



# Curriculum Coherence – Year 3 Geography

Term 3

Field Work and Geographical Skills

## Prior Learning/Starting Points:

### Key Stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

## INTENT

### KNOWLEDGE /NC

#### Objectives

#### Geographical Skills

Use the eight points of a compass, four six-figure grid references, symbols and key (including the use of the Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.

#### Field Work

Use field work 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.

## IMPLEMENTATION

### ACTIVITIES

- Look at the fiction book, and introduce compass and geographical skills\_Map Olympics: Keys, Compasses and Grid References

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/geographical-skills/building-skills-geography/>

- Treasure maps- symbols and contours
- Following directions using compass points watch  
<http://www.bbc.co.uk/learningzone/clips/using-a-compass-and-reading-maps/13563.html>
- Learn about the Ordnance survey and grid reference
- Learn about map symbols and contours
- Introduce Field Work and plan a Field Work investigation (trip)  
<https://www.bbc.co.uk/bitesize/articles/zck2dp3>

<https://classroom.thenational.academy/units/local-fieldwork-6adb>

## IMPACT

### OUTCOMES

#### PUPILS will know

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c. use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key

#### will be able to

- Asking Geographic Questions.
- Acquiring Geographic Information.
- Organising Geographic Information.
- Analyzing Geographic Information.
- Answering Geographic Questions

#### will understand

Pupils gain a sense of where the school is located within the wider world. They use eight compass points to describe the location of capital cities within the British Isles. They learn the difference between the boundaries of Great Britain, the British Isles and the United Kingdom. Pupils will use Ordnance Survey maps and enhance basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. Pupils are also introduced to the geographical concept of scale, and map symbols. They learn why maps require the use of symbols and a map key. Pupils develop knowledge of England, Scotland, Wales and Ireland

## VOCABULARY


Continent, country, county, city, UK, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast,

## READING OPPORTUNITIES

## 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

<p>Thames, Severn, Trent, Tyne, Ouse, Europe, Africa, Asia, Australia, North America, South America, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, Bedfordshire, Hertfordshire, Cambridgeshire, Northamptonshire, Buckinghamshire, north, east, south, west, northeast, northwest, southeast and southwest.</p>		<p>significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b>Key Stage 3:</b> 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.</p>
<p><b>SKILLS</b></p> <p>Chn will be able to use maps/atlas and globes to locate continents, countries, oceans, counties, cities and rivers.</p> <p>Chn will be able to use 8 compass directions when locating places on a map.</p> <p>Chn will be able to interpret map symbols and features of a country using a map (e.g. higher ground, waters, etc.).</p> <p>Geographic resource interpretation skills include <b>using maps, photographs, diagrams, cartoons, images, statistics, keys, graphs, text, models, internet, speeches, surveys, films, TV, video clips and GIS</b> to explain geographic information.</p>		<p><b>Key Questions:</b></p> <p>What is the name of this place? Where is this place and which other places are near it? Is it a village, town, suburb or part of a city? What types of buildings can we find and what are they used for? What different types of land-use can we find? Are there any green spaces and what are they used for? Who lives here and what do they do? How do people use this landscape in different ways? Are there any local 'landmarks'? What types of transport links can we find? What evidence is there of connections to other places? What was this place like in the past? How and why is it changing? How is it similar or different to other localities that are being studied?</p>
<p><b>LINKS</b></p> <p>History – Greeks English – Iron Man Maths – Directional Language Forest School – Compass directions Science – Rocks and soils Art- Sketch maps</p>		
<p><b>Challenges:</b> Draw map using symbols and compass directions</p>		
<p><b>Simplification:</b> Have visual maps and symbols to create maps with support</p>		
<p><b>AFL:</b> Quick recall and observation of field work skills</p>		
<p><b>SMSC:</b> Engaging in teamwork,</p>		
<p><b>Values:</b> Cooperation, patience, determination</p>		
<p><b>Preparation of Adulthood:</b> Directions, Fieldwork is learning directly in the real world outside the classroom. It is one of the distinctive features of a geographical education and feeds our curiosity about the world.</p>		