

*Our Geography curriculum aims to encourage pupils to be curious about the world around them. It develops key geographical skills and provides pupils with the knowledge and understanding they need to be successful geographers. Our intention is to broaden their horizons through enquiry-based learning.*

**Inspiring and enabling our school community to live life to the full**



## GEOGRAPHY YEAR 3

**Subject:** Local and National: Comparing localities

### Characteristics of an Effective Learner

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

#### **Prior Learning:**

- Learning about physical and human features of locations in South America (Mexico unit in year 2 and South America unit in the Autumn term of year 3)
- Knowledge of countries and capital cities in Great Britain from KS1
- Use of maps and atlases to locate countries and cities in South America unit
- Compared Crowthorne and Tocuaro – physical and human features as well as weather, culture.

#### **Key Vocabulary taught in this unit:**

Atlas, map, ordnance survey, counties, countries and cities.  
Settlement, physical and human features, rivers and mountains in the UK.

#### **Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

**Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** Locate and label countries and capital cities and seas of UK. Rivers and mountains in the UK- find, using an atlas, and label on marked maps.

**Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America** Crowthorne/Berkshire compared to Newcastle/Carlisle – Durham/Northumberland/Cumbria. Looking at the Devil's Highway with Hadrian's wall routes

**Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** Use of photographs to consider if it was a good settlement. Using maps to consider physical features and landscape around the two routes (Hadrian's Wall and The Devil's Highway)

**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** Rivers and mountains in the UK- find, using an atlas, and label on marked maps.

**Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world** Location of counties in England in relation to each other using a map (e.g. Durham is north of Yorkshire). Use of Ordnance survey maps to look at features along the route of Hadrian's Wall and The Devil's Highway.

**Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies** Fieldsketches of area of Devil's Highway= field trip. Using maps to consider physical features and landscape around the two routes. (Hadrian's Wall and The Devil's Highway.). Use of photographs to consider if it was a good settlement.

#### **Impact / Outcome:**

##### **What will the final product / result be?**

Children will be able to explain the differences and similarities between Berkshire and Northumberland. They will be able to name and describe the

location of these places in Britain as well as some other counties.

**P4C Inquiry (where appropriate) n/a**