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| **Milestones 2 Year 3 and 4** | | |
| **History** | **Geography** | **Computing** |
| **To investigate and interpret the past**  • Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history. | **To investigate places**  • Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  • Use a range of resources to identify the key physical and human features of a location.  • Name and locate counties and cities of the United  Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of Europe and identify their main physical and human characteristics. | **To code**  • Use specified screen coordinates to control movement.  • Set the appearance of objects and create sequences of changes.  • Create and edit sounds. Control when they are heard, their volume, duration and rests.  • Control the shade of pens.  • Specify conditions to trigger events.  • Use IF THEN conditions to control events or objects.  • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).  • Use variables to store a value.  • Use the functions define, set, change, show and hide to control the variables.  • Use the Reporter operators  () + ()  () - ()  () \* ()  () / ()  to perform calculations. |
| **To build an overview of world history**  • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | **To investigate Patterns**  • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  • Describe geographical similarities and differences between countries.  • Describe how the locality of the school has changed over time. | **To connect**  • Contribute to blogs that are moderated by teachers.  • Give examples of the risks posed by online communications.  • Understand the term ‘copyright’.  • Understand that comments made online that are hurtful or offensive are the same as bullying.  • Understand how online services work. |
| **To understand chronology**  • Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events. | **To communicate geographically**  • Describe key aspects of:  • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • human geography, including: settlements and land use.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | **To communicate**  • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. |
| **To communicate historically**  • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • change      • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | **To collect**  • Devise and construct databases using applications designed for this purpose in areas across the curriculum. |