

**Geography/History/Science and Cross curricular Planning
Year 3/4 – Cycle B**

Autumn	Spring	Summer
<p>1. What did the Ancient Civilizations do for us? – including early writing, numbers, cities, farming etc.</p> <p>2. 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: Mesopotamia (Ancient Sumer); The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (<i>all located on rivers</i>).</p> <p>3. Forces and Magnets (Y3)</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces (<i>link to early civilizations</i>) • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>4. Sound (Y4)</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases <p>5. Electricity (Y4)</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit • Recognise some common conductors and insulators, and associate metals with good conductors. 	<p>7. Ancient Greece – a study of Greek life and achievements and their influence on the western world. (Greek Heroes) <i>Olympic Games + Greece ART</i></p> <p>8. Animals, including humans (Y3) –</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>9. Animals, including humans (Y4) –</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey <p><i>(link topic to early farmers/early civilizations)</i></p>

Throughout the Year

Geographical Skills and fieldwork

- Use maps, atlases. Globes and digital/computer mapping to locate countries and describe features studied.
- Use 8 points of compass, 4-figure grid references, symbols and key to build knowledge of UK and wider world.
- Use field work to observe, measure, record and present the human and physical features in local area using a range of methods, including sketch maps, plans and graphs, digital technologies.

6. **A local History Study** (Y4 build upon previous year – as already covered history of castle)

- Depth study linked to one of the British areas of study
- A study over time tracing several aspects of national history are reflected in the locality
- Study of an aspect of history or a site dating from period beyond 1066 that is significant in locality