

## Geography – Year 3

### Content

NC objectives - areas of study	End point of area of study	Vocabulary			
<p>Describe and understand key aspects of human geography, including economic activity and trade links, types of settlement and land use. Use the eight points of a compass.</p> <p>Name and locate counties and cities of the UK. Identify human and physical characteristics. Name and locate topographical features including coasts and rivers. Use symbols and keys to build their knowledge of the UK.</p> <p>Describe and understand key aspects of physical geography including the water cycle, biomes and vegetation belts. Identify the position and significance of the equator. Use maps, atlases and globes.</p>	<p><u>What made a successful settlement?</u> Children will have looked at different types of settlement from the iron age and they will have explored how the land was used. They will have decided what makes a good settlement and created simple maps of what this might look like using compass points to navigate the features. Children will have compared the features of an iron age settlement to those found in familiar modern settlements - Boston and London.</p> <p><u>How is our county unique?</u> Children will know what a county is as a region of the UK and they will know that Boston is in Lincolnshire. They will have used a map to locate and name our neighbouring counties and know the main cities found in each one. Using map keys and symbols they will have explored the characteristics of each county and so developed their knowledge of the UK. They will be able to name and locate coasts and rivers associated with each county studied.</p> <p><u>Could you survive in the rainforest?</u> Children will know what a biome/vegetation belt is and they will understand that there are different kinds to be found around the world. They will recognise a rainforest as one type of biome and they will be able to identify and describe key features of the rainforest, including the characteristics of its climate in relation to the equator. They will have an awareness of deforestation, the reasons for it and the impact it has on the natural environment.</p>	Basic	Adventurous	Technical	
		<p><u>Settlement</u> settlement, community, uninhabited</p> <p><u>County</u> Locate/ion, represent, coastal, symbol, position, atlas, location</p> <p><u>Rainforest</u> Equator, climate, habitat, environment</p>			<p>Settlement</p> <p>County county, administration, government, county council, boundary, landlocked, landscape, grid reference</p> <p>Rainforest hemisphere, biome, flora, fauna, rainforest, canopy, vegetation, emergent, understorey, tropical, temperate, deforestation</p>

	Children will understand and be able to sequence the process of the water cycle.			
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**Knowledge**

**Substantive Knowledge**

What made a successful settlement?  
**Connections**  
Lesson 1  
LO: To know the eight points of a compass when giving directions.  
 The eight points of a compass; retrieval of North, South, East, West and introduce North East, South East, North West and South West and using compass references when giving directions.  
 Using the large compass on the playground – give the children directions to follow and notice the direction children are facing. Continue to locate settlements on maps, identify differences between cities and smaller towns/villages.  
Lesson 2  
LO: To know that a settlement is a place where people live.  
 Know that a settlement is a place, previously uninhabited, where people establish a community. They can be small or large depending on how many people live there and how many facilities are there. On maps, look at differences between modern settlements (cities/urban) and how they differ from historic ones (rural) (consider similarities and differences).  
 Vocabulary – settlement, uninhabited, community  
Lesson 3  
LO: To understand what is needed for a settlement  
 How a settlement is established, what is required (refer to locations) such as a water source, access to materials for building homes (structures), land for

**Disciplinary Knowledge**

Every lesson: Remind the children what it means to be a **cartographer** (map expert)/**ecologist** (study environments)/**volcanologist** (volcano expert) and discuss the geographical skills to be used in that lesson to achieve the learning objective.

What made a successful settlement?  
**Similarities and differences:** consider in what ways an iron age settlement is similar to our ‘settlements’ today e.g. land use, water source, homes etc applying KS1 knowledge of human and physical features. Consider ways in which they are different e.g. the increase in human features.  
**Changes over time:** how have our settlements changed between then and now (linking to similarities and differences) and suggest reasons for this by applying historical understanding. Know ways in which human features have progressed and how the land is used differently.  
**Diversity:** what contribution has diversity had to the development of settlements. Consider how a diverse landscape allows opportunities for trade between communities. Know what resources can be harvested from different landscapes e.g. fishing (coast), hunting (woodland), crops (open fields).

growing crops/grazing animals (retrieval from Year 2 arable and pastoral).

Sketch own maps.

Vocabulary – settlement, arable, pastoral

Make links with History when exploring the environment and speculating why the landscape is as it is.

#### Lesson 4

LO: To know trade in and between settlements.

Trade in and between settlements – how different people or communities trade what they have in surplus for new things they need.

Discuss with the children how trade differs dependant on the location of the settlement e.g coastal area- fish. Trade meant people could live in less-than-ideal settlements eg. lacking fertile land for growing crops if they could trade them for eg. furs from animals. Map trade routes around the world.

#### Lesson 5

LO: To understand the term 'economy'

The economy is made up of buyers and sellers. People making things, people using things, and all of the buying and selling of those things. If one country doesn't make very much and doesn't sell very much, everyone has fewer goods and less money: If someone earns lots of money and buys lots of goods, other people make money too. The amount of money going around in this cycle is referred to as the economy.

#### Lesson 6

LO: To know what makes a successful settlement.

Children to know and understand what makes a successful settlement.

**Vocabulary: successful**

How is success measured?

How is our county unique?

**Place / Landscape**

#### Lesson 1

LO: To know what a county is.

Know that a county is an area within a country which is ruled by a smaller 'administration' on behalf of the government – the county council. Know that we are in the county of Lincolnshire. Look at what makes up our county of Lincolnshire e.g villages, towns, city, coast.

How is our county unique?

**Observation:** look at what the landscape is like within each county, know the key features that each county is known for e.g. coast, hills, rivers, areas of farmland. Collect information from maps, images and fieldwork on the physical elements.

**Similarities and differences:** use observations to make comparisons between the counties. Which features do they have in common, how do these vary and which features are unique to a county. Know that Lincolnshire is famous

Vocabulary – county, administration, government, county council

### Lesson 2

LO: To know how counties are represented on a map.

Know how counties are represented on a map with the boundaries of each marked and the counties which surround us in Lincolnshire; Norfolk, Cambridgeshire, Rutland, Leicestershire, Nottinghamshire, South Yorkshire, East Yorkshire. Children to use a map to locate the counties  
Every (East Yorkshire) Slug (South Yorkshire) Nimble (Nottinghamshire) Line-up (Leicestershire) Round (Rutland) Counties (Cambridgeshire) Nightly (Norfolk)

Vocabulary – boundary, represent, locate/ion

### Lesson 3

LO: To know the difference between coastal and landlocked counties.

Using aerial photos and maps know what the land in these counties is like, which major rivers run through them and which counties also have a coast. Look at a range of both physical and human features found in different counties (retrieval). Introduce to the children coastal and landlocked counties- children to identify these on a map.

Vocabulary – coastal, landlocked, landscape, symbol

[Be seen to respond to the local environment and all its beauty.](#)

### Lesson 4 and 5

LO: To know major cities found within UK counties.

Know the names of the major cities found within each of the counties; Lincolnshire/Lincoln, Norfolk/Norwich, Cambridgeshire/Cambridge, Rutland/Oakham, Leicestershire/Leicester, Nottinghamshire/Nottingham, South Yorkshire/Sheffield, East Yorkshire/Kingston upon Hull. Explore meanings of symbols on maps.

Vocabulary – city, county

[Imagine what it might be like to live in neighbouring counties.](#)

### Lesson 6

LO: To understand what a grid reference is.

Begin to be aware of grid references (letter and number as found in junior atlas) and that they are used to locate positions on a map. Emphasise the order when giving a grid reference - across then up/down, letter then

for being flat – understand how this makes it a good place for wind turbines producing renewable energy – know that Yorkshire is famous for the moors and what these are like, build knowledge of the Norfolk coast.

**Diversity:** through comparisons made consider the diverse range of environments we have within our area of England. Why is this a good thing? Know how a range of environments enable us to provide a range of natural resources.

number. Use atlases and maps online to find these- notice how the location becomes much more precise.

Vocabulary – grid reference, position, atlas, location

Could you survive in the rainforest?

**Landscape / Sustainability**

Lesson 1

LO: To know the features of a rainforest

Know that a biome is a biological community that has formed through the climate of an area and can include many types of habitats for different animals (Yr2 Arctic). Know that a rainforest is one example of a biome (closed continuous tree canopy, high annual rainfall with a lack of wildfire and moisture dependent vegetation) but there are other types in different climate areas around the world. (Opportunity for practical – make biomes for classroom).

Vocabulary – rainforest, biome, habitats

[Use maps to explore what it might be like to live in other parts of the world.](#)

Lesson 2

LO: To know the layers of a rainforest

Know the features of each layer – eg. animals and plants to be found in each. Vocabulary – canopy, vegetation, forest floor, emergent, understory, flora and fauna

Lesson 3

LO: To know the location of major rainforests.

Know the location of the equator (Yr2 retrieval) and its significance regarding the climate of countries in relation to it. Introduce Northern and Southern hemisphere (link to North and South Pole, Yr2). Locate major rainforests around the world, note position relative to the equator (tropical and temperate rainforest). Look at the differences between rainforests - temperate and tropical.

Vocabulary – equator, climate, hemisphere, tropical, temperate

Lesson 4

LO: To know and understand the water cycle.

Know the process of the water cycle. Draw and label the key parts of the water cycle and the role it has in the next stage.

Could you survive in the rainforest?

**Observation:** take note of where the equator is in relation to the location of rainforests. What happens when deforestation occurs and look at the ways in which it is destructive.

**Interpretation:** what does the location of the equator tell us about the climate in a rainforest. Consider what we can learn about a rainforest from the significant rivers which flow through them (high rainfall – large rivers).

**Similarities and differences:** what do all rainforests have in common? (high rainfall) What variations in rainforest can be found (linked to location – tropical and temperate climates).

**Diversity:** know how the rainforest offer a wide range of habitats for different species (home to half of the Earth's plant and animal species).

<p>Vocabulary – water cycle, condensation, evaporation, precipitation and collection.</p> <p><u>Lesson 5</u></p> <p><u>LO: To know how the water cycle affects rainforests</u></p> <p>Know the rainforest receives so much rain because of the water cycle. Explore the biome that is created by this. Major rivers run through rainforests because of the amount of rainfall.</p> <p>Vocabulary – rainfall, water cycle, condensation, evaporation, precipitation and collection</p> <p><u>Lesson 6</u></p> <p><u>LO: To know what deforestation is.</u></p> <p>Know that deforestation is the removal of trees/forests for another purpose and the impact it has on both animals and the environment, does it affect the climate? Discuss how deforestation could be slowed down and how produce impacts the rate of this.</p> <p>Vocabulary – deforestation, habitat, environment, climate</p> <p>The awareness of the importance of responsibility towards our forests.</p>	
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**Concepts**

<b>Sustainability</b>	<b>Place</b>	<b>Landscape</b>	<b>Connections</b>
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**SKILLS**

Mapping/cartography	Compass understanding	Fieldwork
<p><b>Use</b> as wide a range of maps as possible.</p> <p><b>Identify</b> and <b>label</b> places and features on maps.</p> <p><b>Analyse</b> the similarities and differences between two or more places.</p> <p><b>Create</b> own maps and <b>evaluate</b> their effectiveness.</p>	<p><b>Describe</b> position with reference to the four compass points.</p> <p><b>Identify</b> the direction of movement.</p> <p><b>Create</b> directional instructions.</p>	<p><b>Classify</b> environmental features such as “human” or “physical”.</p> <p><b>Investigate</b> the characteristics of an environment.</p> <p><b>Compare</b> two different environments.</p> <p><b>Observe</b> changes in an environment.</p>

## **ASSESSMENT**

### **KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.