



Curriculum

Year 3 Scheme of Work

Term: Spring Term 1

Topic: UK Study

Key Skills and Knowledge:

Substantive knowledge: Locational Knowledge: name and locate locations, use positioning systems, Place Knowledge: the connection of location with personal experiences, Human Processes: land use, Geography Skills: using maps and atlases.

Concepts: Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity.

Locational Knowledge

To name and locate countries and cities of the United Kingdom.
To know which continent the UK is in and how this continent compares to the other continents.
To locate the UK on world maps (political and physical).
To explain the location/position of the UK, when identifying the position and significance of the equator.

Place Knowledge

To know that they live in England, in the UK.
To know how land is used in England, Scotland, Wales, and Northern Ireland.
To understand the geographical similarities and differences through the study of human and physical geography in the UK.

Geographical Skills

To know what maps and globes represent.
To use maps, atlases, globes, and digital mapping to locate the UK countries and to describe the features studied.
To use symbols and keys on an OS map and other maps to build their knowledge of the UK.
To use the 8 points of a compass and the corresponding vocabulary to read maps.

Human and Physical Geography

To describe and understand key aspects of:
To know how land is used in the UK – Agriculture, National Parks, and Human Settlements.
To know that human features are made by man and identify those features from aerial photographs and fieldwork.
To know and identify some of the human features in the UK from photographs, fieldwork and on OS maps and begin to know the corresponding symbols e.g., schools, housing, churches, hospitals etc.
To know the key physical features found in the UK and that these physical features are natural and how they can change over time.
To know and identify some of the UK physical features from photographs, fieldwork and on OS maps and begin to know the corresponding symbols e.g., rivers, woodland, fields and mountains.
To know the typical seasonal and daily weather patterns in the UK and find the difference between the weather in the UK countries being studied.
To begin to discuss and explore how these features are connected to other human features in other places including land use, types of settlement, farming, trade links and the distribution of some of the natural resources including energy, food, minerals, and water.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Think like a Geographer

Key geographical questions

Where is this place and is it connected or separated from other nearby places?
What type of place is it?
What different types of land-use can we identify on maps?
Who lives here and what do they do?
How do people use this landscape in different ways?
What types of transport links to other places can we identify on maps?
What was this place like in the past? How and why is it changing?
Use Google Earth to discuss how and why places are connected.

To ask and discover what it is physically like here by asking and researching:

What are the key topographical features in the UK.
Why do people live in cities or the countryside?
What impact (positive/negative) do cities have on the region, environment and the people that live there?

Write like a Geographer

To tell the story

Write a report about the United Kingdom -
The location of the UK and its significance.
How and why is it changing? How do I feel about these changes? What will it look like in the future?
A report about the similarities and differences of a two or more different countries in the UK.
Include some of the following -populations sizes • populations of the largest cities • population densities • popular tourist attractions • highest and lowest temperatures, precipitation • the length of the main river flowing through the areas • highest points • GDP.
Digital maps –
Use Google Earth to discuss how and why places are connected. Discuss how different the UK looks when zooming in and out.

ART/DT/Homework

Make a collage of the landmarks from countries in UK.
Make a model of a famous landmark from UK.
Drama - Now press play story and resources.

Links to PSHCE, Equality and British Values Work

Links to PSHCE, Equality and British Values Work	
<p>Respecting differences in the places studied – the distinctive characteristics of landscapes around the UK to build on the pupil’s sense of belonging and appreciation for the culture and traditions that have shaped it over the centuries. What it means to be different. Equality and Diversity. Mutual respect for other countries.</p>	<p>Picture News/ Newsround Sustainability in the UK: Plastic in our oceans. COP 28 Climate Change priorities.</p>
Key Vocabulary:	Resources Available / Visits/Visitors
<p>UK, Great Britain, England, Scotland, Ireland, Wales, region, county, border, landmark, coastal, river, sea, ocean, channel, mountains, human feature, physical feature, immigration, settlement, national park, industrial, climate, weather, regeneration, culture. human feature, landform, landmark, physical feature, rural, settlement, urban, topography.</p>	<p>www.visitlancashire.com/explore/Blackburn https://www.rgs.org/schools/teaching-resources/the-united-kingdom/ https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6</p>
	Misconceptions:
	<p>Understanding the scale of types of settlements/areas of land, e.g., continents, countries, regions, counties. Understanding that the size of types of settlements can be inconsistent, e.g. towns being larger than cities.</p>
	Useful Websites:
	<p>www.earth.google.com www.digimapforschools.edina.ac.uk UN Climate Change Conference (COP28) - Teaching Resources - BBC Teach</p>
	Previous knowledge:
	<p>KS1 -Children will learn about the world's geography, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. They will complete a study into their local area, including the human and physical features.</p>