

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

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