



**Holy Trinity C of E Primary School**  
**History and Geography**  
**2021-22**  
**Year 4**



Within teaching a range of sources (e.g. stories, diary entries, pictures, buildings still standing today and artefacts) will be used to demonstrate how our past is constructed.  
 By the end of KS2, children will have a developed chronological knowledge of British, local and world history.

Within teaching children should use world maps, topographical maps, Ordnance Survey maps, digital mapping (e.g. Google Earth), atlases and globes  
 Teaching should cover fieldwork skills, including digital mapping, to create a sketch map of the local area showing human and physical features

Geography Concepts		History Concepts	
Planning and Decision Making	Cause and Effect	Using Evidence	Cause and Consequence
Change	Location and Place	Significance	Continuity and Change

<p><b><u>Key questions before starting new topic:</u></b>  <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>	<p><b><u>Key questions before starting new topic:</u></b>  <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>	<p><b><u>Key questions before starting new topic:</u></b>  <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>	<p><b><u>Key questions before starting new topic:</u></b>  <i>These questions could be used as part of pre/post tests or revisiting learning</i></p>
<p><b><u>Previous topic: What did the Egyptians do for us?</u></b></p> <ol style="list-style-type: none"> <li>1. Which part of British history does the Ancient Egyptians overlap with?</li> <li>2. What did the Egyptians build and what did they use these for?</li> <li>3. What was life like for the Ancient Egyptians?</li> </ol>	<p><b><u>Previous topic: Who were Britain's first people?</u></b></p> <ol style="list-style-type: none"> <li>1. What did Prehistoric Britain start the narrative for?</li> <li>2. What did the Prehistoric people discover?</li> <li>3. What did the Prehistoric people build to protect the Iron Age tribes?</li> </ol>	<p><b><u>Previous topic: How is my town different to a city and rivers</u></b></p> <ol style="list-style-type: none"> <li>1. Which major UK cities can you name?</li> <li>2. Can you label a compass with 8 different directions?</li> <li>3. What are human characteristics?</li> <li>4. What are physical characteristics?</li> <li>5. What are the advantages and disadvantages of living near a river?</li> <li>6. Can you describe the journey of a river?</li> </ol>	<p><b><u>Previous topic: Why are rivers important?</u></b></p> <ol style="list-style-type: none"> <li>1. Can you describe the journey of a river? (From source to mouth)</li> <li>2. What are the pros and cons of living in a settlement next to a river?</li> <li>3. What issues can arise from planning and decision making?</li> </ol>
<p><b><u>How did Ancient Greeks change the world?</u></b>        (A study of Greek like and achievements and their influence on the Western World)        (776BC-46BC)</p>	<p><b><u>How did the Romans change Britain?</u></b>        (the Roman Empire and its impact on Britain)        (43AD – 410AD)</p>	<p><b><u>What makes up the North East?</u></b>        The United Kingdom</p>	<p><b><u>Volcanoes: a suitable home?</u></b>        Cause and effect of a volcanic eruption, Mount Vesuvius</p>
<ul style="list-style-type: none"> <li>• I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago)</li> <li>• I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, period, era, AD, BC/BCE (Before Common Era))</li> <li>• I can ask questions about a specific time period (e.g. generating questions creative frame).</li> <li>• I can sequence the Ancient Greeks time period in chronological order against Prehistoric Britain and Ancient Egypt (e.g. walkable and scaled down timeline)</li> <li>• I can use historical words and phrases to describe and compare what life was like then and now (e.g. chronological, independent states, oligarchy, monarchy, democracy, national, international, invasion, conquest, slaves, farms, laws, land rights)</li> <li>• I can use sources to respond to historical questions/ideas (e.g. change, similarity and difference – inference square)</li> <li>• I can select and use sources to respond to historical questions/ideas</li> <li>• I can explain cause and consequence for democracy (e.g. British Value link, what if there wasn't a democratic system, conflict/different perspective/choice, decision making, why is it important to have rules?, The Greek Empire fell in 146BC due to the Romans (power))</li> <li>• I can explain the significance of the Greeks and their impact on world history (e.g. Olympic Games, democracy, alphabet, empire) including a significant person (e.g. Alexander the Great, Aristotle)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago)</li> <li>• I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, period, era, AD, BC/BCE (Before Common Era))</li> <li>• I can ask questions about a specific time period (e.g. generating questions creative frame).</li> <li>• I can sequence the Roman period in chronological order against Prehistoric Britain, Ancient Egypt and Ancient Greek time periods (e.g. walkable and scaled down timeline)</li> <li>• I can compare Pre-Historic Britain to Roman Britain (e.g. physical and human developments) using historical words and phrases to describe and compare (e.g. republic, inventions, senate, emperor, empire, governors, national, international, invasion, conquest, houses, hill forts, museum, transport and roads, trade, crops)</li> <li>• I can use sources to respond to historical questions/ideas (e.g. change, similarity and difference – inference square)</li> <li>• I can explain cause and consequence (e.g. dominoes, the Roman invasion, failed attempts, successful attempts, Hadrian's Wall, withdrawal etc. diamond 4 or 9)</li> <li>• I can explain the significance of the Romans and their impact on Britain (e.g. roads, Hadrian's Wall, numerals, language, towns, sanitation and plumbing, aqueducts, calendar, currency, trade, surgical tools, postal system, army incl tortoise shell formation) including a significant person (e.g. emperors: Hadrian, Julius Caesar, Aulus)</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate counties surrounding my local area (e.g. Northumberland (Hadrian's Wall link), Durham, Tyne and Wear, North Yorkshire)</li> <li>• I can describe the location of counties using the eight points of a compass</li> <li>• I can identify human and physical characteristics of my county (e.g. OS maps/virtual trip Google Earth, buildings, structures, hills, mountains, coasts and rivers)</li> <li>• I can identify regional land use patterns and how these have changed over time (e.g. digimaps/time map/photographs: recreational, transport, agricultural, commercial, residential (*Teacher language only))</li> <li>• I can compare similarities and differences between a county/region in the UK and a European country (e.g. Greece virtual trip/photographs, linking to human and physical geography e.g. including climates, coast, settlement, islands)</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify mountains and volcanoes on a map (e.g. contour lines)</li> <li>• I can identify and locate the 'Ring of Fire' on a map</li> <li>• I can label the cross-section of a volcano using geographical language</li> <li>• I can explain the cause and effect of a volcanic eruption using geographical language (e.g. active, magma, lava etc)</li> <li>• I can explain the costs and benefits of building a hotel in the vicinity of Mount Vesuvius (e.g. analyse using a numerical ranking system)</li> </ul>
<p>Children should know:</p> <ul style="list-style-type: none"> <li>• The influence and impact of of the Ancient Greeks in the world today (e.g. Ancient Games on the world; Olympics)</li> <li>• The importance of democracy in our world then and now</li> </ul>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• Why the Romans were determined to invade and conquer Britain</li> <li>• How the Romans developed Britain e.g. roads, writing, numbers, language, towns and religion</li> </ul>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• Major counties belonging surrounding our local area</li> <li>• How to use features of a map to describe locations (8 compass directions)</li> </ul>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• That a volcano is a mountain that has a crate or vent through which lava, rock fragments, hot vapour and gas are or have been erupted from the Earth's crust</li> </ul>

- The Greek Empire fell in 146BC due to the Romans

- How to describe geographical regions using human and physical characteristics

- Where the Ring of Fire is and that an estimated 75% of the planets volcanoes are located
- What causes a volcanic eruption and recognise that volcanoes can be active, dormant or extinct