

YEAR 3/4	CYCLE A	BLOCK 4
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	<b>GA5: Locational – Modern Europe / World Countries</b>	
	<ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> <li>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</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Learn the countries/oceans which comprise Europe → Research European capitals: create a presentation in groups → Investigate the key European rivers and mountains → Identify where Europe sits in terms of locational geography</p> <p>Discuss that in primary history we look at Greece, Italy and also Egypt → Locate Egypt and investigate its location in relation to Europe and places studied → consider similarities and differences using location information</p>
Phase 2	<b>HA2: Ancient Egypt</b>	
	<ul style="list-style-type: none"> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>study 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</li> </ul>	<p>Locate ancient Egypt in time and place → learn what an archaeologist is → Learn about Howard Carter and his discoveries → Research Tutankhamun's tomb and how artefacts can teach us about the past → learn about Egyptian tombs, pyramids and burial sites → research and create a fact file on different Pharaohs</p> <p>Make links with an Egyptian school</p>
Phase 3	<b>HA2: Ancient Egypt</b>	
	<ul style="list-style-type: none"> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>study 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</li> </ul>	<p>Learn about the Egyptian creation story → read examples of Egyptian mythology → find out about the Egyptian daily way of life → learn about hieroglyphics: Play hangman in hieroglyphic letters → investigate the Israelites in Egypt</p>
Phase 4	<b>HA2: Ancient Egypt / GA6: Farming &amp; River Nile</b>	
	<ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, religious and social history; and between short- and long-term timescales.</li> <li>name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul>	<p>Locate the River Nile on a variety of maps → Investigate the Nile for farming, fishing and trade in ancient Egypt → Investigate the use of the Nile for funerals and everyday life in Ancient Egypt → Consider the use of the Nile for life today → Research river Nile facts / River Nile uses → Locate the source, the journey and the mouth of the Nile → research the Aswan High Dam and the Nile Delta</p>

Phase 5	<p><b>GA6: River study (Trent)</b></p> <ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, religious and social history; and between short- and long-term timescales.</li> <li>name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	<p>Learn about how a river is formed → follow the journey of a river → draw a sketch map of a river → Understand the stages of a river's journey → learn about and develop river vocabulary → investigate estuaries and deltas → investigate the use of rivers for transport, industry and leisure → Study of the River Trent – field study (Barlston Downs) → learn the water cycle → consider river pollution causes and effect</p>
	<p><b>GA6: River study / CA4: branching databases</b></p> <ul style="list-style-type: none"> <li>name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including rivers)</li> <li>can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>Research and locate famous rivers in the uk and the world → learn the names of a least 10 major world rivers and the continents they flow through → begin to know some facts about major world rivers.</p> <p>Complete unit 3.6 : branching data bases → create a branching data base for famous rivers</p>
Phase 6		