**Year 3 Geography Curriculum – Autumn Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: UK regions** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | **Keyword** | Definition | **Land Use** | The way people use different parts of land for various purposes, such as farming, housing, industry, or recreation. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Address** | The specific details of where someone lives or where a place is located, usually including a house number, street name, city, and postcode. | **Zone** | An area that is designated for a specific purpose, such as residential, commercial, or industrial use. | | |
| **County** | A large area of a country that has its own local government, often made up of several towns and villages. | **Giant’s Causeway** | A natural rock formation in Northern Ireland, made up of thousands of interlocking basalt columns. | | |
| **District** | A smaller area within a county or city that has its own local administration. | **Jurassic Coast** | A World Heritage Site along the coast of southern England, known for its fossils and geological features from the Jurassic period. | | |
| **Grid Reference** | A way of using a grid of lines on a map to locate a specific place, usually with a combination of letters and numbers. | **The Norfolk Broads** | A network of rivers and lakes in Norfolk and Suffolk, England, known for its natural beauty and wildlife. | | |
| **Postcode** | A series of letters and numbers used to identify a specific area within a city or town for mail delivery. | **The Pennines** | A range of hills and mountains running through northern England, often called the "backbone of England." | | |
| **Region** | A large area of a country defined by certain characteristics, such as geography, culture, or economy. | **The River Thames** | The longest river in England, flowing through southern England, including London, and into the North Sea. | | |
| **Code** | A system of symbols or numbers used to represent information, often for sorting or identification. |  |  | | |
| **Prior Learning:**  UK and Europe- Year 1 | | | | | **Future Learning:**  Shape of our land/celebrating our world-Year 4 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. How are regions divided in the UK? | | * Understanding what a region is. * Identifying different types of regions (geographical, cultural, economic). * Recognizing regions in the UK (e.g., Scotland, Wales, Northern Ireland, England). | | | | | **Activity:** Create a map showing different regions of the UK, labelling each one.  **Skill:** Map reading and labelling. | | |
| 1. How do people use the land in different regions? | | * Understanding how people use land for various purposes (farming, housing, industry, recreation). * Identifying the factors that influence land use (climate, terrain, resources). | | | | | **Activity:** Create a land use collage with pictures from magazines or printouts showing different ways land is used.  **Skill:** Research and categorization | | |
| 1. What are the major landscape regions and key features of the UK? | | * Learning about the major landscape regions of the UK (e.g., Highlands, Lowlands, coastal areas, urban areas). * Identifying key features of each landscape region. | | | | | **Activity:** Create a landscape diorama or model representing one of the UK’s landscape regions.  **Skill:** Model building and spatial representation. | | |
| 1. How do human activities affect the land, and what about sustainability? | | * Understanding how human activities (construction, agriculture, deforestation) affect the land. * Learning about sustainable land use practices. | | | | | **Activity:** Conduct a class debate on the benefits and drawbacks of different land uses (e.g., farming vs. urban development).  **Skill:** Critical thinking and public speaking. | | |
| 1. What are the cultural aspects of different regions in the UK? | | * Understanding the cultural aspects of different regions (traditions, languages, festivals). * Learning about the diversity within the UK’s regions. | | | | | **Activity:** Create a cultural poster or presentation about a specific region in the UK, highlighting its unique cultural aspects.  **Skill:** Research and presentation skills. | | |
| 1. How do different regions of the UK depend on each other for resources, goods, and services? | | * Understanding how different regions depend on each other for resources, goods, and services. * Learning about regional cooperation and trade within the UK. | | | | | **Activity:** Create a flowchart showing how goods and services move between different regions of the UK.  **Skill:** Diagram creation and understanding economic connections. | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lessons 1 and 3 | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** | UK and Europe | | **2** |  | | **4** | Shape of our land/celebrating our world | | **5** |  | | **6** |  | | |
| **Interdependence** | * Lessons 2 and 6 | | | | | | |
| **Environment and sustainability** | * Lesson 4 | | | | | | |
| **Cultural understanding and diversity** | * Lesson 5 | | | | | | |