (almost four hundred years/four centuries).</li> <li>• Know that there was no writing in Britain prior to the Romans invasion.</li> <li>• Know that Hadrian's Wall (also called the Roman's wall) ran from the banks of the River Tyne to the Solway Firth on the Irish Sea (some can still be seen today). It was a military base with a fort along the wall every 5 Roman miles (1000 paces).</li> <li>• Know that the Romans eventually left Britain as their homes in Italy were being attacked by fierce tribes and every soldier was needed.</li> <li>• Study the following Roman legacies in Britain: roads, laws, aqueducts, writing, language, public baths, heating, toilets and the modern calendar (credited to Julius Caesar).</li> <li>• Know that the Romans built towns throughout their empire in the same style: in a grid with two main roads, public baths, temples</li> <li>• Know that places ending in -chester, -caster or -cester, where usually Roman towns e.g. Chester, Manchester, Lancaster.</li> <li>• Know that one of the most famous towns was Bath- much of the original streets can be found under the streets there now.</li> <li>• Know the Romans founded London which they named 'Londinium'. The River Thames was quick way to transport goods between Britain and Europe.</li> </ul>			<p>Britain</p> <p>Tribes</p> <p>Empire</p> <p>Europe</p> <p>Iron/Lead/Zinc/Copper/Silver/Gold</p> <p>Invasion</p> <p>Emperor</p> <p>Julius Caesar</p> <p>Legions</p> <p>Battles</p> <p>Celtic</p> <p>Cavalrymen</p> <p>River Thames</p> <p>Century</p> <p>Hillforts</p> <p>Colchester</p> <p>London</p> <p>Boudica</p> <p>Armour</p> <p>Hadrian's wall</p> <p>Fort</p> <p>Settlements</p> <p>Legacy</p> <p>Aqueducts</p> <p>Londinium</p>
<p><b>Possible Community Links:</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Society to discuss Roman artefacts found in Heatons Bridge, Westhead, Downholland Cross, Bickerstaff, Haskayne and Scarisbrick</b></li> </ul>	<p><b>Previous Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Year 3- knowledge of hillforts from Iron Age module.</b></li> <li>• <b>Year 1- knowledge of London and River Thames from Great Fire of London topic.</b></li> </ul>	<p><b>Future Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Year 5- British History (Tudors)</b></li> </ul>	<p><b>Cross curricular links:</b></p> <ul style="list-style-type: none"> <li>• <b>Geography- children can use maps to plot where Roman artefacts were discovered locally</b></li> <li>• <b>Art- Roman Sandals</b></li> </ul>	<p><b>British Values:</b></p> <p><b>Rule of Law</b></p>



Class: Year 4	Topic Title: The Vikings	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> <li>● <b>Who they were:</b> <ul style="list-style-type: none"> <li>○ The Vikings came from Denmark, Norway and Sweden.</li> <li>○ The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'.</li> <li>○ In AD 787 three Viking long ships landed in England where the Anglo Saxons were settled.</li> <li>○ The Viking age in European history was about AD 700 to 1100.</li> <li>○ Some went to fight and steal treasure. Others settled in new lands as farmers, craftsmen or traders.</li> <li>○ Vikings were pagans (believed in many gods), not Christians like most people in Britain. In 793 Vikings attacked a Christian monastery (a building where monks live) in Northumbria.</li> <li>○ Viking robbers found Christian monasteries in Britain were easy to attack because the monks in the monasteries had no weapons.</li> <li>○ This was the start of a fierce struggle between Anglo Saxons and Vikings.</li> <li>○ In the 9th century, the English king Alfred the Great stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called the Danelaw.</li> <li>○ The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully.</li> </ul> </li> <li>● <b>Home life:</b> <ul style="list-style-type: none"> <li>○ Most Vikings lived on farms.</li> <li>○ Good farmland was scarce in the Vikings' own countries.</li> <li>○ Farmers used iron tools, such as sickles (knife used for cutting grain stalks) and hoes.</li> <li>○ They grew oats, barley and wheat, and ground the grain to make flour, porridge and ale.</li> <li>○ Vikings grew vegetables such as onions, beans and cabbages.</li> <li>○ Their farm animals included pigs, sheep, goats, cattle, geese and chickens.</li> <li>○ They used waste from the animals to keep the soil fertile.</li> <li>○ In autumn, farmers killed some animals because there was not enough food to feed through winter.</li> <li>○ Viking houses were built of wood, stone or blocks of turf - depending on local materials.</li> <li>○ The houses were long box-shapes with sloping thatched (covered in straw) or turf roofs.</li> <li>○ The walls were made of wattle (woven sticks, covered with mud to keep out the wind and rain).</li> <li>○ The floor of a Viking house was often dug below ground-level; perhaps this helped keep out draughts.</li> <li>○ Most houses had just one room for a family to share. Rich people's farmhouses might have a small entrance hall, a large main room, a kitchen, a bedroom and a store room.</li> <li>○ In a Viking town, houses were crowded close together along narrow streets.</li> <li>○ Vikings did not have much furniture - perhaps a wooden table and benches for sitting and sleeping on.</li> <li>○ There were no bathrooms in Viking homes. Most people probably washed in a wooden bucket, or at the nearest stream.</li> <li>○ Instead of toilets, people used cess-pits - holes outside dug for toilet waste. The pit was usually screened by a fence. Slimy muddy cess-pits have been found by archaeologists studying the remains of the Viking town of Jorvik (modern York).</li> </ul> </li> <li>● <b>Hobbies and recreation:</b> <ul style="list-style-type: none"> <li>○ Viking men enjoyed swimming, wrestling and horse racing.</li> </ul> </li> </ul>	<p>Vikings</p> <p>Denmark</p> <p>Norway</p> <p>Sweden</p> <p>Old Norse</p> <p>Pirate raid</p> <p>Craftsmen</p> <p>Traders</p> <p>Monastery</p> <p>Danelaw</p> <p>Fertile</p> <p>Wattle</p> <p>Thatched</p> <p>Cess-pits</p> <p>Archaeologists</p> <p>Jorvik</p> <p>York</p> <p>Norse Myths</p> <p>Iron Spits</p> <p>Feast</p> <p>Ale</p> <p>Festival</p> <p>Weaving</p> <p>Potters</p> <p>Evil spirits</p> <p>Vikings</p> <p>Slavery</p> <p>Trade</p> <p>The Battle of Hastings</p> <p>1066</p>



- In winter, people skated on frozen rivers, and used skis over the snow.
- A favourite board game was king's table. Players moved pieces around a board, like in draughts or chess. There were lots of versions of this game.
- Most children's toys were home-made – whistles were made from leg bones of geese.
- Children had wooden dolls, played football, and sailed model boats.
- When the Vikings came to Britain, they had their own pagan religion.
- They worshipped many gods.
- The old stories they told about gods, giants and monsters are known as Norse myths.
- **Clothing:**
- Vikings wore similar clothes to other people in England, Scotland and Wales during this time.
- Men wore tunics and trousers.
- Women wore long dresses, with a kind of long apron.
- Clothes were made from wool, linen and animal skins.
- **Food:**
- From bones, seeds and other food remains at Viking sites, we know they ate meat from farm animals, and from wild animals that they hunted, and collected foods such as berries and nuts.
- They cooked meat in a big stew-pot over the fire, or roasted it on an iron spit. Fish and meat were smoked or dried to preserve it.
- Viking bread was made from rye or barley flour. They used milk mostly to make cheese and butter, then drank the buttermilk left over.
- At a feast, guests drank ale and mead.
- People drank out of wooden cups or drinking horns (these were made from cow-horns!)
- Feasts were held to mark funerals and seasonal festivals, such as midwinter. Some feasts lasted over a week!
- **Jobs/trades:**
- Jobs such as collecting wood for the fire, weaving cloth and baking bread took up a Viking lady's time.
- On the farm, women milked the cows and made cheese.
- Viking men were all-round handymen, but some had special skills.
- There were boat-builders, leather-workers and potters.
- **Children:**
- Babies were given lucky charms, to protect them from evil spirits and sickness.
- Viking children did not go to school.
- They helped their parents at work, learned Viking history, religion and law from spoken stories and songs, not from books.
- By 15 or 16 they were adults.
- A girl's father chose her husband.
- **Slavery:**
- Not everyone was free; some people were slaves.
- Slaves did the hardest, dirtiest jobs.



- They were treated poorly by their owners.
- People could be born slaves - child of a slave was a slave too.
- Some slaves were those people who had been captured in a Viking raid.
- Viking traders sold slaves in markets.
- In the Battle of Hastings (1066), William the conqueror became king bringing the Viking and Anglo Saxon age to an end.

<b>Possible Community Links:</b> <ul style="list-style-type: none"> <li>• Local History- Viking links in Ormskirk</li> </ul>	<b>Previous Learning Experiences:</b> <ul style="list-style-type: none"> <li>• Year 3- Ancient Egypt links</li> <li>• Year 4- Romans in Britain</li> </ul>	<b>Future Learning Experiences:</b> <ul style="list-style-type: none"> <li>• Year 6- Anglo Saxons and Scots</li> </ul>	<b>Cross curricular links:</b>	<b>British Values:</b> Individual Liberty
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Year 4	Topic Title: Plague	Key Vocabulary	
National Curriculum Objectives: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> <li>• Know that approximately 350 years ago, a terrible disease spread across parts of Europe - the Great Plague lasted from 1644-1666 in Britain.</li> <li>• Know, the worst year was 1665, when London was badly affected.</li> <li>• Know some doctors blamed the spread of the plague on poisonous air, which they said infected people. The Mayor of London believed that domestic animals, such as dogs and cats were to blame. He ordered that these animals were destroyed. Others blamed farm animals for carrying the plague. However, the plague was actually spread by rats.</li> <li>• Know the rats spread the plague as they carried bacteria and also had fleas. The fleas passed on the bacteria to people by biting them. Humans infected each other by coughing and sneezing. This caused the plague to spread extremely quickly.</li> <li>• Know that people were terrified of the plague as there was no known cure, whole communities were wiped out. The plague spread very quickly, and people died within days of becoming infected. They suffered pain, fevers and infected swellings on their bodies.</li> <li>• Know hygiene was often very poor; towns and villages could be dirty and unsanitary</li> <li>• Know though most of the people who died during the Great Plague lived in London, the plague also killed people in other areas of England.</li> <li>• Know that Historians think the plague spread to England from the Netherlands. Dutch trading ships carrying cotton from Amsterdam may have brought the plague to England.</li> <li>• In London, the first places hit by the plague were the dock areas outside of the city and the parish of St Giles in the Fields. In these places, poor workers lived crowded together in bad conditions.</li> <li>• By the end of 1665, 100 000 people had died in London.</li> <li>• When a household became infected the house was sealed which meant nobody could leave or enter the building. This meant the people would die.</li> <li>• Households with the plague, were marked with a red cross on the front door, along with the words 'Lord have mercy on us'.</li> <li>• Know the King of England at that time was King Charles II. He fled London as did anyone with enough money to leave.</li> <li>• Know a lot of what we know about life during the Great Plague comes from the diary of a man named Samuel Pepys. He stayed in London and wrote in his diary every day. Samuel Pepys also wrote a diary about the Great Fire of London (previous knowledge Year 1).</li> <li>• Know as there was no known cure, many people tried alternative ways to avoid being infected. Some people thought that holding a small bunch of flowers or herbs to their nose would prevent them getting the plague. Some drank fine wines or even ate toads! Others thought having a bath in milk would prevent them from becoming ill.</li> </ul>	Plague Disease Centuries Poisonous Domestic Destroyed Bacteria Communities Overcrowded Infected Fever Swellings Hygiene Unsanitary Medical knowledge Limited Destruction Population Soldiers Civilians Entire Historian Dutch Trading ships Netherlands Amsterdam Parish Dock Crowded conditions Wipe out Household Sealed	Samuel Pepys Great Fire of London Alternative cures Herbs Bunch Spreading Antibiotic Medications Victims Pits Ring O Roses Plague doctors Posies Bloodletting Leeches Spices Wide brimmed Overcoat Exposure Wax Government officials Hops Frankincense Tobacco Cold Spell Urged Fleas Infested Eyam Tailor Damp Village/ villagers Rector Outbreak



	<ul style="list-style-type: none"> <li>• Know that people in London tried many different things to try to treat the plague and stop it from spreading. At the time, nobody understood what caused the plague, how it spread, or how to treat it. Antibiotic medications, which are the only treatment for plague, would not be discovered for another 300 years. People were so afraid of catching the plague from other people that they threw dead plague victims' bodies in overcrowded pits and buried them all together, as quickly as possible. In one parish in London, 1,114 dead plague victims were buried together.</li> <li>• Know the rhyme ring a ring o'roses is sometimes sung by children. It is actually a rhyme about the Great Plague! Children hold hands and dance round in a circle, singing the rhyme and then all fall down at the end.</li> <li>• Know "Plague doctors" walked the streets diagnosing victims, although many of them were not actual doctors. Wearing special costumes, they tried to treat plague victims with bloodletting, frogs, and leeches.</li> <li>• Know one of the most alarming images of the Great Plague is the clothing worn by the "Plague doctors". They wore: a mask in the shape of a beak, wide-brimmed black hat, a wooden cane, a long black overcoat, leather trousers and long boots.</li> <li>• Know that government officials tried several public health programs to prevent more people from getting the plague. For example: They hired doctors, they ordered fires to be kept burning night and day, hoping they would clean the air. Things that gave off strong smells, like pepper, hops, or frankincense, were also burned, They made it illegal to go to theatres, football games, and other group entertainment activities. Thus people would not spread the plague to each other. They urged people to smoke tobacco because they thought it prevented the plague.</li> <li>• Know The Great Plague in London lasted until the Autumn of 1666. A very cold spell of weather killed off the fleas and bacteria. This stopped the plague spreading. Also, in 1666, the Great Fire of London destroyed many of the rat-infested buildings. This stopped the spread of the plague (previous knowledge Year 1).</li> <li>• Some villages quarantined due to the plague – one of which was called Eyam in Derbyshire.</li> <li>• Other villages would bring supplies to the entrance of Eyam and leave them there, avoiding contact with the visitors.</li> <li>• Know that inside the village, steps were also taken to avoid spreading the disease. Church services were held outside, with family groups standing at a distance from other families. Families buried their own dead.</li> <li>• Know that during September and October, the number of deaths slowed down and by 1<sup>st</sup> November, the disease was gone. It is thought that the quarantine saved thousands of lives from outside the village as it stopped the plague from spreading.</li> <li>• Know that today, Eyam is a popular tourist destination. It has a post office, a primary school, shops and a craft centre. Eyam also has a museum where you can find out more about the village, including the story of the plague</li> <li>• Compare events from the plague to events from the Coronavirus epidemic in 2020</li> </ul>	<p>Mercy Century Turmoil Civil war Beheaded Republic Fled King Charles II</p>	<p>Flee Bakery Proposed Quarantine Tourist destination</p>	
<p><b>Possible Community Links:</b></p> <ul style="list-style-type: none"> <li>• Astley Hall- Chorley- The Plague- History experience day</li> </ul>	<p><b>Previous Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Year 1- Great Fire of London/ Florence Nightingale</li> <li>• Year 2- British Monarchy</li> </ul>	<p><b>Future Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Year 5/6 British History</li> </ul>	<p><b>Cross curricular links:</b></p> <ul style="list-style-type: none"> <li>• PSHE- Coronavirus/hygiene</li> </ul>	<p><b>British Values:</b> Rule of Law</p>



- Visit from a medical professional- how germs spread