




Geography Unit of Work Year 3 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Rivers & Mountains</div> 	<ul style="list-style-type: none">Y1: UK & SeasY2: UK Capital Cities	<ul style="list-style-type: none">Spr: The North WestY4: European SettlementsY5: 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 mountainsPupils 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 mountainKnow how mountains are formed in four different waysKnow and locate three UK mountain regions and three of the world’s mountainsKnow and label the main features of a riverKnow and locate three UK rivers and three of the world’s riversKnow 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 mountainModel and record the stages of mountain formationUse mapping software to locate 6 focal mountains and record heightSketch the course of a river including featuresUse an atlas to locate 6 focal rivers and research their length using secondary sourcesObserve an area on the banks of the River Mersey including human and physical features		formation, secondary source, features
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know how to locate continents and oceans, the equator, tropics and hemispheres on a globe or mapKnow and label the main features of a mountainKnow and locate three UK mountain regions and three of the world’s mountainsKnow and label the main features of a riverKnow and locate three UK rivers and three of the world’s rivers		<u>Disciplinary</u> <ul style="list-style-type: none">Space: I can explain how some of the features of mountains and rivers are formedScale: I can use national and global maps to identify and label mountains and riversEnvironmental: I can use mapping software to locate a place of interest and to follow the journey of a riverInterconnections: 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
<div>The North West</div> 	<ul style="list-style-type: none">Y1: Our Local AreaY2: UK Capital cities	<ul style="list-style-type: none">Sum: The city centreY4: Comparison to EuropeY5: 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: 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			
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	7. Know the name and location of the nine regions of the UK 8. Know which region our town is in 9. Know which region our capital city is in 10. Know what an Ordnance Survey map is and how the key and grid references are used 11. Know and locate some human and physical features in the North West and Greater London 12. 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	7. Research and identify human and physical features of the nine regions 8. Compare the physical geography of the North West and Greater London 9. Compare the human geography of the North West and Greater London 10. Use physical OS maps and Digimap to view the UK at different scales 11. Identify and record a tally of features found in the focal areas 12. Describe the combination of culture, lives and communities in the North West and London		culture, population, key, scale,
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know and name the eight points of a compassKnow the name and location of the nine regions of the UKKnow which region our school and town is inKnow some similarities and differences between the North West and Greater LondonKnow what an Ordnance Survey map is and how the key and grid references are used		<u>Disciplinary</u> <ul style="list-style-type: none">Place: I can describe a feature of each region in the UKSpace: I can compare the human and physical geography of two regionsScale: I can locate features using OS maps and symbols and 4 figure grid referencesCultural 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
<div>The City Centre</div> <div></div>	<ul style="list-style-type: none">Y1: Our Local Area and countryY2: UK Capital CitiesSpr: The North West	<ul style="list-style-type: none">Y4: European SettlementsY5: Life around the MerseyY6: 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>
	National Curriculum Subject Content:		
	<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 timePupils should be taught to: describe and understand key aspects of types of settlement and land usePupils 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>		
Geographical Enquiry			
Why is the city so busy?			
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	<div>13. Know how the land use in a city centre may be different to our town</div> <div>14. Know that cities change over time</div> <div>15. Know the importance of tourism in a city</div> <div>16. Know how people travel to and from a city centre</div> <div>17. Know how the physical geography of the city is impacted by humans</div> <div>18. Know how to produce an annotated sketch map of a fieldwork site</div>		Liverpool, land use, tourism, sketch map, travel
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>13. Compare OS maps of Widnes and Liverpool city centre</div> <div>14. Explain why some features of a city are preserved through time</div> <div>15. Research visitor numbers at a number of attractions and analyse using mathematical skills</div> <div>16. Plot, follow and travel along a route into the city centre</div> <div>17. Conduct a fieldwork investigation and land use survey in the city centre</div> <div>18. Use a compass and digital technology to survey the fieldwork site</div>		preserve, visitor numbers, route, survey
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none">Know some key differences in land use of a town and cityKnow how a city might change or stay the same over timeKnow that we can use digital GPS technology to plot a routeKnow some ways that people travel to a city centreKnow how to create an annotated sketch map		<u>Disciplinary</u> <ul style="list-style-type: none">Place: I can use OS maps to compare two settlement typesEnvironmental: I can conduct a fieldwork investigation and land use survey in the city centreInterconnections: I can explain why preserving historical parts of a city may increase tourismImpact: I can investigate and explain how human life has an impact on the physical geography of a city centre	
Significant people/places			