



Curriculum Content for Creative Curriculum (History and Geography)

**Aims and Vision:** To enable children to become confident Historians and Geographers by gaining knowledge and understanding through the use of a wide range of skills. Alongside important knowledge of people, places and events, children are encouraged to develop transferable skills they can use across the curriculum and in later life, such as asking perceptive questions, thinking critically and weighing evidence through enquiry based activities.

Prior Learning	<i>Springfield Infant School – end of KS1</i>
<p><b>History</b> - The lives of significant individuals in Britain's past who have contributed to our nations achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.                      Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.                      Significant historical events, people and places in their own locality.  <b>By the end of key Stage 1 children will be able to use the history language:</b> ancient ,timeline, living memory, date, modern, decade, century, artefact, different, similar, significant, investigate, opinion, impact, evidence, experts, websites, source, archaeologist, historian, research, recent.</p> <p><b>Geography</b> - Investigate the world's continents and oceans. Investigate the countries and capitals of the United Kingdom. Compare and contrast a small area of the United Kingdom with that of a non-European country. Explore weather and climate in the United Kingdom and around the world. Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes. Use simple compass directions. Use aerial photographs. Use fieldwork and observational skills.  <b>By the end of Key Stage 1 Children will be able to use the geography language:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Mediterranean Ocean</p>	

Relevant, coherent, progressive knowledge is explored through the lenses of 'historical and geographical concepts':

**Historical Concepts**

**Cause and Effect** - Address and devise historically valid questions about cause and significant.

*(The child can describe some relevant causes for, and effects on, some of the key events and developments covered. E.g. Describe some reasons why conditions for children changed over time).*

*(The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant).*

**Significance and Interpretations**- Understand how our knowledge of the past is constructed from a range of sources. *(The child can provide a reason why two accounts of the same event might differ. E.g.*

*Recognise and provide a reason why different people might have different views about the Romans)*

**Change and Development**- Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

*(The child can describe some similarities, differences and changes occurring within topics. E.g. Describe some similarities and differences between the Earlier and New Stone Ages).*

**Geographical Concepts**

**Location and Place** – Know the position on Earth of a place or thing. Are aware of the physical and human features that give locations their unique character.

*(Locations become places through human actions and thoughts).*

*(The child can use place names, landmarks and regions to help specify the relative location of one place by comparing to the location of another place. The child can explain that place is important when considering land use change as places on rural–urban fringes are constantly under pressure of development particularly in large, growing urban areas).*

**Spatial Distribution (or pattern):** Understand the way in which physical and human things are spread out over the Earth's surface.

*(The child understands that distribution involves the arrangement of features or objects on the Earth's surface. The child knows distribution can occur at all scales, and often patterns can be observed and described. E.g. temperatures in an ocean, the language of a country, the spread of forest fires in a region).*

**Spatial Interaction:** Understand the impact of physical and human processes on each other and on the Earth.

*(The child recognises that it is common to find things occurring together on the Earth's surface. The child can explain how an event in one region affected another area).*

Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
<b>Year 3: What were the changes in Britain from the Stone Age to the Iron Age?</b>		
<ul style="list-style-type: none"> <li>• Show changes over time by placing events on a time line including dates.</li> <li>• Use more than one source of evidence to gain an accurate understanding by history.</li> <li>• Describe what life was like in Britain over a significant period of time.</li> <li>• Compare and contrast life in Britain over a significant period of time.</li> <li>• Ask and answer questions about the past.</li> <li>• Use appropriate key historical language.</li> </ul>	<p>Compare the advancements throughout the Stone, Bronze and Iron Age to allow children to see the developments of each aspect taught.</p> <p>What is prehistory? How can an artefact help me learn about the Stone, Bronze and Iron Age? What was the Stone, Bronze and Iron Age? When was the Stone, Bronze and Iron Age? How long ago was the Stone, Bronze and Iron Age? How did Stone, Bronze and Iron Age people live? What did they eat? How did they get food? How did life change from the Stone, Bronze and Iron Age? Was the Stone Age like the Iron Age?</p> <p><b>Focus on continuity and change – achievements, housing, society, food, entertainment and beliefs.</b></p> <p>Children should develop an understanding of concurrence of civilisations around the world during these times and articulate this as well as should begin to understand the ideas of ‘duration’ and ‘scale’ when looking at the lengths of the various ages.</p> <ul style="list-style-type: none"> <li>• The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).</li> <li>• The Palaeolithic period lasted for such a long time that it accounts for 99% of all human history.</li> <li>• <b>The dog was the first animal to be domesticated. Dogs could help with the hunt, warn of danger and provide warmth and comfort.</b></li> <li>• The Stone Age was when early humans used tools from stone. This is also known as pre-history.</li> <li>• <b>At the end of the Ice Age, the sea levels rose and so Britain turned into an island.</b></li> <li>• Early humans used stones as tools. This lasted till about 10, 500 BC</li> <li>• Mesolithic Stone Age was from about 10, 500 BC to 4, 000 BC. Humans would demonstrate a variety of ways to gather food including hunting and fishing.</li> <li>• Neolithic Stone Age was from 4, 000 BC to about 2, 500 BC. This marked the start of farming including land clearance and the keeping of animals</li> </ul> <p><b>Timeline of events</b></p> <ul style="list-style-type: none"> <li>• 9600 BC End of the last Ice Age.</li> <li>• 2100 BC “Start” of the Bronze Age. Prior to this time, stone had been the material of choice for tools and weapons. The idea to use metal tools came from Europe and it is thought that “The Beaker People” introduced metal to England. People first began to use copper but then discovered how to make bronze by mixing copper and tin.</li> <li>• 750 BC “Start” of the Iron Age. People began to make things out of iron. Iron was much harder than bronze and therefore tools and weapons kept their cutting edges for much longer.</li> <li>• <b>500 BC The Celts begin to arrive from central Europe.</b></li> </ul> <p>Stonehenge – Investigate the potential uses for it and understand this as an achievement of prehistoric Britons – useful for comparing the pyramids and society in general.</p> <p><b>Life is better now than in Stone Age time. Do you agree with this statement?</b></p>	<p><b>Topic Vocabulary</b></p> <p>Hunter gatherers Metal Smelting Smithing prehistoric Stone Age Iron Age Bronze Age</p> <p><b>Key Vocabulary</b></p> <p>Historical evidence Farmers Chronology BC Before Christ AD Anno Domini Archaeologist Sources Effects Evidence Significance Impact Reliable Museum Artefact Monarchy, Bias Investigate, opinion, research</p>

### Year 3: What was life like in Ancient Egyptians times?

<ul style="list-style-type: none"> <li>• Answer and ask questions about the past.</li> <li>• Show changes over time by placing events on a timeline</li> <li>• Describe what life was like for men, women and children.</li> <li>• Use more than one source of information to gain an accurate understanding of history.</li> <li>• Describe and explain different accounts of a historical event.</li> <li>• Use ICT, literacy and art skills to communicate information from the past.</li> </ul> <p>Egypt</p> <ul style="list-style-type: none"> <li>• Ask and answer physical and geographical questions.</li> <li>• Use a range of resources and appropriate equipment to identify the key physical and human geographical features of a location.</li> </ul>	<p>Begin the topic with a focus on Early Civilisations – helps children to place their learning into context and see that geographically Africa, the Middle East and Asia were the hub of human growth and development. Children should begin to understand the impressive achievements of the Earliest Civilisations through an understanding of chronology.</p> <p>Who are archaeologists? How did they help us learn about Ancient Egypt? When is Ancient Egypt? Who rules Ancient Egypt? What job does a pharaoh do? Who is Tutankhamun? When did he rule? Was he the best King? Why do we learn about him?</p> <p>Focus on – achievements, housing, society, food, entertainment and beliefs.</p> <p>Can children locate Egypt on the map and describe its landscape? Can children explain what the landscape of Ancient Egypt was like? Can children explain how the Egyptian landscape impacted on people’s everyday lives?</p> <p>Egypt is a country in northeast Africa. Cairo is its largest city today. Egypt has hot summers and cool winters. It is one of the hottest and sunniest countries in the world. It has little rain.</p> <p><b>Food</b></p> <p>The River Nile divides the country into two unequal parts. The River Nile is 4 162 miles long and it was very important in Ancient Egypt. The Nile was used for trade, soil fertility, transport, water. There were better temperatures near the water and the rest of the land was inhospitable.</p> <p>How did Egyptians collect food?</p> <p>The Ancient Egyptians recognised three seasons: flooding, planting, harvesting. Every year when the Nile flooded it saturated the land with water and helped farmers grow crops.</p> <p><b>How would Ancient Egypt be different without the River Nile?</b></p> <p><b>Society</b></p> <p>There were a lot of different roles in society, including: pharaoh, engineer, nobleman, peasant, doctor, vizier, priest, slave, farmer. Farming was the role most Ancient Egyptians carried out. Food they ate: emmer wheat, barley, melons, pulses, grapes, cattle, sheep, pigs, fish, bees. <i>Compare Pharaohs with tribal kings. Which society would you prefer to be a part of?</i></p> <p><b>Beliefs</b></p> <p>They worshipped over 2000 gods and goddesses including Re and Amun and believed in the afterlife. The Book of the Dead contained what Egyptians hoped life would be like in the afterlife.</p> <p><b>Mummification</b></p> <p>Not all Egyptians were mummified – it depended on wealth. Objects involved in mummification – canopic jar, shabti, Book of the Dead, grave goods, sarcophagus, food and drink. Canopic jars stored intestines, stomach, lungs and liver. The heart was left in the body as they believed it contained the soul. After dying, they believed your heart was weighed. To enter the afterlife, you had to have a light heart showing that you were good. <b>Was it fair that only the pharaohs were buried in tombs? Why?</b></p> <p><b>Compare the achievements of the Stonehenge with the Egyptian pyramids</b></p> <p><i>Focus on methods, techniques allowing children to form their own judgment.</i></p> <p>Khufu at Giza is the world’s tallest pyramid at 146.7 metres. Pyramids were made from stone. Most pharaohs were buried in pyramids with their possessions.</p>	<p><b>Topic Vocabulary</b></p> <p>Afterlife, Akhet, PERET, SHEMU          Canopic jars, Dynasty,          Hieroglyphics          Mummification          Papyrus, Pharaohs          Sarcophagus          Egypt, River Nile</p> <p><b>Key Vocabulary</b></p> <p>Continent, Country, Climate          Trade, Farming          Source, Era          Communicate          Timeline          Chronological order, Account          BC/AD, Artefact          Archaeology</p>
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### Year 3: How have humans and animals adapted to mountain environments?

<ul style="list-style-type: none"> <li>• Ask and answer physical and human geographical questions.</li> <li>• Identify well known mountains and mountain ranges on a map.</li> <li>• Find similarities and differences between different mountains and their geographical locations.</li> </ul>	<p><i>Compare types of settlements, land use, climate, economic activity, topographical features, human and physical geography and time zones with previous locations studied.</i></p> <p>Can children identify differences between Nepal and the UK? Can children identify similarities between Nepal and the UK? Can children identify similarities and differences between their life and that of a Nepali child? Can children identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities?</p>	<p><b>Topic Vocabulary</b></p> <p>Edmund Hillary          The Andes          Alps in France          Himalayas          Machu Picchu          Mount Kilimanjaro</p>
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<ul style="list-style-type: none"> <li>Name and locate geographical regions and identify their physical and human geographical characteristics.</li> <li>Use appropriate key geographical vocabulary.</li> <li>Use field work to observe and record human and physical features in the local area.</li> <li>Use literacy, numeracy and ICT skills to communicate geographical information.</li> <li>Use more than more sources of evidence to gain an accurate understanding of an historical event.</li> </ul>	<p>Can children identify the seven continents and five oceans of the world? Can children identify the continent of Asia on a world map? Can children identify the country of Nepal on a world map? Can children describe what the climate in Asia is like? Can children describe differences between the climate in Asia and the UK? Can children identify some animals that live in Asia? Can children use directional language to describe where things are on a map? <b>Can children use the four compass points to describe where things are on a map? Do children know what the four points of a compass are? Can children locate features on a map using compass points? Use compasses to record human and physical features.</b></p> <p>Do children know how mountains are formed and their features?</p> <ul style="list-style-type: none"> <li>When two tectonic plates of the earth's crust grind into each other the land can be pushed upwards, forming mountains.</li> <li>Many of the greatest mountain ranges of the world have formed because of enormous collisions between the tectonic plates.</li> <li>When many mountains are close together, this is called a range.</li> <li>The highest point of a mountain is called the peak or the summit.</li> </ul> <p><b>Well known mountain ranges and the differing climates around the world</b>  <b>Mount Everest</b>  Edmund Hillary - A well-known mountaineer from New Zealand who was one of the first to climb Mount Everest in 1953.  Tenzing Norgay - Edmund Hillary's mountaineer guide who also climbed Mount Everest in 1953. Do children know why people climb mountains and the potential risks involved? Can the children understand the physical and mental benefits that rock climbing can have?</p>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Peak</li> <li>Range</li> <li>Valley</li> <li>Mountain range</li> <li>Contours</li> <li>Mountain</li> <li>Summit</li> <li>Location</li> <li>Climate</li> <li>Continent</li> <li>Habitat</li> <li>Latitude</li> <li>Longitude</li> <li>Equator</li> <li>Northern Hemisphere</li> <li>Southern Hemisphere</li> <li>The Tropics of Cancer and Capricorn</li> <li>Arctic</li> <li>Antarctic Circle</li> <li>Compass points</li> <li>Continents</li> </ul>
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### Year 3: How and why is our environment changing?

<ul style="list-style-type: none"> <li>Use fieldwork and maps to observe and record human and physical features in our local area.</li> <li>Name and locate geographical regions and identify their physical and human characteristics.</li> <li>Find similarities and differences between places in our local area.</li> <li>Effectively use a range of resources and appropriate equipment to identify the key physical and human geographical features of a location.</li> <li>Ask and answer questions about the past.</li> </ul>	<p><b>Compare types of settlements, land use, climate, economic activity, topographical features, human and physical geography and time zones with previous locations studied.</b></p> <p>Knowledge of geographical regions and key topographical features e.g. hills, mountains, coasts and rivers.</p> <p>Visitor - Local citizen who went to Springfield Junior School who can talk to the pupils about school and what it was like growing up in Ipswich. Pupils can then compare this to their life.</p> <p>SKETCHING MAPS - You may have to sketch a photo or a map. Identify key points to draw - look for large features, roads, towns, woodlands etc. that can be drawn onto your sketch.</p> <p>FOUR AND SIX FIGURE GRID REFERENCES Maps have grid lines on them—we use them to pinpoint locations by using grid reference. A four-figure grid reference is a handy way of identifying any square on a map, six-figure grid references are best for giving exact locations. Grid references are easy, as long as you remember that you always go along the corridor before you go up the stairs.</p> <p><b>Look at the map of the UK.</b>  <b>Recap compass points – ordnance survey have many resources.</b>  Children are able to answer questions about the location of four countries (<b>France, Russia, Spain, Norway</b>), capitals, major cities, landmarks and natural areas e.g. Lake District.  Show these in relation to the globe.  What are other places like?  Discuss similarities and differences of these countries focusing on weather, languages, physical features, human features, location, plants, wildlife, housing and transport.  <b>Compare with the UK.</b></p>	<p><b>Topic Vocabulary</b></p> <ul style="list-style-type: none"> <li>Rivers</li> <li>Bed</li> <li>Erosion</li> <li>River</li> <li>Cliff</li> <li>River Gipping</li> <li>Ipswich</li> <li>East Anglia</li> <li>Suffolk</li> <li>Landmarks</li> <li>Shops</li> <li>Parks</li> <li>Amentieis</li> <li>Buildings</li> <li>Ariel photo</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Coastline</li> <li>Compass</li> <li>Settlement</li> <li>Pollution</li> <li>Vegetation</li> </ul>
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**Focus on the causes of coastal, cliffs and river erosion in the UK – Lake District and Norfolk (Happisburgh).**

**Erosion** of cliffs and footpaths. What is erosion and what is causing it? Where is it more likely to happen? Identify settlements; land use, economic activity including trade/tourism. Use maps, globes, atlases and digital mapping. What has happened to the area?

**How are seven million walkers a year affecting the Lake District?**

Lake District

Maps of the UK

Encourage the pupils to speculate about what kind of place this is? Whereabouts in the United Kingdom is it located? What kind of landscape does it have? How might people earn a living here? Why might visitors want to come to the Lake District? Explain that The Lake District is one Britain's most visited National Parks with seven million people coming each year to walk and enjoy its spectacular scenery. However, these visitors cause serious problems in the hills and mountains. Can the pupils think what these problems might be?

**Why is Jane's house only worth £1?**

**What does the coast look like? How has it changed overtime? Why?**

How is this possible? Why wouldn't anyone want to offer her more than that for her home?

What is going to happen to her home fairly soon? Jane's house is on the top of an eroding cliff. It hasn't always been at the edge of the cliff. As more and more of the coastline has eroded over time her house has gradually 'moved' closer to the cliff edge as the coastline has receded inland.

Oceans are very large areas of salt water that cover approximately two-thirds of the Earth's surface. Seas are smaller areas of salt water that separate oceans and land. Rivers are natural streams of fresh water that flow into seas, oceans and lakes.

Children should be able to label the features of a river and identify the direction of the river current which causes erosion over time. Observe the river current with the children and discuss what they notice.

**Rivers** flow through every continent of the world. These are some of the major rivers:

U.K - Thames, Trent, Severn, Tyne, Tay Ouse, Cam. Europe - Volga, Danube, Rhine

Asia - Ob, Yellow, Yangtze, Ganges, Indus

Africa - Nile, Niger, Congo

South America - Amazon, Parana, Orinoco

North America - Mississippi, Missouri, Yukon

Australia - Murray-Darling.

Pupils understand key features of rivers, and the opportunities and challenges that settlements near rivers face.

**Focus on East Anglia – Suffolk**

**How has Ipswich changed?**

Look at different types of maps/photos of Suffolk and then Ipswich. Draw upon conclusions with the children. How has man affected what it looks like?

Look at Ipswich in different historical time periods (Maps provided by Heritage England)

Focus on physical and human features of Ipswich.

Discuss different people's opinions of Ipswich.

Living in a town is best. Do you agree with this statement?

Use sketch maps to present the human and physical features – [FIELDWORK RIVER GIPPING](#)

**Young town planners – Can you improve an aspect of our town?**

Climate zone

Climate change

Town, key, Symbols

Regions

Empathise

Land-use patterns

Water cycle

4-figure grid references

Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
<b>Year 4: How did the Roman invasion impact on Britain?</b>		
<ul style="list-style-type: none"> <li>Use more than one source of evidence to understand why the Roman invasion was successful.</li> <li>Suggest causes and consequences of the Roman invasion.</li> <li>Describe and explain different accounts of Boudicca's rebellion.</li> <li>Describe and compare what life was like for the Celts before and after the invasion.</li> </ul> <p>Map skills - Ipswich</p> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record human and physical features in the local area.</li> <li>Use effectively use a range of resources and appropriate equipment to identify the key physical and human geographical features of a location.</li> </ul>	<p>The Roman invasion and occupation of Britain followed on from the Iron Age in Britain – this allows for comparisons to be made and to show how Britain has progressed. <b>By comparing Ancient Rome and Roman Britain with the Iron Age in terms of duration, children develop a deeper chronological understanding.</b></p> <p>When did the Romans live in Britain? Why did the Romans come? What did the Romans change in Britain? Who lived in Britain when the Romans invaded? Did everyone like The Romans? Who was Queen Boudicca? When did she live? How did she die? Why are there different accounts of her death?</p> <p><b>Focus on continuities and changes and whether these had a positive/negative affect through the comparison of:</b></p> <p><b>Achievements and Society</b>  <b>Britain and the first invasions by the Roman Army</b></p> <ol style="list-style-type: none"> <li>We now call the people that lived in Britain between 750BC and 12BC Celts. They lived in settlements like hill forts. They were ruled by chiefs.</li> <li>The Romans had a huge, organised army that included very skilled soldiers.</li> <li>In 55BC and 54BC, the general of Rome called Julius Caesar, invaded Britain.</li> <li>He bought his organised army that had 25,000 men and 800 ships.</li> <li>The Celts in Britain were disorganised and fought in small groups.</li> <li>Julius Caesar won some battles but had to return to Gaul (an area we now call France) as people had begun to rebel against him.</li> <li>The Romans invaded Britain to conquer land, gain more slaves and collect the many precious resources in Britain including metals such as lead, tin, gold and silver. Ultimately, they wanted more power.</li> </ol> <p><b>The Roman Army conquering Britain</b></p> <ol style="list-style-type: none"> <li>In 41 AD, The new emperor of Rome, Claudius, decided to invade Britain again.</li> <li>He came to Britain with 40,000 soldiers, war machines and elephants.</li> <li>He conquered most of Britain. People and their land now belonged to Rome.</li> <li>Life in Britain became more like life in Rome. The Romans built towns and roads, which still exist today.</li> </ol> <p><b>Boudicca – focusing on interpretations of data, the inaccuracies of these and her impact on Britain.</b></p> <ol style="list-style-type: none"> <li>Prasutagus ruled a tribe in Britain. His wife was called Boudicca.</li> <li>After Prasutagus died, the Roman Army wanted to take over all of his land.</li> <li>Boudicca went to London to rebel and attack the Roman Army but the Roman Army were better organised and defeated her.</li> </ol> <p><b>Food</b>  Look at the differences between hunter-gathers and farmers and the importance of the development of farming.</p> <p><b>Housing</b>  Note the changes from caves to roundhouses, including materials, shape, size and features.  Celtic houses were made from wood, straw, wattle and daub that had a single room, sparse furniture and a fire in the middle.  Roman villas were made from stone, brick and possibly marble with tiled roofs. Britons tended to live in roundhouses as Romans didn't force them to live in Roman villas. Poorer Romans lived in wooden apartment-style buildings in cramped towns.</p> <p><b>Beliefs</b>  Celtic religion was polytheistic (pagan – many gods)</p> <p><b>Was the settlement of the Romans positive or negative on Britain?</b>  Locate Colchester on a map and discuss why the Romans chose Colchester as their capital city. Why did they build here? How has Colchester changed?  Recap learning from year 3 - Ipswich – Identify the Roman ruins on a map of Ipswich. Compare the ruins and land use over 100 years. How has Ipswich changed? Why?</p>	<p><b>Topic Vocabulary</b></p> <p>Roman  Republic  Latin  Pompeii  Aqueduct  Round houses  Villas  Mosaics  Julius Caesar  Boudicca  Soldiers  Slaves  Claudius</p> <p><b>Key Vocabulary</b></p> <p>Emperor  Trade  Revolt  Invasion  Rebellion  Settlements  Conquer  Historical accounts  Consequences  Causes  Source  Evidence  Empire  Reliable  Change  Bias</p>

## Year 4: Why is the Earth angry?

- Ask and answer physical and human geographical questions.
- Name and locate geographical regions and identify their physical and human characteristics.
- Use effectively use a range of resources and appropriate equipment to identify the key physical and human geographical features of a location.
- Describe similarities and differences between geographical locations.
- Use appropriate key geographical language.
- Use literacy, numeracy and ICT skills to communicate geographical information.
- Use fieldwork to observe and record human and physical features in the local area.
- Ask and answer questions about the past.
- Use more than one source of evidence to gain an accurate understanding of history.

*Compare types of settlements, land use, climate, economic activity, topographical features, human and physical geography and time zones with previous locations studied.*

### **Volcanoes – Italy**

A volcano is a very deep hole in the Earth’s top layer that can let out hot gasses, ash and lava. Many volcanoes are also mountains. Volcanoes have long vents that go all the way down through the Earth’s first layer, the crust, to magma in between the crust and the mantle (the Earth’s second layer). It’s so hot there that rocks melt into liquid. This is called magma, which travels up through volcanoes and flows out as lava. There are three ways to describe a volcano and explain what it’s doing – active, erupting, and dormant. When a volcano erupts, magma comes up and out through the vents. Magma is called lava when it’s outside the volcano. Some volcanoes are underwater. **There are no volcanoes in the UK. The largest volcano in Europe is Mount Etna in Sicily (Italy).**

### **Italy**

- Continent - Europe
- Capital - Rome Population 59,801,004 (2016)
- Highest mountain - Mont Blanc, 4,810 m (the highest mountain in the Alps)
- Volcanoes - Italy has three active volcanoes: Vesuvius, Stromboli and Etna
- Longest river - River Po, 405 miles
- Largest lake - Lake Garda, 370 km<sup>2</sup>
- Seas - Mediterranean, Ligurian, Adriatic, and Ionian seas.
- Currency – Euro

**Ariel mapping – identify landmarks – what marks do humans leave on the landscape?**

### **How does the Earth change shape?**

The Earth has three layers – the crust at the very top, then the mantle, then the core at the very middle of the planet. The Earth's crust is made up of huge slabs called tectonic plates, which fit together like a jigsaw puzzle. These tectonic plates slowly move over a long period of time.

### **Flooding - Felixstowe**

In 1953, the coast of EastAnglia was affected by flooding and Felixstowe was one place that was affected. No warnings were passed down the East coast. Sea defences were broken and damaged by the huge waves. 307 deaths. 24,000 homes were damaged or destroyed. 30,000 people were evacuated.

What are Felixstowe doing to prevent this from happening again? Flood defenses – groynes

### **Tornados – North America**

What are the causes and effects?

The UK is about 40 times smaller than the US!

US - An average of 1000 tornadoes each year!

UK - An average of thirty four a year!

The area between London and Reading, in Berkshire, has the highest likelihood of a tornado in the United Kingdom.

In the United States, the Federal Emergency Management Agency (FEMA) issues guidance and safety tips to people living in tornado alley. **Can pupils find similarities between the UK and USA?**

### **Topic Vocabulary**

Italy  
 The ruins of Pompeii  
 Leaning Tower of Pisa  
 Colosseum  
 The ruins of Pompeii  
 Magma  
 Crust  
 Earth’s layer  
 Felixstowe  
 Flood defences  
 Groynes  
 Tornados  
 Hurricanes  
 Droughts  
 Tsunamis  
 Earthquakes  
 Flooding

### **Key Vocabulary**

Mountain ranges  
 Continent  
 Equator  
 Mountain  
 Volcano  
 Climate  
 Tectonic Plate  
 Physical Feature  
 Human Feature  
 Key - map  
 Oceans  
 Coast  
 North America  
 Tornado Alley  
 Latitude, Longitude  
 Equator  
 Northern Hemisphere  
 Southern Hemisphere  
 The Tropics of Cancer and Capricorn  
 Antarctic Circle  
 Prime/Greenwich Meridian time zone

## Year 4: Would you rather have been an Ancient Athenian or Spartan?

- Use evidence to ask questions and answer questions about the past.
- Describe and compare life in Britain over a significant period in time; including ideas, beliefs, attitudes and experiences of men, women and children.
- Suggest and use more than one source of evidence to gain an accurate understanding of history.
- Describe what life was like for men, women and children in another time period.
- Use literacy, numeracy and ICT skills to communicate information about the past.
- Use appropriate key historical language.
  
- Name and locate geographical regions and identify their physical land human characteristics.

Comparisons can be made with the Ancient Romans as they existed at similar time periods and had a very close relationship with them. Compare the impacts of Rome with those of the Greeks on Britain. Look at continuities and changes of Greek achievements and inventions from then to now through: democracy, society, and entertainment.

Where is Greece? Can children identify differences between Greece and the UK? Can children identify similarities between Greece and the UK? **Can children identify similarities and differences between their life and that of a Greek child? Can children identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities?**

Can children identify the seven continents and five oceans of the world? Can children identify the continent of Greece on a world map? Can children identify the country of Greece on a world map? Can children describe what the climate in Greece is like? Can children describe differences between the climate in Greece and the UK? **Can children use directional language to describe where things are on a map? Can children use the four compass points to describe where things are on a map? Do children know what the four points of a compass are? Can children locate features on a map using compass points? Use compasses to record human and physical features.**

**Were the Ancient Greeks all that important for us now?**

Who were the Ancient Greeks? When did they live? Did they live before the Ancient Egyptians? Who are the Athenians? Who are the Spartans? What sources could we use to learn about them? What are the Olympic games? What were the Olympic games? How are they the same? How are they different? Why did they start? How do we prove this? What helps us learn about the Olympic games? What is the best source to help us?

**Society – Do you think the ancient Greeks truly established democracy and why? How is this a turning point in British History?**

- Greece was divided into city states that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta.
- In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths.
- Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain. .
- The first Olympic games were held in 776 in the city-state Olympia.

**Athens vs Sparta**

Comparing the social structures of Athens with Sparta shows the differences in attitudes to education, gender and fundamental principles like philosophy. Making comparisons between these to Rome will help children to understand that different civilisations had different structures. Similarities can be drawn between Rome and Athens, whilst those of Sparta provide a stark contrast. However, the more militaristic focus of the Spartans links well to the might of the Roman military machine and similar attitudes can be compared. Which society would the children prefer to live in and why? Was one fairer than another? Was everybody equal?

**Beliefs**

- Religion was very important in Ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology.
- **Socrates- a philosopher who** asked lots of questions. People came from all over Greece to listen to him speak. He never wrote any of his ideas down.

**Food and entertainment**

The Greeks likes the Romans liked to have feasts and parties. Greek women were not allowed the take part in the Olympics whereas women were allowed to take part in Roman entertainment. How do you feel about this? How are things different today?

**Housing**

Note the similarities and differences between Roman and Greek housing – Greeks had a major influence on the design and structure. Both styles of housing were made from stone and often included 2 levels. Separate rooms were common.

**Topic Vocabulary**

Athenian  
Spartan  
Olympics  
Greece

**Key Vocabulary**

Democracy  
Philosophy  
Empire  
Mythology  
Civilisation  
Government  
Voting  
Britain  
Archaeologists  
Europe  
Countries  
Continents  
Oceans  
Prime/Greenwich Meridian and time zones

## Year 4: How does the Alps compare with how I live?

- Use fieldwork and maps to observe and record human and physical features in our local area.
- Name and locate geographical regions and identify their physical and human characteristics.
- Find similarities and differences between places.
- Effectively use a range of resources and appropriate equipment to identify the key physical and human geographical features of a location.

Ask and answer questions about the past.

*Compare types of settlements, land use, climate, economic activity, topographical features, human and physical geography and time zones with previous locations studied.*

Focus on four European countries – France, Germany, Switzerland and Austria.

**Alps from above** – Revisit and build on children’s learning from year 3 – mountains and make comparisons.

Study aerial maps and use Google Maps to become familiar with the heights of the mountains; recognise some of the features of the Alps, including recognising some glacial features.

**DT LINK** - make a group model of the Alps from Modroc (great for understanding).

*The Alps are the highest and most extensive mountain range system that lies entirely in Europe, and stretch approximately 1,200 kilometres across eight Alpine countries: France, Switzerland, Monaco, Italy, Liechtenstein, Austria, Germany, and Slovenia.*

**SKETCHING MAPS** - You may have to sketch a photo or a map. Identify key points to draw - look for large features, roads, towns, woodlands etc. that can be drawn onto your sketch.

**FOUR AND SIX FIGURE GRID REFERENCES** Maps have grid lines on them—we use them to pinpoint locations by using grid reference. A four-figure grid reference is a handy way of identifying any square on a map, six-figure grid references are best for giving exact locations. Grid references are easy, as long as you remember that you always go along the corridor before you go up the stairs.

**Learn key facts about the Alps, including where they are located.**

**Recap compass points – ordnance survey have many resources.**

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. *Make comparisons with Mount Everest and previous locations studied.*

What are the geographical similarities and differences between the UK and Alps? Locate and compare the human and physical geography in both places.

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.

*Make comparisons here with the four countries and the UK.*

**The Natural Alps and Living in the Alps**

Recognise vegetation and climate of the Alpine mountains and compare to life in the foothills. Become familiar with the vegetation and climate of the Alpine mountains and to compare with life in the foothills.

Be familiar with the countries borders (*focus on France, Germany, Switzerland and Austria*) containing the Alps, including the **languages, foods and capital cities**; understand more of the **lifestyle** of those people living in these countries; include examples of **settlements** on the Modroc model, including some features of tourism. *How is this different to the UK? Why? Does location matter?*

*Compare the four countries and the UK.*

**Study how lifestyle of those countries affects tourism.**

**Tourism – Economic activity**

What types of economic activity are there in each country? Do people have the same jobs? Does location matter?

**Topic vocabulary**

Alps  
France  
Ipswich  
Europe  
Switzerland  
Monaco  
Italy  
Liechtenstein  
Austria  
Germany  
Slovenia

**Key Vocabulary**

Weather  
Seasons  
Hot and cold areas  
Compass directions  
Physical and human features  
Aerial photographs  
Economic activity  
Climate zones  
Coastline  
Compass  
Settlement  
Pollution  
Vegetation  
Climate change  
Town, key, Symbols  
Regions  
Empathise  
Land-use patterns  
Water cycle  
4-figure grid references

	<p>Explore a section of the Alps involved with ski tourism, including the hotels, shops and cable cars.</p> <p><b>DT LINK</b> Plan, design and make a ski button lift model with working mechanisms to take a person to the top of a mountain on the Modroc model; invite visitors into the classroom to see the Modroc models.</p> <p><b>FRENCH LINK</b> See objectives</p>	
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