

YEAR 3	Key skills	Learning Experiences
Locational Knowledge	Name a locate counties and cities in the united Kingdom. Geographical regions and key topographical features such as hills, mountains, coasts and rivers) and how these aspects change and develop over time.	Atlas and globe work.
Place Knowledge	Similarities and differences through the study of human and physical geography of a region of the united kingdom.	Class debate of similarities and differences.
Human and physical	Physical geographical features corresponding to the case study. Economic activity – recycling, new houses being built etc	Project – recycling and why it is good to recycle and the materials we may recycle and what we can do as a class to ensure that products around school are being recycled appropriately.
Skills and fieldwork	Use the eight points of a compass. Digital computer and mapping - Google earth to identify location of different counties in England. Record and present human and physical features in the local area. (sketch maps, plans and graphs)	Vocabulary linked to direction. North, east, south and west. City walk to engage with their local environment. Begin to recognise map symbols such as train stations and rivers etc. Locating countries and describing features using maps and computing. P.E – orienteering using colour and number zones/codes.

How to teach	What to teach
Using atlas symbols and keys. Photographic evidence to show children examples of hills and mountains etc. Use a key to draw a and label rivers etc.	Trip to Wales- Identify key cities within the united kingdom and look at surrounding physical features such as hills, mountains and coastal areas. Discuss with the children where rivers lead to and how we know this from looking at the map.
Class debate of similarities and differences. Positives and negatives. For and against information poster for building houses on farming	Chose an area of the untied kingdom as a Particular focus. Benefits of urban areas and what they offer (farming/land etc) but then the land that is not being used could be used to house

land.	people, new buildings creating more jobs etc.
Settlement and land use in the Indus Valley.	Case Study
Project work – recycling	Using the tin garden as a focus story, identify different materials that may be recycled or reused. Discuss the advantages of recyclable material and use old materials to make new things such as recycled bottles, paper etc.
European Contrast	Greece

<p>Suggested Activities</p> <p><u>Autumn Term</u> : Field work trip to Wales Understanding Counties – using an atlas have children locate key counties across England, choose two particular counties as a focus and divide the class. Have them research what each county has to offer and construct a class debate as to why people should visit their county. Fieldwork trip to Wales - Locate on a map and plan the route taking into consideration the time, means of transport and distance travelled. Children will produce detailed sketch drawings of coastal areas or iconic monuments of their county. They can use a map of the local area to map their route and identify all the key places they visited. Discuss with children the process of erosion and how cliffs are formed. (explanatory text) When children return to school they can produce a report on their school trip and a sight seeing leaflet for visitors.</p> <p><u>Spring Term</u>: Settlement and Land use – Sumer/Indus Valley</p> <p><u>Summer Term</u>: European Contrast/ Greece Plot on a map where it is located and children need to know it is in the continent of Europe. Look at its distance from the equator to determine why it is hotter than where we live. Explore the lifestyle and what their land is used for. Look at a small fishing village and what their agricultural land is used for (growing fruit etc) where as in Liverpool agricultural land is used for farming animals and crops.</p>
