



Year group: Year 3
Term: Autumn
Subject: Geography - Settlements

Prior learning

EYFS Children recognise that there are different environments.

KS1 Children will know about their local environment and the human and physical geography of other places in the UK. They will know how people in Africa use the land and have looked at a locality in Africa. Children will know the 4 countries and capital cities of the UK. They will be aware that there are urban and rural areas and that the human and physical geography of these areas is different.

They will have looked at and created a range of maps that show the areas they have studied and be familiar with a range of important features. They will know that different buildings/places have different purposes.

What comes next?

KS2 Children will look at different settlements around the world. They will identify important cities in a range of countries. They will look at how land is used in different biomes and climate zones. They will compare their county to places in different continents

Assessment

Label, in as much detail as you can, a map of the UK.

Notes and guidance

Children will know the different types of settlements and think about how/why they came about. They will begin to see how the UK has changed since the Stoneage. They will know the key cities and understand why the England is split into counties – understanding the difference between a county and a country. Focus on their county – the West Midlands, identifying the key human and physical geography and the different ways that the land is used.

Look at different settlements local to the children – Rock houses (Kinver) and Back to Back houses (Birmingham). Are there any similarities and differences between them and how have they evolved from Stoneage times?



Key vocabulary

Settlement, community, vegetation, soil, clay, hamlet, village, town, city, county

Substantive Knowledge

I know the different types of settlements and can identify their key features

I can name the main cities of the UK

I can name the counties of the UK

I know why main cities are built where they are

I know about land use in the West Midlands

I know the key features of the settlements I have studied – Kinver/Back to Backs

Disciplinary Knowledge

I know the reasons humans choose to settle in specific locations

I can see why land use has changed over time

Procedural Knowledge

I can read a map of the UK and identify cities and counties

I can use a key to show land use on a map

I can compare the human and physical features of the settlements I have studied

Links to other curriculum areas

History – How has the geography of the UK changed since the Stoneage? (could be a plenary question)

Learning Outside the Classroom

Visits to the rock houses/Back to Back houses.

Use of Digimaps/Google Earth

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)



Year group: Year 3
Term: Autumn
Subject: Geography – Mountains and Rivers

Prior learning

Chn will know some of the physical features of the UK. They will have looked at settlements and understand that large cities are built on rivers. They will be able to identify the different countries and the key cities in the UK

What comes next?

KS2 Chn will look at the water cycle and how this links to the process of mountains and rivers. In Year 5, they will look at how they can be linked to natural disasters such as volcanos. As they go through KS2, they will identify a range of mountain range and rivers in the areas studied around the world. Chn will look at trade links and how rivers can be used to transport good around a country

Assessment

Write a story of the route something could take along a river from source to mouth

Notes and guidance

Use maps and atlases to identify mountain ranges and rivers in UK.
Explain the link between mountains and rivers
Compare 4 different countries of the UK in terms of their physical geography
Population of mountainous areas.
Look at the features of mountains and rivers and how they are formed.
Think about how this effects the way the land is used and the population of the area.
Use the language of rivers e.g. erosion, deposition, transportation.
Explain and present the process of rivers.



Key vocabulary

Mountain, range, cliff, peak, ridge, valley, river, source, mountainous, hilly, flat, contour, bank, flow, mouth, tributary, erosion, deposition, transportation

Substantive Knowledge

I know the names of the different mountain ranges in the UK
I know how mountains are formed
I know the difference between a hill and a mountain
I can name the key rivers in the UK
I can name and describe the key features of a river
I know how a river can change over time

Disciplinary Knowledge

I understand how the physical geography of a place affects the population, thinking about how major cities are built on rivers

Procedural Knowledge

I can identify mountain ranges on a map by looking at contour lines
I can compare the physical geography of the 4 countries in the UK
I can mark key rivers on a map of the UK

Links to other curriculum areas

English – River stories
History – Transport links using rivers

Learning Outside the Classroom

Visit to a local river
Making mountain ranges with contours
Build the River Severn with its key features

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)