



Curriculum Coherence – Year 3 Geography

Term 2

Locational Knowledge
Geographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time

Prior Learning/Starting Points:

PUPILS will know

- The names and location of the countries in the UK
- The names and location of the continents of the world
- The names and location of the five oceans
- The difference between continent/country/county and city

will be able to

- Locate the countries that make up the UK on a map
- Name the capital cities of the countries of the UK
- Label the key cities in the UK on a map
- Name the seas surrounding the UK
- Name some of the UK's main rivers
- Find the names of seas on a map
- Find areas of higher ground on a map of the UK
- Use the 8 compass directions to find a location on a map

will understand

- What a county is
- Which counties neighbor their own

INTENT	IMPLEMENTATION	IMPACT
<p><u>KNOWLEDGE/NC Objectives</u></p> <p>Location Knowledge</p> <p>Geographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>ACTIVITIES</u></p> <p><u>Read fiction book and refer to it</u></p> <p>Find out how a river is born</p> <p>A rivers journey https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/mountains-rivers-and-coasts/journey-river/</p> <p>What landforms do they create?</p> <p>A River Dance:</p> <ul style="list-style-type: none"> To understand the nature of a river and how it changes on its journey. To revise the key features of rivers and the geographical vocabulary. To listen and respond (both graphically and in dance) to part of a symphonic poem by Smetana that represents the journey of a river (The Moldau). <p>Race the journey of a local river to the sea. Build a boat from natural materials to send on a river journey (take it to the River Ivel) making sure to test and improve its buoyancy and stability.:</p> <ul style="list-style-type: none"> To understand the nature of a river and how it changes on its journey from source to sea. To know and review the key features of rivers and use the correct geographical vocabulary. To build a boat from natural materials using a variety of taught joining techniques. To test buoyancy and improve stability by experimentation and adaptations. 	<p><u>OUTCOMES</u></p> <p><u>PUPILS will know</u></p> <p>Geographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>will be able to</u></p> <p>Name and locate the main rivers and seas of the UK</p> <p>Name the seas surrounding the UK</p> <p>Name name the UK's main rivers</p> <p>name the seas some rivers flow into</p> <p>Identify rivers and seas using an atlas or map follow a river on a map where it starts and ends</p> <p><u>will understand</u></p> <p>How a river is born and where they flow too</p> <p>Comparing how the landforms have changed over time.</p> <p>Comparing the river Nile to the river Ivel.</p>

VOCABULARY

Hills, mountains, coasts, rivers, land use patterns, flow, river start and end.

Number on map	Name of river	Sea it flows into
4	Thames	North Sea
7	Severn	Atlantic Ocean
10	Trent	North Sea
1	Tay	North Sea
9	Bann	Atlantic Ocean
6	Tyne	North Sea
2	Clyde	Irish Sea
8	Dee	Irish Sea
5	Mersey	Irish Sea
3	Exe	English Channel

READING OPPORTUNITIES



SKILLS

Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains.

Describe and understand key aspects of human geography including settlement type, land use and economic activity

NEXT STEPS IN LEARNING:

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Key Stage 3:

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding

Key Questions:

How do mountains and the sea affect regional weather?
How do physical and human factors affect agricultural land use? Where are the major cities located and why?
How are the regions of the UK linked up by transport routes? How have these developed over time?

LINKS

English – Terry Deary Ancient Egyptian books.

Maths – Directional language

Computing –

Forest School – Settlements, shelter.

Science - Forces

Art- Pointillist Painting – rivers and seascapes- tiny dots painting

Challenge: Label and present parts of a river, mountain and coast- research these and contrast these with similar and different ones

Simplification: Pre-teach geographical features, visuals, create through are and DT these terms.

AFL: Make a book using the terms

SMSC: We encourage geographers to be curious about the world in which we live and to ask questions about future events. Moral questions in Geography help to form a key part of Geographical Issues that are present within the world today

Values: Curiosity, respect, Unity

Preparation for adulthood: Develop a strong interest in their own surroundings and in the world as the home of mankind;

appreciate the variety of physical and human conditions on the earth's surface;

recognise some of the more important geographical patterns and relationships which are revealed in different types of landscape and in different human activities; understand some of the relationships between people and environments;

appreciate the importance of geographical location in human movements