



# History and Geography: Year 3

## GEOGRAPHY

### I. THE LOCAL AREA/COMMUNITY

**Teachers:** Pupils should learn to distinguish between the built and the natural environment. They should learn to distinguish between different types of services available in the community and the functions of different buildings and land. They should learn to identify different features of the landscape (which may lie outside of larger urban areas).

**Terms:** region, community

- Observe aerial/satellite photographs of the local area.
  - Use these to identify settlements, physical features and points of interest.
  - Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage)
  - Discuss land-use types: parks, housing, industry, roads, farms.
- Draw a map of the school grounds using basic symbols and a key.
  - Use the map and the eight points of the compass to navigate around the school: north, south, east, west, northeast, southeast, northwest and southwest [Cross-curricular connection with Mathematics Year 4].
- Use a simple coordinate grid to describe the location of objects and places on a map, using the eight points of the compass.
- Introduce scale: for example, fifty paces = 5 cm on a map.
- Identify different types of residence
  - Apartments, terraced housing, detached houses
- Understand features of the natural environment
  - Rivers, hills, coastline, vegetation, animals
- Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage).

### II. WESTERN EUROPE

**Terms:** temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language

#### A. FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND

- Humid temperate/broadleaf forest and alpine climate/ecosystem
- Landscape
  - Alps, central highlands, lowlands, Rivers (Rhine, Rhone, Seine, Danube), Dutch floodplains
- People and culture
  - Germanic and Romance
  - Protestant/Catholic Churches
  - Classical music
    - Mozart [Cross-curricular links with Music, Years 2, 3, 4 and 5]
    - Vivaldi [Cross-curricular link with Music, Year 3]
    - Beethoven [Cross-curricular links with Music, Years 3 and 6]
  - Famous artists
    - Vincent van Gogh [Cross-curricular links with Visual Arts, Years 1 and 2]
    - Claude Monet [Cross-curricular links with Visual Arts, Year 2]

- The European Union
  - Origins, members, trade, migration
  - European Parliament in Brussels
- Settlements
  - Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels
- Economic activity
  - Agriculture (cheese, wine, fruit and vegetables)
  - Industry (cars)
  - Services (tourism, restaurants, hotels)

### III. SETTLEMENTS AND POPULATIONS

**Terms:** urban, rural, conurbation, hamlet

- Identify different types of settlement: hamlets, villages, towns, cities and conurbations.
- Distinguish between rural, urban and suburban areas.
- Know that green belts are used to control urban growth.
- Use a local map to identify the site and situation of local settlements.
  - Where are settlements found? In valleys, along coasts and at river crossings.
  - Why did people choose these locations? Access to water, farmland, wood or for defence.
- Examine population density
  - Distinguish between areas where people are dispersed (rural) and crowded (towns and cities).

### IV. RIVERS AND BASINS

**Terms:** river source, tributary, river mouth, floodplain, irrigation, watershed, drainage basin, estuary

#### A. UNDERSTAND THE WATER CYCLE

- Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater
- Discuss the different paths that water takes.
- Discuss how urban areas modify the drainage of water.

#### B. RIVER BASINS

- Understand that a river basin is an area of land drained by a river and its tributaries.
- Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline
- Follow the course of a river from source to mouth while using a map.
  - Discuss differences between mountain streams and lowland meandering rivers.

#### C. IDENTIFY MAJOR RIVERS AND THEIR BASINS

- UK major rivers: Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe
- Europe: Volga, Danube, Rhine
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates
- Africa: Nile, Niger, Congo
- South America: Amazon, Parana, Orinoco
- North America: Mississippi, Missouri, Colorado, Rio Grande, Yukon, Mackenzie, Churchill
- Australia: Murray-Darling

### V. GEOGRAPHY OF ASIA AND EARLY ASIAN CIVILISATIONS

**Teachers:** Pupils are introduced to Asia through the countries of India, China and Japan. They should learn where these countries are located and study their physical setting and culture.

- Learn that Asia is the largest continent, with the most populous countries in the world

- Himalayan mountain range includes some of the tallest mountains in the world. The tallest mountain is Mt. Everest.
- Locate the following countries:
  - China
  - India
  - Japan

## WORLD HISTORY

### I. INDIA

**Teachers:** Use the famous rivers in India to emphasise the importance of rivers for settlement and civilisation. Since religion is a shaping force in the story of civilisation, the *Core Knowledge Sequence UK* also introduces children to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past.

#### A. INDUS RIVER AND GANGES RIVER

- Settlements occur especially along these rivers.

#### B. HINDUISM

- Belief in many gods.
- Followers are called Hindus.
- Become familiar with Hindu gods
  - Brahma, Vishnu, Shiva
- Become familiar with sacred Hindu books
  - Rig Veda
  - Ramayana, telling the story of Rama and Sita

#### C. BUDDHISM

- Become familiar with how Prince Siddhartha becomes Buddha, 'the Enlightened One'.
- Understand how Buddhism evolved from Hinduism in India and then spread through many countries in Asia.
- Become familiar with King Asoka (also spelled Ashoka).

### II. CHINA

**Teachers:** Introduce children to Chinese geography and culture. Chinese civilisation has produced many important inventions and discoveries.

**Terms:** merchant

#### A. GEOGRAPHY

- Recognise the importance of the Yellow (Huang He) and Yangtze (Chang Jiang) Rivers.
- Revisit the topic of the Great Wall of China and understand its historic significance [Cross-curricular connection with World History and Geography: Year 1]

#### B. TEACHINGS OF CONFUCIUS

- Become familiar with the teachings of Confucius, for example: honour your ancestors.

#### C. CHINESE INVENTIONS

- Invention of paper

- Importance of silk

#### D. CHINESE HOLIDAYS

- Chinese New Year

### III. JAPAN

**Teachers:** Familiarise children with Japanese geography and modern culture, as well as the operation of Japanese society under feudalism, while emphasising the importance of the regional family dynasties.

**Terms:** earthquake, monsoon, typhoon, tsunami, daimyo, shogun, samurai, bushido, chopsticks, origami, kimono

#### A. GEOGRAPHY

- Locate Japan relative to continental Asia.
  - Understand why Japan is sometimes called the 'land of the rising sun'.
- Understand that Japan is made up of four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
- Identify important features
- Pacific Ocean, Sea of Japan, Mt. Fuji, Tokyo, The Pacific Rim
- Typhoons, earthquakes

#### B. CULTURE

- Recognise the Japanese flag
- Understand the significance of big, modern cities that are centers of industry and business.
- Become familiar with traditional Japanese culture
  - Traditional craft: origami
  - Traditional costume: kimono

#### C. FEUDAL JAPANESE HISTORY AND CULTURE

- Emperor as nominal leader, but real power in the hands of shoguns
- Samurai, code of Bushido
- Rigid class system in feudal Japanese society
- Japan closed to outsiders
- Religion
  - Buddhism: the four Noble Truths and the Eightfold Path, Nirvana
  - Shintoism: reverence for ancestors, reverence for nature, kami

### IV. ANCIENT GREECE

**Teachers:** This ancient civilisation forms an important foundation of Western culture. Encourage children to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today. Explain how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy. [Cross-curricular connections with Language and Literature: Year 3]

**Terms:** democracy, tyrant, philosopher, Olympic Games, Paralympic Games, Spartan

- Recognise important features in Ancient Greek geography
  - Mediterranean Sea, Aegean Sea, Crete
- Become familiar with Sparta and its warrior culture
- Understand the importance of Athens as a city-state
  - Athenian democracy
- Become familiar with the Persian Wars
  - Marathon and Thermopylae

- Recognise the origin of the Olympic Games in Ancient Greece.
- Become familiar with Ancient Greek religion
  - Worship of many gods and goddesses
  - Zeus, Poseidon, Hades, Athena, Hestia, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus
- Identify great thinkers from Ancient Greece
  - Socrates, Plato, Aristotle
- Become familiar with Alexander the Great
  - Growth of Hellenistic influence
  - Gordian Knot

## BRITISH HISTORY

### I. THE RULE OF LAW AND MURDER IN THE CATHEDRAL

**Teachers:** Connect the reign of Henry II with earlier events covered in earlier stages of British History, particularly the period of Norman Britain [Cross-curricular connection with British History: Year 2]. Encourage children to see the importance of the legal developments in this period, and how it helped to form the modern legal system. Make connections between conflicts between the church and the government in this period, and later developments in this relationship.

#### A. HENRY II

- First of the Plantagenet Kings
- Henry II's legal and judicial reforms
  - Royal Magistrate Courts; Royal 'circuit' judges; extension of Royal influence in local, civil cases
  - Trial by jury; precedent for modern legal systems
  - Henry's conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King's authority
  - Murder of the Archbishop at Canterbury Cathedral

### II. THE CRUSADES

**Teachers:** Use the period of the Crusades to demonstrate the importance of religion to people in Britain, Europe and the Middle East in this period, and how these violent conflicts were motivated by religious and by political considerations.

#### A. THE CRUSADES, RELIGIOUS CONFLICTS IN THE HOLY LAND

- Many Crusades from the 11<sup>th</sup> to 13<sup>th</sup> centuries
- The purpose of the Crusades was to gain control of the Holy Land – those sites in the Middle East associated with the narrative of the New Testament – from Muslims
- Third Crusade (1187-1192)
  - Richard I of England, known as Richard the Lionheart, left his brother John in charge of England while he went to the Holy Land. John is an unpopular ruler.

### III. RESTRAINTS ON ROYAL POWER (1215-1265)

**Teachers:** The Magna Carta and de Montfort's parliament can be taught together as the first restrictions on the power of the monarch. Explain to students how the legacies of these events helped to shape and define the changing relationship between the people and the king, and how the influence of these events can be seen in later events in British history. [Builds on History and Geography: Year 1]

**Terms:** democracy, elected

#### A. MAGNA CARTA

- Richard I dies (1199)
- King John reigns
  - Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles
- Magna Carta was created by discontented barons, to be in effect in perpetuity
  - The right not to be imprisoned without lawful judgement of peers
  - Limits on the king's power to collect money
  - Initially ineffective and limited but has had long-term significance
  - Provides precedent to question royal prerogative
- King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215
  - King rejected the Charter immediately afterwards

#### **B. DE MONTFORT'S PARLIAMENT: THE FIRST ELECTED PARLIAMENT IN EUROPE**

- Simon de Montfort
  - Simon de Montfort led the barons in rebellion (1263)
  - King captured at the Battle of Lewes (1264); de Montfort constructs new system of government
- Each borough sent two elected representatives to parliament
  - First time to have elected representatives in parliament
  - Many barons felt de Montfort had gone too far and abandoned them
  - Battle of Evesham (1265): de Montfort ambushed and killed and his system of government was disbanded
- Long term significance
  - Precedent for inclusion of non-royals in politics
  - De Montfort's parliament was an antecedent of modern representative parliamentary democracy

### **IV. WARS OF THE ROSES AND HENRY VII**

**Teachers:** The Wars of the Roses was a series of dynastic struggles that resulted in the stable Tudor dynasty, and Henry VII's governmental reforms. Use the story of the Princes in the Tower to help children see how historians try to understand what happened in the past, and how there are many things that are uncertain or unknown.

#### **A. WARS OF THE ROSES**

- Houses of Lancaster and York
  - Discontinuous conflict over succession (1455 and 1485)
- Battle of St Albans (1455)
  - Yorkist victory
- Yorkist Edward IV dies (1483)
  - Richard III seizes throne
- The Princes in the Tower
  - The Princes (Edward V and his brother Richard) have unknown fates; Richard III was one of the main suspects
  - Richard III was crowned king
- Battle of Bosworth Field (1485)
  - Henry Tudor (Lancastrian descendent) defeats Richard III
  - Married Elizabeth of York; united the two houses

### **V. THE REFORMATION**

**Teachers:** Explain the Reformation as both a religious and a political development. Encourage children to think about the impacts of the reformation, and how it caused religious conflicts across Europe during subsequent centuries.

**A. REFORMATION**

- Martin Luther was professor of theology at Wittenberg
  - Martin Luther nailed his 95 theses to church door (1517)
- Protestantism
  - Personal relationship with God; bible reading; opposed papacy
- Legacy of the reformation
  - Increased literacy

**B. THE ENGLISH REFORMATION**

- William Tyndale's Bible (1525)
- Henry VIII (1509)
  - Fear of not producing a male heir
- Catherine of Aragon
  - Birth of Mary
  - Attempts at annulment
- Anne Boleyn
  - Birth of Elizabeth
  - Beheading
- Separation of the Church of England from the Roman Catholic Church
- Legislation against the clergy
  - Henry VIII becomes head of the Church in England

**C. DISSOLUTION OF THE MONASTERIES****VI. RELIGIOUS CONFLICTS (1547-1558)**

**Teachers:** Encourage children to see how the intolerance and persecution of both Catholics and Protestants under successive monarchs entrenched religious views and identities, increased hostilities and politicised religious beliefs. These issues would be crucial in the 17<sup>th</sup> Century.

**A. RELIGIOUS INSTABILITY AFTER DEATH OF HENRY VIII**

- Edward VI (1547)
  - Christian symbols and art removed from churches
  - Thomas Cranmer's Book of Common Prayer (1549)

**B. MARY I (1553): REVERSES THE MEASURES TO SPLIT FROM ROME**

- Catholic Restoration
  - Repealed Edward's religious laws; returned papal jurisdiction
- Married Philip II of Spain
  - Failed to produce an heir; crown passed to sister Elizabeth
- Marian Persecutions; 'Bloody Mary'
  - Heresy Acts prosecute Protestants
  - Protestants burnt at the stake

**VII. THE ELIZABETHAN ERA (1558-1603)**

**Teachers:** The Elizabethan Era was one of apparent relative stability due to the Elizabethan Religious Settlement, ending the previous conflicts but confirming the state's religion as opposed to Catholicism. Focus on the social and cultural significance of this period, especially how developments in exploration led to a growth in trade and eventually colonisation, as well as the cultural significance of William Shakespeare.

**Terms:** privateering / privateer, circumnavigate (the globe), colony, tragedy, history (in theatre), comedy

**A. ELIZABETH I (1558): FINAL TUDOR MONARCH**

- Elizabethan Religious Settlement; uniting under moderate Protestant theology

- The Act of Supremacy (1559)
- Act of Uniformity (1558); new Book of Common Prayer.
- End of reformation; confirmation of Anglicanism as church of the state
- Scottish Presbyterianism- a stricter form of protestantism
  - Scottish parliament reject Catholicism (1560); John Knox

#### **B. EARLY BRITISH NAVAL DOMINANCE**

- Henry VIII created Royal Navy
- Strong Elizabethan Navy and privateers
- Spanish Armada
  - Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I.
  - English fireships attack the Spanish Armada, which was pursued around the British Isles.
  - Many ships from the Spanish Armada wrecked near Ireland due to storms.
- Sir Francis Drake
  - Circumnavigated the globe
  - Atlantic privateering
- Sir Walter Raleigh
  - Colony at Roanoke Island

#### **C. CULTURE IN THE ELIZABETHAN ERA**

- Christopher Marlowe, dramatist and poet who influenced William Shakespeare
- Shakespeare
  - Birthplace in Stratford-upon-Avon
  - The Globe Theatre in London
  - Publication of Shakespeare's plays

### **FEATURED GREAT EXPLORER**

#### **A. MARCO POLO**