

History and Geography Curriculum year 3 and 4 Framfield CE Primary School

Cycle A 2020-21

<u>Terms 1 and 2 Stone Age</u>	<u>Terms 3 and 4 Ancient Egypt</u>	<u>Terms 5 and 6 South East Britain Through the Wars</u>
<u>Geography</u>	<u>Geography</u>	<u>Geography</u>
<p><u>Context</u> Stone age Britain- Skara Brae (light touch)</p> <p><u>Locational Knowledge</u> Where are the Orkneys? Where is Skara Brae? Revisit the countries of UK and their capital cities.</p> <p><u>Vocabulary</u> United Kingdom, island, capital city, country, continent</p> <p><u>Geographical Skills and Fieldwork</u> Using maps and 4 figure grid references to locate the Orkneys. Draw maps and include their own 4 figure grid references. Using maps of the Skara Brae site and aerial photos. Look at compass positions (8 point). Use aerial photos.</p>	<p><u>Context</u> Ancient Egypt- History study (light touch)</p> <p><u>Locational Knowledge</u> Locate all of the continents, investigate the countries in the continent of Africa</p> <p><u>Vocabulary</u>, <u>Geographical Skills and Fieldwork</u> Use of maps and atlases</p>	<p><u>Context</u> WW1, WW2, Battle of Britain</p> <p><u>Locational Knowledge</u> Location of Martell Towers along coastlines, identifying countries and continents engaged in WW1 And WW11</p> <p><u>Vocabulary</u>, <u>Geographical Skills and Fieldwork</u> Use of OS map. Use of scale to measure distance between towers of from landmarks to towers.</p>
<u>History</u>	<u>History</u>	<u>History</u>
<p><u>Context</u> <i>Late Neolithic hunter</i> gathers and early farmers (Skara Brae) (in depth)</p> <p><u>Knowledge</u> Life of Neolithic humans with particular reference to gathering and hunting. Archaeology of Skara Brae and what it tells us about the peoples and their lives.</p> <p><u>Key Concepts</u> Historical enquiry- investigating questions about life then. Interpreting ideas- what does the archaeology of Skara Brae tell us? Chronological Knowledge and Understanding- when did this happen, where does it fit on the timeline?</p> <p><u>Key Terms</u> Chronological order, archaeology, archaeologist, artefact</p>	<p><u>Context</u> Ancient Civilisations- Achievements of the Ancient Egyptians (in depth)</p> <p><u>Knowledge</u> Where and when of ancient Egyptian Civilisation and achievements including farming which will link back to the previous geography unit.</p> <p><u>Key Concepts</u> Chronological Knowledge and Understanding- when did this happen, where does it fit on the timeline? Historical Enquiry- children to use photos of artefacts and archaeological finds to explore the Egyptian past. Use books and online sources. Similarity and Difference: Children to compare the farming methods of the ancient Egyptians and the methods used today.</p> <p><u>Key Terms</u> Civilisation, century,</p>	<p><u>Context</u> <i>Local History</i> (Martello towers and Redoubt Fortress) and their change in use over time. Other sea defences such as pill boxes (in depth) Framfield- impact of WW1 and WW2 <i>Extended chronological study</i>- turning points- Battle of Britain (In depth)</p> <p><u>Knowledge</u> What are the towers and the fortress- how has their function changed over time? https://martellotowers.co.uk/sussex What other sea defences can be seen on the Sussex coast?</p> <p>How was the area impacted by the war (including flight path and men being called up). When were the wars? What was the Battle of Britain and what was its impact?</p> <p><u>Key Concepts</u> Chronological Knowledge and Understanding- when did this happen, where does it fit on the timeline? Cause and consequence- why did the B of B take place and what was the consequence Significant Events: What was the Battle of Britain such a significant event then and now? Similarity and Difference: There were different nationalities who fought in the B of B and what was the experience of the Women's Auxiliary Air Force WAAF?</p> <p><u>Key Terms</u> Battle, war, century, chronological order</p>

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Cycle B 2021-22 Terms 1 and 2 Romans	Terms 3 and 4 Farm to Fork	Terms 5 and 6 Plate Tectonics
<p style="text-align: center;">Geography</p> <p>Context Location of the Roman Empire (light touch)</p> <p>Locational Knowledge Location of countries and continents</p> <p>Place Knowledge</p> <p>Vocabulary</p> <p>Geographical Skills and Fieldwork Use of maps and atlases.</p>	<p style="text-align: center;">Geography including field trip</p> <p>Context The South East Region of UK (in depth)</p> <p>Locational Knowledge Locate all of the counties of England. Locate cities in SE including London. Locate significant towns in East Sussex.</p> <p>Human and Physical Geography Farming- including arable, and hop farming in Kent. Key physical features including large rivers, Downs. Main economic drivers other than farming- Tourism, finance in London, man made, natural. Look at Rye, harbour and investigate the retreating sea and change of land use there (Ypres Tower). Look at R Thames and trade links- change over time. Visit a farm.</p> <p>Vocabulary Crops, agriculture, economy, counties, hops, arable, land, economy, farming, villages, towns, cities</p> <p>Geographical Skills and Fieldwork Identifying physical and human features. Identify map symbols and begin to recognise some common OS map symbols. Maps, 4 figure grid references, 8 point compass references, Google Earth, Digimaps. Sketch maps of vineyard Rathfinney during a visit, use OS maps. Record data using charts and graphs.</p>	<p style="text-align: center;">Geography</p> <p>Context Mountains, Volcanoes and earth quakes, water cycle, tsunamis, glaciers Study of a European Region- Southern Italy (in depth)</p> <p>Locational Knowledge</p> <p>Human and Physical Geography Mountain ranges, volcanoes (Etna, Vesuvius, Stromboli, Vulcano). Economy including 'Mezzogiorno' (name for region and term for economic problems) Etna, failed attempts to divert lava flow, economic gain (lava ash trays and tourism) Fertile soils- grapes and wine production</p> <p>Vocabulary Mountain, formation, tectonic plate, eruption, extinct, peak, tsunamis, plate boundary, altitude, evaporation, condensation, glacier, human, physical</p> <p>Geographical Skills and Fieldwork, using maps, atlases and globes, Google earth, Using 4 figure grid references to places on map. Draw maps and write a report.</p>
<p style="text-align: center;">History</p> <p>Context <i>The Roman Empire by AD 42 and the power of its army (in depth)</i></p> <p>Knowledge Where was the Roman Empire, when it was. Characteristics of the armies (size, methods of defence, weapons). The impact of the empire on Britain. The life of a soldier, life of a slave.</p> <p>Key Concepts Chronological Knowledge and Understanding- when did this happen, where does it fit on the timeline? Cause and consequence- what was the impact of the Roman Empire on Britain? Interpreting Ideas- What evidence do we have from this period? Similarity and Difference- what was life like for different members of the Roma army, what was life like for a slave?</p> <p>Key Terms Empire, Century, Decade, Empire, Evidence, Artefact</p>	<p style="text-align: center;">History</p> <p>Context Ypres tower, Rye, link to changing land use (sea retreat) and conflict with France. (light touch)</p> <p>Knowledge Brief history of the construction and function of the tower</p> <p>Key Concepts Knowledge and Understanding- when did this happen, where does it fit on the timeline? Continuity and change- How has the function / ownership of the tower changed? Cause and consequence Why would the tower no longer be a useful defence structure? (retreating sea)</p> <p>Key Terms Invade, settle</p>	<p style="text-align: center;">History</p> <p>Context Vesuvius-Pompeii- (light touch)</p> <p>Knowledge What happened at Pompeii? Key Concepts Chronological Knowledge and Understanding- when did this happen, where does it fit on the timeline? Cause and consequence- What was the result of the destruction of Pompeii? Significant Events- Why was this significant at the time and why is it still significant today?</p> <p>Key Terms Chronological order,</p>