**Year 3 Geography Curriculum – Autumn Term**

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| **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
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| **EYFS** |  |
| **1** | UK and Europe |
| **2** |  |
| **4** | Shape of our land/celebrating our world |
| **5** |  |
| **6** |  |

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| **Interdependence** | * Lessons 2 and 6
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| **Environment and sustainability** | * Lesson 4
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| **Cultural understanding and diversity** | * Lesson 5
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