



History and Geography: Year 4

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence UK*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

WORLD HISTORY AND GEOGRAPHY

I. SPATIAL SENSE

- Draw maps of the local area using symbols and a key. For example, have pupils draw a map of their route to school.
- Use the points of the compass: north, south, east, west.
- Review scale and discuss how they will show this on their maps.
- Identify changes to a locality over time, sequence of change, and spread or growth. For example, study aerial photographs of a local place taken in different years.
- Use an atlas and online resources to find geographical information.
- On a globe, identify the tropics of Cancer and Capricorn and understand their significance.

II. MEDITERRANEAN EUROPE

A. GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS)

- The climate of Europe: A Mediterranean climate.
- Food grown in southern Europe
 - Grapes, olives, oranges, lemons, dates, other fruits and vegetables
- Landscape
 - Alpine mountain system (Sierra Nevada, Pyrenees, Alps, Apennines, Balkans)
 - Coastline, islands and beaches
- Turkey
 - Gateway to the Middle East, Istanbul, the Bosphorus.
- Settlements
 - Lisbon, Madrid, Rome, Milan, Venice, Athens.

B.

III. EASTERN EUROPE

A. ALBANIA, ARMENIA, AZERBAIJAN, BELARUS, BOSNIA HERZEGOVINA, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA, HUNGARY, KOSOVO, LATVIA, LITHUANIA, MOLDOVA, MONTENEGRO, POLAND, ROMANIA, SERBIA, SLOVAKIA, SLOVENIA, UKRAINE

- Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Peterburg
- The Baltic Countries: Latvia, Lithuania, Estonia and Poland
- The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo
- Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains
- Religion and alphabet: Cyrillic alphabet

UK GEOGRAPHY

Teachers: Pupils should study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest. The aim is for pupils to develop their knowledge of the geography of the UK in more detail. The lists of regional geography are by no means extensive or final. They are included as examples of geographical knowledge that pupils might study. The regions covered in Years 4-6 can be taught in any order. In Year Four, teachers may like to begin with the region in which the school is located and then study a different region. The remaining regions should be taught in Years 5 and 6.

I. LONDON AND THE SOUTH EAST

- Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire, Hertfordshire, Oxfordshire, Isle of Wight
 - Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth, Titanic, hi-tech industry, M4 corridor.

II. SOUTH WEST

- Dorset, Wiltshire, Cornwall, Devon, Somerset
 - For example: South Downs, Exmoor, Bodmin Moor, Dartmouth National Park, Lands End, dairy/sheep/arable farming, thatched cottages, Stonehenge, Bristol, Exeter, Plymouth, Bath, Bournemouth, Great Western Railway, rural, coastline, wave erosion, tides, limestone/granite/chalk, caves (e.g. Cheddar Gorge), holiday resorts, Durdle Door
 - Monuments: Stonehenge, Tintagel Castle, Glastonbury Tor

III. NORTHERN IRELAND

- Part of the UK, separate from the Republic of Ireland
- Lough Neagh, Lough Erne, Sperrin Hills, Mourne Mountains, limestone (Marble Arch caves), Basalt (Ring of Gullion), peat bogs, Giant's Causeway, Glens, Belfast, Londonderry, Gaelic, ship building, farmland, dairy

WORLD HISTORY

I. ANCIENT ROME

- Background
 - Our calendar; a gift from Rome
 - Define B.C. / A.D. and B.C.E. / C.E.
 - The legend of Romulus and Remus
 - Latin as the language of Rome
 - Worship of gods and goddesses
 - Largely based on Greek religion
 - The Republic
 - Senate, Patricians, Plebeians
 - Punic Wars
 - Carthage, Hannibal
- The Empire
 - Julius Caesar
 - Defeats Pompey in civil war; becomes dictator
 - 'Veni, vidi, vici' ('I came, I saw, I conquered')
 - Cleopatra of Egypt
 - Caesar assassinated in the Senate, Brutus

- Augustus Caesar
- Life in the Roman Empire
 - The Forum: temples, marketplaces, etc.
 - The Colosseum: circuses, gladiator combat, chariot races
 - Roads, bridges, and aqueducts
- Eruption of Mt. Vesuvius
 - Destruction of Pompeii
- Persecution of Christians
- The 'decline and fall' of Rome
 - Weak and corrupt emperors
 - Legend of Nero fiddling as Rome burns
 - Civil wars
 - City of Rome sacked
- The Eastern Roman Empire: Byzantine Civilisation
 - The rise of the Eastern Roman Empire, known as the Byzantine Empire
 - Constantine
 - Emperor who made Christianity the official religion of Rome
 - Constantinople (now called Istanbul) merges diverse influences and cultures.
 - Justinian, Justinian's Code

BRITISH HISTORY

I. JAMES I AND JAMES VI (1567-1625)

Teachers: Important aspects to emphasise include the origins of the Civil War, the importance of the union of crowns between England and Scotland, and the growth of trade and global exploration to connect to the growth of the British Empire in later years

MONARCHS OF THE HOUSE OF STUART

THE UNION OF THE CROWNS

- King of Scots as James VI from 1567
- King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603
 - Belief in the Divine Right of Kings
 - Gunpowder Plot, 1605
 - Parliament unwilling to grant the King money; dissolved by the King

II. CHARLES I AND THE ORIGINS OF THE CIVIL WAR (1625-1642)

[Builds on Year 1 British History and Geography]

Teachers: Demonstrate how the causes of the Civil War connect religion and politics together. The cost of financing war was again a significant cause of political conflict and popular unrest.

A. ORIGINS OF CIVIL WAR IN THE REIGN OF CHARLES I

- Charles I came to the thrones of England and Scotland in 1625
 - Believed in the Divine Right of Kings
 - Charles taxed without parliamentary consent
- 'Eleven Years tyranny' or 'Charles' Personal Rule'; did not call parliament
- William Laud, Archbishop of Canterbury
 - Advocated High Anglicanism and opposed Puritanism

III. THE CIVIL WAR (1642-1649)

Teachers: Emphasise the social as well as the political and military aspects of the Civil War, how families were divided and many suffered, with large casualties on both sides during what was a series of bloody conflicts across England, Scotland and Ireland.

A. LEAD-UP TO THE CIVIL WAR

- Charles confronts parliament, 1641
 - Charles forcibly enters parliament to arrest five members
 - Parliament refuses; Speaker William Lenthall; Charles left powerless
 - Charles flees London; Parliament in control of London

B. THE CIVIL WAR

- In general, cities and the Royal Navy supported Parliament; rural communities supported the King
 - Roundheads (Parliamentarians) and Cavaliers (Royalists)
 - Edgehill, 1642; Charles withdraws to Oxford
 - Battle of Marston Moor, 1644, victory for Parliamentarians
- New Model Army; first permanent national standing army in Britain
 - Oliver Cromwell
 - The Rump Parliament

C. THE TRIAL AND EXECUTION OF CHARLES I

- Beheaded on the 30th January, 1649
- Charles II proclaimed King in Scotland
- Battle of Worcester; Charles escaped to France

D. THE COMMONWEALTH, 1649-1660

- An Act declaring England to be a Commonwealth was passed
- Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved
 - Cromwell becomes Lord Protector in December 1653
 - Son Richard becomes Lord Protector in 1658

IV. THE RESTORATION: POLITICS

Teachers: Explain how popular attachment to the idea of monarchy is reaffirmed with the Restoration, but the opposing political ideas are not properly reconciled until the Glorious Revolution.

A. THE RESTORATION

- Overthrow of Richard Cromwell
- Parliament invites Charles II to return from France
- Charles crowned King in London

VI. THE RESTORATION: SCIENCE

Teachers: Emphasise the importance of the peace that followed the restoration in the flourishing of scientific activity.

A. SCIENTIFIC REVOLUTION

- Francis Bacon (1561-1626); Scientific Method
 - Scientific discoveries through empirical observation and inductive reasoning; not relying on accepted assumptions and ancient authority
- Royal Society founded, 1660
 - Scientific forum for new discoveries
 - Isaac Newton and Gravity

VII. THE RESTORATION: PLAGUE AND FIRE

A. THE GREAT PLAGUE

- Outbreak of plague in London during very hot summer
- Nearly 100,000 die before cold weather in October kills it off

B. THE GREAT FIRE OF LONDON

- Fire breaks out in Pudding Lane on 2 September 1666
- By the time it is extinguished five days later, more than three quarters of the City has been destroyed
- Christopher Wren and Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul's Cathedral

VIII. THE RESTORATION: RELIGION

Teachers: Demonstrate how connections between religion and politics continue to dominate in Britain, especially establishment hostility towards Catholics and dissenters. Continued divisions between Catholics and Protestants led to the following:

JAMES II BECOMES KING IN 1685

- Monmouth rebellion defeated
- James' actions create concern
 - James suspended parliament and it was never recalled
 - Wanted to repeal the Test Act for Catholics
- Declaration of Indulgence, 1687
 - Trial of seven opposing Bishops, including the Archbishop of Canterbury
- James' Catholic son, James Francis Edward Stuart, born in June 1688
 - Possibility of a Catholic monarchy becomes real

IX. THE GLORIOUS REVOLUTION AND THE BILL OF RIGHTS

[Builds on Year 1 History and Geography]

Teachers: Explain the importance of the real restrictions that were placed on the power of the monarch. Introduce the idea, supported by some at the time, that political power is based on the consent of the people

A. GLORIOUS REVOLUTION

- William of Orange; Protestant opponent of Catholicism
- The invitation to invade
 - William landed at Torbay and marched to London; welcomed by crowds
 - James fled to France
- William and Mary crowned joint monarchs

B. BILL OF RIGHTS

- The Bill passed in December 1689
 - No taxation without parliamentary consent
 - No standing army during peacetime
 - Free and fair elections
- Wider significance
 - Officially curtailed royal power; gave parliament financial power
 - Still a long way from Constitutional monarchy or democracy
- Shaped political landscape and language over the next two centuries

FEATURED GREAT EXPLORER

A. SIR FRANCIS DRAKE [Builds on History and Geography, Year 3]