

HISTORY AND GEOGRAPHY – YEAR 4

	AUTUMN	SPRING	SUMMER
1 ST HALF TERM	<p>HISTORY</p> <p>Where there any other civilizations like Ancient Egypt’s at the time? What did they have in common?</p> <ul style="list-style-type: none"> • Chronology • Characteristic features- how geographical features effected history • Interpretation- using deduction skills based on evidence found • Enquiry- understanding a whole different culture via enquiry and evidence, enquire how and why artefacts may have been used 	<p>GEOGRAPHY</p> <p>Is climate cool?</p> <ul style="list-style-type: none"> • locate some of the world’s climate zones on a globe or map • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. <p>locational knowledge, identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <ul style="list-style-type: none"> • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass 	<p>HISTORY</p> <p>Why did so many Vikings leave home?</p> <ul style="list-style-type: none"> • Enquiry • Interpretation • Analysing and evaluating sources <p>The impact the Vikings had and whether they were raiders or settlers.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <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 • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
	2 ND HALF TERM	<ul style="list-style-type: none"> • Using a timeline, plot the key events of this period, learning the importance of BC/AD. • Using deduction skills, they look at artefacts and written logs to discover what beliefs and ideals the Egyptians had, in particular, the importance of the afterlife. • What sources of evidence were discovered and how they survived. • Analyse the evidence and learn how to interpret sources effectively. • Study and compare civilizations: ancient sumer, Indus Valley, Shang Dynasty- compare beliefs and ideals • Explore the world of the Maya, especially why most of the Maya seemed to die out around 900AD. 	<p>GEOGRAPHY</p> <p>Are we damaging the world? Will Global warming change my life?</p> <ul style="list-style-type: none"> • Investigation – what may be causing it • Effects and predictions of human activity • Scaling down to a local level and how we contribute and can help reduce these issues. • Plot events on a time line • Locate areas on the map • Look at world and local issues • Geographical features • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes • use the eight points of a compass, symbols and keys • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

