

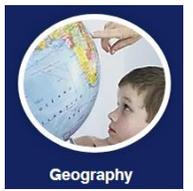
History / Geography				Year 4		
Term 1	Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>Gangsta Granny:</b></p>	 <p><b>Bristol Bus Boycott:</b></p>	 <p><b>Off with your Head – Tudor London:</b></p>	 <p><b>Frozen Kingdom:</b></p>	 <p><b>Invaders and Settlers – Anglo-Saxons:</b></p>	 <p><b>Raiders and Traders - Vikings:</b></p>	 <p><b>Route 66:</b></p>
<p>LI: To investigate the physical geographical benefits of the Tower of London. LI: To devise a simple map of the school grounds. LI: To plot a route, using grid references, to steal the Crown Jewels. LI: To research, describe and understand the cultural diversity of people within London and our school community.</p>	<p>LI: To order the events of the Bristol bus boycott. LI: To understand how the Race Relations Act improved equality. LI: To make comparisons between the Bristol bus boycott and the Montgomery bus boycott. LI: To plan a mural celebrating the Bristol bus boycott. LI: To sketch a mural representing Paul Stephenson and his contribution to change through the Bristol bus boycott. LI: To add colour to a mural. LI: To use different search engine and word processing skills to research and create a poster about Mark Richards.</p>	<p>LI: To order main events during the Tudor period on a timeline. LI: To use evidence to draw meaningful conclusions about a Tudor monarch. LI: To explain why Henry VIII married six times. LI: To describe and compare social classes during the Tudor period.  LI: To compare maps of Tudor London and modern day London.</p>	<p>LI: To order the key explorers of Antarctica and their achievements on a timeline.  LI: To use a wide range of geographical sources in order to investigate Antarctica. LI: To name and locate the Equator, Northern and Southern hemispheres, tropics of Cancer and Capricorn, Arctic and Antarctic circles and date time zones. LI: To recognise and explain the challenges of living in Antarctica. LI: To use four figure grid references to plot Shackleton's journey.</p>	<p>LI: To give a broad overview of life in Britain before the Anglo-Saxons. LI: To identify Anglo-Saxon place names on a map. LI: To explain what daily life was like for the Anglo-Saxons.  LI: To describe aspects of human geography including settlement and land use.</p>	<p>LI: To use more than one source of evidence for historical enquiry about the Lindisfarne raids. LI: To understand who the Vikings were and where they came from. LI: To understand Viking settlements and daily life for men, women and children during this time. LI: To describe the beliefs of people during the Viking times. LI: To make connections and contrasts between the Anglo-Saxon and Viking periods</p>	<p>LI: To explore secondary sources to research America and the states. LI: To locate a range of American states on a map and explain the landscape which can be found in a chosen state. LI: To locate and plot Route 66 on a map and identify and plot key physical and human features on the route. LI: To identify geographical similarities and differences between a state in America, Greater London and Antarctica.</p>



**Individually Strong, Collectively Stronger!**



History



Geography