








History			Year 4			
Term 1	Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Off with your Head – Tudor London:</p>	 <p>Bristol Bus Boycott:</p>	 <p>Frozen Kingdom:</p>	 <p>Consolidating and Connecting previous learning:</p>	 <p>Invaders and Settlers – Anglo-Saxons:</p>	 <p>Raiders and Traders - Vikings:</p>	 <p>Consolidating and Connecting previous learning:</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.</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 and write a diary entry during the Bristol bus boycott.</p>	<p>LI: To sequence the events of Ernest Shackleton's expedition. LI: To order the key explorers of Antarctica and their achievements on a timeline.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant eras, events and individuals on a timeline. LI: To explain why King Henry VIII was a good monarch. LI: To explain why King Henry VIII was a bad monarch. LI: To describe the main consequences of the Mount Vesuvius eruption.</p>	<p>LI: To give an overview of life in Britain before the Anglo-Saxons. LI: To develop a clear narrative of how the Angles, Saxons and Jutes invaded and settled in England. LI: To describe why and how the Angles, Saxons and Jutes came to settle in England. LI: To identify Anglo-Saxon place names on a map. LI: To explain what daily village life was like for the Anglo-Saxons. LI: To identify similarities and differences between the Anglo-Saxons and the Romans.</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>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant eras, events and individuals on a timeline. LI: To describe the key practises within Ancient Egyptian society (e.g. mummification, pyramids, pharaohs). LI: To describe how life changed during the Stone, Bronze and Iron Ages. LI: To consider how invasion has impacted history.</p>