

Year 4 Knowledge Organiser: 1066AD

Curriculum Driver: Discovery, Awesome Memories

Trips/Enrichment: Peveril Castle Visit



Cross-curricular subject links: English, DT, GARP.

GARP/GASP: Rebellion of women in 1070AD

Subject/Conceptual knowledge/skills:

Chronology, knowledge and understanding, historical enquiry and historical interpretation.

LEAPS:

- I can use terms related to the period and begin to date events.
- I can use words and phrases such as century, decade, BC, AD, after, before, during
- I understand how some of the past events/people affect life today
- I can start to give reasons for why there may be different accounts of history
- I can distinguish between different sources and evaluate their usefulness
- I can ask questions about the past and use my inference skills to make detailed predictions
- I can use historical terminology when describing and explaining my point of view
- I can use sources of information to answer questions the about the past.

Core Knowledge

- When Edward the Confessor (Anglo-Saxon) died without leaving an heir in 1066AD, it set motion events which would to the end of the Anglo-Saxon era in England. There were three main rivals to the throne: Harold Godwinson, Harald Hardrada King of Norway and William Duke of Normandy. Harold was named king.
- Harald's Viking Army landed in the North so Harold went to meet them. His quick response surprised the Vikings and he defeated them at the Battle of Stamford Bridge.
- On 14th October 1066, the two armies faced off at the Battle of Hastings. Harold was killed and shot in the eye by an arrow. William was crowned King of England at Westminster Abbey on Christmas Day in 1066AD.
- The Bayeux Tapestry shows the invasion of England.
- The Normans built the first castles in England in the style of Motte and bailey and later stone castles for better protections.
- The Normans write the Domesday Book - a survey about everyone living in Britain.
- The Normans created the Feudal System - a model for society to follow.

Vocabulary

Words	Meaning
Anglo-Saxons	A collection of people from Germany, Denmark and the Netherlands.
Normans	A collection of people from the county of Normandy, France.
William the Conqueror	Duke of Normandy and later the King of England
Secondary Sources	Descriptions of an event in history from someone who was not there.
Primary Source	First hand accounts of an event in history.
Chronological	In time order.



Bayeux Tapestry



Motte & Bailey

The Normans 1066-1154



1066-1087

William I

After victory at the Battle of Hastings, he faced repeated rebellions against his government. He became known as William the Conqueror after his death, and was responsible for the Domesday Book.



1087-1100

William II

Nicknamed Rufus. His elder brother Robert (known as Short Legs) inherited Normandy, and the brothers fought throughout the next decade for each other's title. He was killed by an arrow through the lung in the New Forest.



1100-1135

Henry I

His two legitimate sons were drowned on The White Ship and the devastated King eventually named his daughter Matilda as his successor. He died of food poisoning after eating what was thought to be a "surfeit of lamprays".



1135-1154

Stephen

Henry I's nephew fought Matilda for the throne in a messy civil war that ended in a compromise: Stephen would reign but Matilda's son Henry would succeed him. He died a year later.

Books/associated reading:

- The Norman from Normandy by Philip Ardagh
- The Battle of Hastings by Jim Bradley
- Explore! Normans by Izzy Howell

Key Dates

- 873AD - Vikings first attack England.
- 1066AD - Harold defeats the Vikings at Stamford Bridge.
- 1066AD - William defeats the Saxons and takes the throne.
- 1069AD - Feudal system is introduced.
- 1086AD - Domesday book is written.

Subject/Conceptual knowledge/skills:

SCARF

Keeping Myself Safe,
Alcohol, Healthy, Lifestyles, Medicines,
Assertiveness, Dares, Friendship, Risk-taking

LEAPS:

I can...

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk.
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.

Core Knowledge

- A hazard is something that could become a risk.
- There are some risks that are OK to take, such as crossing the road, as long as you follow the highway code.
- Personal information/images are not safe to share online. E.g. a photo of yourself in your school uniform.
- Consent is permission to do something such a share a photo online or give someone a hug.
- A 'dare' is something that someone might want you to do but you do not want to. This can sometimes be said as a joke, but can be very serious.



Subject Key Vocabulary

danger, risk, hazard, dare, medicines, drugs, smoking, drinking, alcohol, positively, negatively.

Subject/Conceptual knowledge/skills:

Islam (The Prophet)
Personal resonance and reflection, knowledge and understanding, evaluation and critical thinking.

LEAPS:

- I can explain who is special to me and why.
- I can identify what I feel might be the most important parts of the life of Muhammed to a Muslim.
- I can explain my reasons for choosing certain facts about Muhammed's life over others.

Core Knowledge

- Someone who is special to you might be someone who you admire and look up to, or someone who you love.
- Muhammed was a prophet who Allah told the ways of Islam.
- Muhammed was a tradesman.
- Muhammed spent his days meditating in a cave when he was visited by an Angel called Jibril.



Subject Key Vocabulary

Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an

Subject/Conceptual knowledge/skills:

Computing
Information Technology

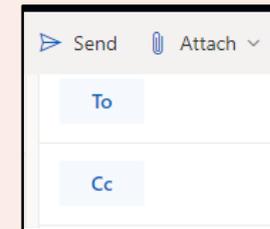
LEAPS:

iMail

I know that messages can be used to communicate over a distance.
I know how email travels and how to retrieve it.
I can send and reply to emails.
I can attach a file to an email.

Core Knowledge

- Messages have been used for hundreds of years in the form of written letters.
- Email is the electronic version of mail.
- Links and media can be attached to email.
- Email senders and receivers must have an address with a domain such @gmail.com.



Subject Key Vocabulary

Message, privacy, security, email, send, receive, inbox, log out, server, address, attachment, forward, reply

Subject/Conceptual knowledge/skills:
French- speaking, listening and reading

LEAPS:

- I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.
- I can present short pieces of information to another person.
- I can apply phonic knowledge to support speaking (also reading and writing).
- I can accurately read and understand familiar written words, phrases and short sentences

Core Knowledge and Subject Key Vocabulary

My home
Où habites-tu? = Where do you live?
J'habite dans ... = I live in...
Une maison = A house
Un appartement = An apartment
En ville = In town
À la campagne = In the countryside
À la montagne = In the mountains
Au bord de la mer = By the sea
Dans un village = In a village

Chez moi il y a... = In my home there is... / there are...
Une cuisine = A kitchen
Une salle à manger = A dining room
Une salle de bains = A bathroom
Une chambre = A bedroom
Une buanderie = A utility room
Et = And
Un sous-sol = A basement
Un bureau = An office / a study
Un salon = A living room
Un garage = A garage
Un jardin = a garden

Subject/Conceptual knowledge/skills: PE- Dance and Hockey (invasion games)

LEAPS:

- I can choreograph a routine showing simple structure independently, with a partner or as part of a group.
 - I can synchronise my movements independently, with a partner or within a group.
 - I can perform a routine to a small audience showing simple structure independently, with a partner or as part of a group.
 - I can demonstrate precision and some control in response to stimuli.
 - I can begin to vary dynamics and develop actions and motifs.
 - I can demonstrate rhythm and spatial awareness.
 - I can modify parts of a sequence as a result of self-evaluation.
 - I can use simple dance vocabulary to compare and improve work.
- Hockey:

- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can apply my knowledge and skills to adapt and take part in a game.
- I understand and can identify attacking and defending.

Core Knowledge

Choreography refers to the structure and planning of a dance or movement. Synchronise dance is a dance completed at the same time with the exact same movements as another person.



Invasion games involve players invading another team's space on the field to score points in a goal. The hockey stick is used to control the ball. The flat side is the part that touches the ball.



Subject/Conceptual knowledge/skills:
ART

Generating Ideas, Evaluating
William Turner- sketching and painting

LEAPS:

- I can use my sketchbook to record first hand observations (showing several versions of one stimulus).
- I can compare my own work to other pupils' work and artists' work and explain how my own work could be improved to develop my ideas further.

Core Knowledge

William Turner applied paint thickly to a canvas to create a textured surface that allows the raised areas on the canvas to catch light.



Subject Key Vocabulary

Sketching, shading, light, dark, charcoal, smudge, pencil type, colour, acrylic

Subject Key Vocabulary

Choreography, dance, movements, structure, sequence, routine, rhythm, precision, synchronise.
Defending, Attacking, footwork, dodging, goal, defence, attack, blocking, goal shooting.