

Overview **Geography/History** Year 4

	Autumn Term		Spring Term		Summer Term	
Big Question	What makes a good civilisation?		How do you leave a legacy?		What makes a good mystery?	
Other Subject links	Ancient Greece, map work, living things & habitats. DT - making Greek salad (looking at specific diets of civilisations) Music - Ancient Greek music study		Roman & Celt invaders & settlers. Art - Celtic mosaics, Anglo-Saxon masks		Egypt. DT- making Shadufs	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Objectives	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world. The legacy of Greek ... culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn.</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world. The legacy of Greek ... culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Human geography, including: types of</p>	<p>British resistance, for example, Boudicca and Battle of Colchester. Romanisation of Britain. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. The legacy of Roman culture (art, architecture or literature) on later periods in British history including modern day.</p> <p>Understand geographical similarities and differences through the study of human and</p>	<p>Britain's settlement by Anglo-Saxons. Roman withdrawal from Britain in c. AD 410. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to modern day.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the</p>	<p>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.</p> <p>Key topographical features (including</p>	<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of</p>

	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom *and Europe This will include the location and characteristics of a range of the world's most significant human and physical features.</p>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>physical geography of a region of the United Kingdom.</p> <p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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> <p>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 understand how some of these aspects have changed over time.</p>	<p>distribution of natural resources including energy, food, minerals and water</p> <p>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.</p> <p>Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>hills, mountains, coasts and rivers)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Human geography, including: types of settlement and land use, Tropics of Cancer and Capricorn,</p>	<p>one of the following: Ancient Egypt.</p> <p>Key topographical features (including hills, mountains, coasts and rivers)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Human geography, including: types of settlement and land use, Tropics of Cancer and Capricorn,</p>
History skills	<p>Place events within the time period on a timeline.</p> <p>Refer to time periods and events using</p>					

	<p>BC/AD notation.</p> <p>Begin to date key events within the time period.</p> <p>Research what life was like for specific people within the time period being studied.</p> <p>Use a range of evidence to build up a picture of a past event.</p> <p>Use suitable sources to support enquiry.</p> <p>Develop a broad understanding of a major civilisation.</p> <p>Use a range of sources to describe historical events and discoveries.</p> <p>Understand that different versions of the past exist and give reasons for this.</p> <p>Begin to recognise and comment on the significance of bias in sources.</p> <p>Begin to comment on the usefulness of different sources.</p>				
Geography skills	<p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys.</p>				
Knowledge	<p>Locate Greece on a map of Europe and the wider world.</p> <p>Be able to place this period on a timeline.</p> <p>Describe what life was like for the average Greek citizen (in Athens).</p> <p>Identify (and explain the impact of) Athens as the birthplace of democracy.</p> <p>Recognise that the Greeks worshiped many Gods (polytheism), and link this to previous study (Romans).</p> <p>Use sources to learn more about an event (Olympic pottery images).</p>	<p>Place this period on a timeline concurrently with other time periods studied.</p> <p>Identify that Britain was invaded more than once by the Romans and that the most successful invasion happened in 43 AD under Emperor Claudius.</p> <p>Recognise that the Romans faced some resistance from the Britons (Boudicca 61 AD).</p>	<p>Be able to place this period on a timeline concurrently with other time periods studied.</p> <p>Recognise 410 AD as the date of the Roman withdrawal from Britain.</p> <p>Describe the Anglo Saxons as being the collective name for the tribes of Angeln, Jutland and Saxony.</p>	<p>Locate Egypt on a map of the world.</p> <p>Be able to place this period on a timeline concurrently with other time periods studied.</p> <p>Identify the importance of the River Nile to the development of the Egyptian civilisation.</p> <p>Locate some significant places on a map of Egypt (pyramids of Giza, River Nile, Valley of the Kings).</p> <p>Know that the Egyptians worshipped many gods and goddesses (polytheism).</p> <p>Describe the achievements of Ancient Egypt.</p> <p>Describe how the artefacts contained within</p>	

	<p>Give two contrasting views on the same event (Peloponnesian Wars - Sparta vs Athens). Identify some Greek achievements and how these impact on the modern world.</p> <p>Locate the world's countries, using maps to focus on Europe. Identify the position and significance of the Equator, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences between a region of the UK and a region of Europe (Greece). Describe key aspects of human geography- types of settlement, land use, economic activity including trade links, and the distribution of natural resources. Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Describe some features of Roman rule in Britain that had a lasting impact (e.g. Roman roads, central heating, calendar dates).</p> <p>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 understand how some of these aspects have changed over time. 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. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys.</p>	<p>Discuss what life was like for the average Anglo Saxon in Britain. Explain the Anglo Saxon conversion to Christianity (including Ethelbert, Augustine, Columba and Oswald). Analyse source material to learn more about an event (Sutton Hoo).</p> <p>Describe key aspects of human geography- types of settlement, land use, economic activity including trade links, and the distribution of natural resources. 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. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys.</p>	<p>Tutankhamun's burial chamber can tell us more about him. Explain that Tutankhamun's prevalence only stems from the fact his tomb was discovered, not that he was a particularly powerful or influential Pharaoh.</p> <p>Describe key aspects of human geography- types of settlement, land use, economic activity including trade links, and the distribution of natural resources. Describe key aspects of physical geography- climate zones and mountains. Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>
Vocabulary	<p>citizen, civilisation, democracy</p> <p>north, east, south, west, north east, south east, south west, north west, location, map, atlas, globe, locality, town, village, city, settlement, trade, money, currency, resources, economic activity, climate, hills, mountains, coasts, rivers, equator, hemisphere, land use, topography, mountains, rivers, coasts.</p>	<p>invasion, rebellion, legacy</p> <p>north, east, south, west, north east, south east, south west, north west, location, locality, town, village, city, settlement, climate, hills, mountains, coasts,</p>	<p>withdrawal, paganism/pagan, missionary</p> <p>north, east, south, west, north east, south east, south west, north west, location, locality, town, village, city, settlement, climate, hills,</p>	<p>irrigation, mummification, pharaoh, burial chamber, pyramid, polytheism.</p> <p>north, east, south, west, north east, south east, south west, north west, location, map, atlas, globe, locality, town, village, city, settlement, trade, money, currency, resources, economic activity, climate, hills, mountains, coasts, rivers, equator,</p>

		rivers, land use, topography, mountains, rivers, coasts.	mountains, coasts, rivers, land use, topography, mountains, rivers, coasts.	hemisphere, land use, topography, mountains, rivers, coasts.
--	--	--	---	--

Extended writing	<p>History - Letter home from Battle of Thermopylae.</p> <p>Geography - What would it be like to be a child living in Greece? Could you write a diary entry based on a seafarer & describe the climate/land? Or describe the life of someone living in the Greek mountains, how do they manage these mountains for their survival?</p> <p>https://www.literacyshed.com/athens.html</p> <p>Suggested writing ideas:</p> <ul style="list-style-type: none"> -Describe some of the sites of Athens in detail -Compare the sites as they look today and how they look now -Create a persuasive tourist guide to Athens 	<p>History -</p> <p>Geography - Comparing and contrasting villages and cities.</p> <p>Geography- Pupils to write a balanced argument about an environmental issue in Newcastle Upon Tyne.</p>	<p>History - newspaper article describing Tutankhamun's tomb discovery.</p> <p>Geography - diary entry of an Egyptian, what were their conditions like? What was their settlement like?</p> <p>Information text about the Sahara desert where the Pyramids are?</p> <p>Information text on the construction of the Pyramids- where did they source the stone from? How did they build in the desert?</p> <p>River Nile focus, how did it play a role in the life of Egyptians?</p>
------------------	--	---	--