

Year 3 and 4 Creative Curriculum Long Term Plan

The following objectives should be taught across all topics

Geography

- Use basic geographical vocabulary (see skills progression)
- Understand and use a widening range of geographical terms (see skills progression)
- Know how the locality is set within a wider geographical context.
- Know about the wide context of places (region, county)
- Use and interpret maps, globes, atlases and digital computer mapping to locate countries and key features.
- Communicate in ways appropriate to the task or to the audience.

History

- Show an awareness of people, objects and places and events in the world, past and present.
- Understand that the past can be divided into different periods of time.
- Have some factual knowledge and understanding of aspects of the history of Britain and the wider world.
- Talk about the range of sources that can be used for historical understanding.
- Begin to select and combine different information from different sources.
- Use a variety of different genres of writing, drawing, diagrams, data - handling, drama, role-play, storytelling and ICT.

Year 3 and 4 Creative Curriculum Long Term Plan - Cycle A

Predators		Ancient Egypt		Dragons and Dynasties	
History	Geography	History	Geography	History	Geography
SCIENCE AND GEOGRAPHY FOCUS	Recognise the different shapes of the continents.	Explain how life was different in these periods and why.	Make plans and maps using symbols and keys.	Ask questions that will help develop historical understanding.	Identify where countries are within the world.
	Explore climate and weather patterns around parts of the world	Ask questions that will help develop historical understanding.	Understand the effect of landscape features on the development of a locality.	To plot key events from World history on a time line.	Use and interpret maps, globes, atlases and digital computer mapping to locate countries and key features.
	Demonstrate knowledge of features of places around them and beyond the UK	To start to plot key events from World history on a time line.	Make plans and maps using symbols and keys.	Observe, describe and compare objects, places, people and events, and offer explanations for this.	Understand why there are similarities and differences between places.
	Make plans and maps using symbols and keys.	Begin to talk about which historical sources are most useful to give us information	Name and locate key topographical features (including hills, mountains, coasts and rivers)	Explain how life was different in these periods and why.	Develop an awareness of how places relate to each other.
	<i>Measure straight-line distances using the appropriate scale.</i>	Show some understanding that events and results can be interpreted in different ways	Ask and respond to geographical questions	Show some understanding that events and results can be interpreted in different ways	Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.
	<i>Draw accurate maps with more complex keys.</i>	Consider what sources of information can be used to answer questions			
	<i>Use four figure grid references.</i>				
	<i>Use the 8 points of the compass.</i>				

Year 3 and 4 Creative Curriculum Long Term Plan - Cycle B

Stone Age to Iron Age		Romans		Save the Planet	
History	Geography	History	Geography	History	Geography
<p>Ask questions that will help develop historical understanding.</p> <p>Identify differences in time periods</p> <p>Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Identify where countries are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK</p>	<p>Plot key events from British history on a time line.</p> <p>Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Explain why life was different in these periods and why.</p> <p>Observe, describe and compare objects, places, people and events, and offer explanations for this.</p> <p>To begin to explore the idea of cause and consequence</p>	<p>Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing?</p> <p>Identify where countries are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK</p> <p>Describe human features of the UK regions, cities and/or countries.</p> <p>Identify where countries are within Europe including Russia.</p> <p>Understand how places are linked to other places e.g. road, train.</p>	<p>SCIENCE AND GEOGRAPHY FOCUS</p>	<p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Explain about weather conditions/patterns around the UK and parts of Europe.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Explain about natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world.</p> <p>Describe how people have been affected by changes in the environment</p>

			<p>Understand the effect of landscape features on the development of a locality.</p> <p>Make plans and maps using symbols and keys.</p>		<p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Demonstrate knowledge of features about places around them and beyond the UK</p>
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