

## History/ Geography Lower Key Stage 2: Year 3 and 4.

<b><u>History/ Geography Odd Years - Year 3 and Y4</u></b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p style="text-align: center;"><b><u>'MEET THE FLINSTONES' *</u></b></p> <p><b>History:</b> Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Geography:</b> Geography skills/fieldwork: Use maps, atlases, globes and digital/computer mapping to describe the features studied</p>	<p style="text-align: center;"><b><u>'ANCIENT EGYPT'*</u></b></p> <p><b>History:</b> the achievements of an earliest civilization – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><b>Geography:</b> Human and physical:  <ul style="list-style-type: none"> <li>• climate/ desert biomes/ vegetation/ rivers – Nile/ Aswan dam; types of settlement and land use, economic activity including trade links,</li> </ul>                     Locational knowledge:  <ul style="list-style-type: none"> <li>• locate the world's countries – North Africa.</li> </ul> </p>	<p style="text-align: center;"><b><u>"WATER OF LIFE"</u></b></p> <p><b>Geography:</b> Human and physical geography:  <ul style="list-style-type: none"> <li>• rivers, mountains and the water cycle; climate zones, biomes and vegetation belts; settlements</li> </ul>                     Locational knowledge:  <ul style="list-style-type: none"> <li>• name and locate , key topographical features e.g UK rivers, mountains including the Avon; key world rivers.</li> </ul>                     Skills: mapping; local fieldwork, including symbols and keys.                 </p>
<p style="text-align: center;"><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand and explain how people lived in the Stone Age</li> <li>• Understand the major prehistoric achievements</li> <li>• Order events in chronological order</li> <li>• Find out about life in Skara Brae</li> <li>• Consider the choices that people made from Stone Age to Iron Age</li> <li>• Find out the meaning of historical terms related to prehistory</li> <li>• Use geographical skills to describe the features studied</li> </ul>	<p style="text-align: center;"><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Find out about Ancient Egyptian life by looking at artefacts.</li> <li>• Place the Ancient Egyptian period in time</li> <li>• Locate Egypt on a world map</li> <li>• Understand the climate and environment of Egypt</li> <li>• Understand the importance of the Rosetta Stone</li> <li>• Understand how writing was used</li> <li>• Understand how and why the Egyptian built the pyramids</li> <li>• Discover who Howard Carter was</li> <li>• Describe the purpose and process of mummification</li> <li>• Know the significance of the River Nile and its importance</li> <li>• Retell an Ancient Egyptian myth</li> <li>• Understand the importance of the Gods.</li> </ul>	<p style="text-align: center;"><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand where water comes from: the Water Cycle</li> <li>• Understand the difference between the UK and Great Britain</li> <li>• Locate the major rivers of the world</li> <li>• Know how to identify human and physical features</li> <li>• Identify map symbols on OS map</li> <li>• Use 4-figure grid references</li> <li>• Name the parts of a river</li> <li>• Describe the journey of a river</li> </ul>

<p style="text-align: center;"><b><u>Milestones</u></b></p> <ol style="list-style-type: none"> <li>1. Use evidence to ask questions and find answers to questions about the past.</li> <li>2. Suggest suitable sources of evidence for historical enquiries.</li> <li>3. Suggest causes and consequences of some of the main events and changes in history.</li> <li>4. Give a broad overview of life in Britain from ancient until medieval times.</li> <li>5. Compare some of the times studied with those of other areas of interest around the world.</li> <li>6. Place events, artefacts and historical figures on a time line using dates.</li> <li>7. Use dates and terms to describe events.</li> <li>8. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ol>	<p style="text-align: center;"><b><u>Milestones</u></b></p> <ol style="list-style-type: none"> <li>1. Use evidence to ask questions and find answers to questions about the past.</li> <li>2. Suggest suitable sources of evidence for historical enquiries.</li> <li>3. Suggest causes and consequences of some of the main events and changes in history.</li> <li>4. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>5. Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ol>	<p style="text-align: center;"><b><u>Milestones</u></b></p> <ol style="list-style-type: none"> <li>1. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>2. Know the names of and locate at least eight European countries, including the location of Russia and identify their main physical and human characteristics.</li> <li><b>3. Know the names of a number of European capitals.</b></li> <li><b>4. Know the names of and locate at least eight major capital cities across the world</b></li> <li>5. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li><b>6. Know and label the main features of a river</b></li> <li><b>7. Know the name of and locate a number of the world's longest rivers</b></li> <li><b>8. Explain the features of a water cycle</b></li> </ol>
<p><b><u>Generic Vocabulary</u></b> past, timeline, research, chronological, artefacts, relic, excavation, archaeologist, ere, AD/BC, continent, preserve, evidence,</p>		
<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>prehistoric, Neanderthal, Homo sapiens, mammoth, Neolithic, artefact, B.C. tribal, hunter- gatherers, flint, bronze, iron, quarry, mine, druid, Stonehenge, Skara Brae, settlement, ore, smelt, forge, archaeologist, civilization</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>mummification, tombs, pyramids, canopic jars, papyrus, Tutankhamun, death mask, scarab beetle, Africa, Red Sea, Mediterranean Sea, River Nile, Cairo, Luxor, hieroglyphs, cartouche, Rosetta Stone, sphinx, pyramids, Howard Carter, Lord Carnarvon, mummy, myth,</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>source, mouth, tributary, meander, tributary, estuary, transpiration, condensation, summit, erosion, deposition, water cycle.</p>

**A history/geography unit, with mixed humanities objectives to support range of study – see geography overview/ curriculum overview\*** These long term plans outline the content from the National Curriculum for each Key Stage. Plans are based on a two year rolling plan with one unit of work per term, with flexibility around which term each unit is implemented.

## History/ Geography Even Years - Year 3 and Y4

Term 1	Term 2	Term 3
<p style="text-align: center;"><b><u>“TREASURE”*</u></b></p> <p><b>History:</b> the Roman Empire and its impact on Britain</p> <p><b>Geography:</b> Locational knowledge :</p> <ul style="list-style-type: none"> <li>Countries of Europe/ UK settlements – Chester, London, Bath, Cardiff, Hadrian’s Wall/ place names and changes over time.</li> </ul>	<p style="text-align: center;"><b><u>‘HOW HORRIBLE WAS HISTORY?’*</u></b></p> <p><b>History:</b> Britain’s settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Geography:</b> Locational knowledge :</p> <ul style="list-style-type: none"> <li>UK settlements – place names and changes over time.</li> </ul>	<p style="text-align: center;"><b><u>Natural Disasters</u></b></p> <p><b>Geography: Looking at natural and man-made disasters including Volcanoes, Earthquakes</b></p> <p>Locational knowledge: continents</p> <ul style="list-style-type: none"> <li>Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Human and Physical: impact of volcanoes and earthquakes.</li> </ul>
<p style="text-align: center;"><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>retell the creation story of how Rome came to be,</li> <li>Order important periods in history,</li> <li>understand how the spread of the Roman Empire began, understand why the Roman Army were so powerful.</li> <li>use historical sources to find out about Boudicca’s rebellion</li> <li>describe when, how and why Hadrian’s wall was built.</li> <li>find out about the beliefs of the Romans</li> <li>understand what the Romans did for us.</li> <li>understand the reasons for the fall of the Roman empire</li> </ul>	<p style="text-align: center;"><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>identify which artefacts would have survived from the past <ul style="list-style-type: none"> <li>identify which places the Anglo-Saxon settled in and why they gave the places their names.</li> <li>decipher Anglo Saxon Ruins</li> <li>understand who the Anglo Saxons were and where they came from</li> <li>understand where and how the Anglo-Saxons lived</li> <li>understand Anglo Saxon views about death.</li> <li>give reasons why the Vikings came to Britain</li> <li>find out about village life in the Viking period</li> <li>understand why ‘Danegeld’ was introduced</li> <li>understand how the Viking period ended</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Objectives</u></b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle,</li> <li>Know that the Earth has a molten core and a crust that moves</li> <li>Understand that most earthquakes and volcanoes are caused by movements of plates</li> <li>describe some features of volcanoes and earthquakes and explain how they are caused</li> <li>describe where volcanoes and earthquakes happen, and explain why they happen there</li> <li>describe the effects of a volcanic eruption or earthquake and what people did as a result</li> <li>use maps, globes and atlases to identify where some volcanoes and earthquakes are found</li> <li>Use index, contents in atlases.</li> </ul>
<p style="text-align: center;"><b><u>Milestones</u></b></p> <ol 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> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> </ol>	<p style="text-align: center;"><b><u>Milestones</u></b></p> <ol 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> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> </ol>	<p style="text-align: center;"><b><u>Milestones</u></b></p> <ol style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Describe key aspects of human geography, including: settlements and land use. Identify and</li> </ol>

<p>6. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>6. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>describe how the physical features affect the human activity within a location.</p> <p>5. Know what causes an earthquake</p> <p>6. Label the different parts of a volcano</p>
<p><b><u>Generic Vocabulary</u></b></p> <p>past, timeline, research, chronological, artefacts, relic, excavation, archaeologist, ere, AD/BC, continent, preserve, evidence,</p>		
<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Colosseum, Empire, Gods, Goddesses, Hadrian’s Wall, Emperor, Boudicca, Julius Caesar, Claudius, Rebellion, armour, helmet, sandals, shield, groin protection, tunic, Army, Latin, slaves, Celts, Gauls, Romulus, Remus.</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>danegeld, exile, invade, invasion, migrate, raid, runes, Bayeux tapestry, Northumbria, Mercia, East Anglia, Sutton Hoo, Wessex, Essex, Sussex, Kent, long ship, sword, spear, period, settlers, settlement, conquer</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>earthquakes, active, ash, core, crater, extinct, vent, crust, eruption, chamber, dormant, epi-centre, fault line, lava, magnitude, seismic, wave, tectonic, plate, inner core, outer core, mantle, crust</p>

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