

Progress Document- Vikings- Year 4			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
Chronology-Long arc of development-significant events - The process of change- the impact on our society	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Give a broad overview of life in Britain from ancient until medieval times. 	Chronology-Long arc of development-significant events	<ul style="list-style-type: none"> Use dates and terms to describe events.
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concept of change over time, representing this, along with evidence, on a time line. 	Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Interpretations of the past-	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history 	Interpretations of the past- the process of change- the impact on our society	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Suggest causes and consequences of some of the main events and changes in history
Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	Communication	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
National Curriculum Links			Key Vocabulary
<ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld 			Empire, emperor, legion, senate, century, consul, Barbarian
Key Knowledge			Enhancements and links with other subjects
<ul style="list-style-type: none"> The Vikings were Norse people who came by long boat from an area called Scandinavia (countries such as Norway, Sweden and Denmark). . They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings. V AD 787 The Vikings raided monasteries like Lindisfarne as they were Pagans, the Christian buildings were filled with valuable objects like gold, jewels and books. After years of fighting the Vikings and Alfred made a peace agreement. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the northwest. 			<ul style="list-style-type: none"> History workshop Links to Anglo Saxon unit year 4/ Romans Links to RE curriculum.
End of next years expectations			
Chronology-Long arc of development-significant events -The process of change- the impact on our society	<ul style="list-style-type: none"> Use dates and terms to describe events. Place events, artefacts and historical figure on a time line using dates. Suggest causes and consequences for some of the main events Understand the concept of change over time, represent this along with other evidence, on a timeline. 		
Life achievements of the society/significant people	<ul style="list-style-type: none"> Describe the social, ethnic, cultural diversity of a past society. Compare those studied with other areas of interest around the world. 		
Interpretations of the past-	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry to gain a more accurate understanding. Suggest suitable sources of evidence for historical enquires 		

Communication

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy and numeracy computing skills to an exceptional standard in order to communicate information from the past