

**Geography Unit of Work
Year 3 Autumn**

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Rivers & Mountains 	<ul style="list-style-type: none"> Y1: UK & Seas Y2: UK Capital Cities 	<ul style="list-style-type: none"> Spr: The North West Y4: European Settlements Y5: Life around the Mersey 	<ul style="list-style-type: none"> ??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content: <ul style="list-style-type: none"> Pupils should be taught to: describe and understand key aspects of rivers and mountains Pupils should be taught to: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <i>Pupils should be taught to: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</i> <i>Pupils should be taught to: Identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn</i> <i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>Pupils should be taught to: Know and name the eight points of a compass</i> 		
Geographical Enquiry			
How are mountains and rivers created?			
Key Concepts			
place, space , scale , environmental , interconnections , impact & sustainability, cultural diversity movement, our common home, rivers , weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ol style="list-style-type: none"> Know and label the main features of a mountain Know how mountains are formed in four different ways Know and locate three UK mountain regions and three of the world's mountains Know and label the main features of a river Know and locate three UK rivers and three of the world's rivers Know that the city of Liverpool is at the mouth of the River Mersey 		source, spring, tributary, mouth, meander, gorge, marsh, delta, range, peak, glacier, snowline, treeline
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"> Compare photographs and small scale aerial views to discuss features and how ice, rain and wind may impact the mountain Model and record the stages of mountain formation Use mapping software to locate 6 focal mountains and record height Sketch the course of a river including features Use an atlas to locate 6 focal rivers and research their length using secondary sources Observe an area on the banks of the River Mersey including human and physical features 		formation, secondary source, features
Assessment Outcomes			
Substantive		Disciplinary	
<ul style="list-style-type: none"> Know how to locate continents and oceans, the equator, tropics and hemispheres on a globe or map Know and label the main features of a mountain Know and locate three UK mountain regions and three of the world's mountains Know and label the main features of a river Know and locate three UK rivers and three of the world's rivers 		<ul style="list-style-type: none"> Space: I can explain how some of the features of mountains and rivers are formed Scale: I can use national and global maps to identify and label mountains and rivers Environmental: I can use mapping software to locate a place of interest and to follow the journey of a river Interconnections: I can begin to use smaller scale aerial views to view and talk about an area 	
Significant people/places			

**Geography Unit of Work
Year 3 Spring**

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>The North West</p> 	<ul style="list-style-type: none"> Y1: Our Local Area Y2: UK Capital cities 	<ul style="list-style-type: none"> Sum: The city centre Y4: Comparison to Europe Y5: Life around the Mersey 	<ul style="list-style-type: none"> ??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	<p>National Curriculum Subject Content:</p> <ul style="list-style-type: none"> Pupils should be taught to: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Pupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <i>Pupils should be taught to: Identify the position and significance of the equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn</i> <i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>Pupils should be taught to: Know and name the eight points of a compass</i> 		
Geographical Enquiry			
How is the North West different to Greater London?			
Key Concepts			
<p>place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate</p>			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ol style="list-style-type: none"> Know the name and location of the nine regions of the UK Know which region our town is in Know which region our capital city is in Know what an Ordnance Survey map is and how the key and grid references are used Know and locate some human and physical features in the North West and Greater London Know how the physical geography of London has been impacted by human life 		NW, NE, SE, SW, East and West Midlands, Yorkshire, East Anglia, Greater London
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"> Research and identify human and physical features of the nine regions Compare the physical geography of the North West and Greater London Compare the human geography of the North West and Greater London Use physical OS maps and Digimap to view the UK at different scales Identify and record a tally of features found in the focal areas Describe the combination of culture, lives and communities in the North West and London 		culture, population, key, scale,
Assessment Outcomes			
Substantive	<ul style="list-style-type: none"> Know and name the eight points of a compass Know the name and location of the nine regions of the UK Know which region our school and town is in Know some similarities and differences between the North West and Greater London Know what an Ordnance Survey map is and how the key and grid references are used 		Disciplinary
			<ul style="list-style-type: none"> Place: I can describe a feature of each region in the UK Space: I can compare the human and physical geography of two regions Scale: I can locate features using OS maps and symbols and 4 figure grid references Cultural Diversity: I can describe the differences in culture, lives and communities in two different regions of the UK
Significant people/places			

**Geography Unit of Work
Year 3 Summer**

Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<p>The City Centre</p> 	<ul style="list-style-type: none"> • Y1: Our Local Area and country • Y2: UK Capital Cities • Spr: The North West 	<ul style="list-style-type: none"> • Y4: European Settlements • Y5: Life around the Mersey • Y6: Human Impact 	<ul style="list-style-type: none"> • ??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
<p align="center">National Curriculum Subject Content:</p>			
<ul style="list-style-type: none"> • Pupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and understand how some of these aspects have changed over time • Pupils should be taught to: describe and understand key aspects of types of settlement and land use • Pupils should be taught to: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • <i>Pupils should be taught to: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</i> • <i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>Pupils should be taught to: Know and name the eight points of a compass</i> 			
<p align="center">Geographical Enquiry</p>			
<p align="center">Why is the city so busy?</p>			
<p align="center">Key Concepts</p>			
<p align="center">place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate</p>			
	<p align="center">Knowledge (1-6)</p>		<p align="center">Key Vocabulary</p>
<p>Intended Substantive & Procedural Knowledge</p>	<ul style="list-style-type: none"> 13. Know how the land use in a city centre may be different to our town 14. Know that cities change over time 15. Know the importance of tourism in a city 16. Know how people travel to and from a city centre 17. Know how the physical geography of the city is impacted by humans 18. Know how to produce an annotated sketch map of a fieldwork site 		<p>Liverpool, land use, tourism, sketch map, travel</p>
	<p align="center">Working Geographically (1-6)</p>		<p align="center">Key Vocabulary</p>
<p>Intended Disciplinary Knowledge</p>	<ul style="list-style-type: none"> 13. Compare OS maps of Widnes and Liverpool city centre 14. Explain why some features of a city are preserved through time 15. Research visitor numbers at a number of attractions and analyse using mathematical skills 16. Plot, follow and travel along a route into the city centre 17. Conduct a fieldwork investigation and land use survey in the city centre 18. Use a compass and digital technology to survey the fieldwork site 		<p>preserve, visitor numbers, route, survey</p>
<p align="center">Assessment Outcomes</p>			
<p><u>Substantive</u></p> <ul style="list-style-type: none"> • Know some key differences in land use of a town and city • Know how a city might change or stay the same over time • Know that we can use digital GPS technology to plot a route • Know some ways that people travel to a city centre • Know how to create an annotated sketch map 		<p><u>Disciplinary</u></p> <ul style="list-style-type: none"> • Place: I can use OS maps to compare two settlement types • Environmental: I can conduct a fieldwork investigation and land use survey in the city centre • Interconnections: I can explain why preserving historical parts of a city may increase tourism • Impact: I can investigate and explain how human life has an impact on the physical geography of a city centre 	
<p>Significant people/places</p>			