

# Year 3 & 4 History & Geography Curriculum 2013 Planner

	Year 3	Year 4
1 & 2	<p style="text-align: center;"><b><u>Ancient Egypt</u></b></p> <p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;</li> <li></li> </ul> <p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>Study human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Nile)</li> <li></li> </ul> <p><b><u>Geography (Skills):</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><i>Oriental Museum visit</i> <i>River Nile</i></p>	<p style="text-align: center;"><b><u>Roman Britain</u></b></p> <p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>changes in Britain from the <b>Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> <li>the Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>British resistance, e.g. Boudica</li> <li>“Romanisation” of Britain: sites such as Vindolanda or Hadrian’s Wall and the impact of technology, culture and beliefs, including early Christianity</li> </ul> </li> </ul> <p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and <ul style="list-style-type: none"> <li>understand how some of these aspects have changed over time</li> </ul> </li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</li> </ul> <p><b><u>Geography (Skills):</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

## North Yorkshire Moors & Brazil

### History:

### Geography:

- understand geographical similarities and differences through the study of **human and physical geography** of a region of the United Kingdom, a region in a European country, and a region in North or South America
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

### Geography Skills:

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies?
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Study of volcanoes and earthquakes

### History:

### Geography:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

### Geography Skills:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

5&6	<p style="text-align: center;"><b><u>Rivers and Coasts!</u></b></p> <p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, <b>coasts and rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b><u>Geography (Skills):</u></b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p>Local walk – Loftus beck to Skinningrove</p>	<p style="text-align: center;"><b>European country study</b></p> <p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom</b>, a region in a <b>European country</b>, and a region in North or South America.</li> </ul> <p>France – relate to languages.</p>
-----	---	---