









Curriculum Overview for Year 3 and 4

Cycle A			Cycle B		
Ancient Egyptians (AE) 	Natural Disasters (ND) 	Stone Age to Iron Age (SAIA) 	Rivers in my World (RW) 	The Romans (R) 	Anglo Saxons and Vikings (AS&V) 
 <u>Geography Objectives</u>		Topic	 <u>History Objectives</u>		Topic
LOCATIONAL KNOWLEDGE Children should be taught to: <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 		AE ND R AS & V RW ND/AE ND RW	HISTORICAL KNOWLEDGE Pupils should be taught about: <ul style="list-style-type: none"> a Changes in Britain from the Stone Age to the Iron Age b The Roman Empire and its impact of Britain c Britain's settlement by Anglo-Saxons d The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor e The achievements of the earliest civilizations – Ancient Egypt 		SAIA R AS & V AS & V AE

		HISTORICAL INTERPRETATIONS Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children should be taught to: <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	R R/AE
HUMAN AND PHYSICAL GEOGRAPHY Children should be taught to describe and understand: <p>Physical geography mountains, rivers, volcanoes and earthquakes, and the water cycle</p> <p>Human geography types of settlement and land use</p>	RW ND RW/AE	CHRONOLOGICAL UNDERSTANDING Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children should be taught to: <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	SAIA ND/R AE/SAIA/R/AS&V AE/SAIS/R/AS&V AE/SAIS/R/AS&V
PLACE KNOWLEDGE Children should be taught to: <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America 	ND		

<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied b use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom c 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. 	<p>AE/ND/RW</p> <p>RW</p> <p>RW</p>	<p>KNOWLEDGE & UNDERSTANDING OF EVENTS, PEOPLE AND EVENTS IN THE PAST</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>SAIA/R/AE</p> <p>R/AS/AE</p> <p>AE/AS&V</p> <p>AE/R/AS&V</p> <p>AE/R/AS&V</p>
		<p>PRESENTING, ORGANISING & COMMUNICATING</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>AE/R</p> <p>AE/SAIA/R</p> <p>AE/AS&V</p> <p>R/AS/ND</p>