



Subject: Geography	Unit Title: Through the Ages	Year Group: 3	Half-Term: 3/4
<p>National Curriculum Links:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>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.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>			
<p>Precise Knowledge: <i>(What is the child language knowledge that you want the children to know? Link to KARM cards/ classroom displays)</i></p>		<p>Precise Skills: <i>(What is the child language skills that you want the children to be able to show?)</i></p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p>	

The countries of England, Northern Ireland, Scotland and Wales are divided into counties. Counties in the United Kingdom include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh.

The Earth's crust is made of tectonic plates, which move slowly over the mantle. They push together to form mountains, pull apart to form valleys and slide past each other to create earthquakes and faults.

Lines of latitude are imaginary horizontal lines that span the globe. Lines of longitude are imaginary vertical lines that span the globe. Lines of latitude and longitude tells us how far north, south, east or west a location is.

There are eight points on a compass. There are four cardinal points: north, south, east and west.

There are four intercardinal points of a compass are: north-east, north-west, south-east and south-west.

Classify, compare and contrast different types of geographical feature.
 Use four-figure grid references to describe the location of objects and places on a simple map.
 Analyse primary data, identifying any patterns observed.
 Use the eight points of a compass to locate a geographical feature or place on a map.
 Name and describe properties of the Earth's four layers.
 Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift)
 Locate significant places using latitude and longitude.
 Identify the five major climate zones on Earth.
 Locate countries and major cities in Europe (including Russia) on a world map.
 Describe the type, purpose and use of different buildings, monuments, services and land, and identify
 Name, locate and describe some major counties and cities in the UK.
 Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.
 Explain how the weather affects the use of urban and rural environments.
 Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.
 Describe the type and characteristics of settlement or land use in an area or region.

Possible Misconceptions:

(Combat misconceptions early, plan ahead for potential errors in the classroom and analyse what misunderstandings may occur that could potentially prevent learners from fully grasping a concept)

Key Vocabulary <i>(Think about the link to KARM cards and classroom display)</i>	Tier 1 <i>(everyday, commonly used)</i>	Tier 2 <i>(academic, across topics and content)</i>	Tier 3 <i>(subject specific)</i>
	Compass Climate Equator Crust atlas	Aqueduct climate zone coordinate Ordnance Survey Plate boundary	intercardinal point four-figure grid reference continental drift tectonic plate

Prior Learning:

(What has gone before that links to this unit learning that needs reactivating prior to building to the new learning? KARM cards)

Future Learning:

(Where is this learning building to? Identify the next learning intentions so appropriate references can be made whilst teaching the unit.)

Linked Texts:

(Steps to Read, Guided Reading, Reading Spine)

LOTC Opportunities:

Potential Visits/Visitors

Education for a Connected World:

(Online safety etc)

Lesson Objective /Outcome Know/Show	Metacognition and Self-Regulated Learning		Questioning	Personal Development Connections
	Retrieval Practice	Instruction		
<p>Lesson 1 Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p>	<p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>Countries are located within continents. Countries have capital cities and geographical features.</p>	<p>Set out large world maps or atlases, such as the <i>Collins Primary Atlas</i> or Digimap for Schools print outs, for children to share. Lead a guided session, asking children to locate continents and countries. For example, 'Can you find Turkey? Which continent is it in? Which country is at the most southern tip of Africa?' Extend the questioning to describe the countries' features. You can use the example questions below to help you devise questions for the children to answer. To consolidate their understanding, give all children a copy of the World map recording sheet and ask them to mark the countries and features listed in the key. Allow the children to refer to atlases and globes to help them complete the task. At the end of the session, gather the children together and encourage them to check their work using the World map answer sheet.</p>	<p>Which country is furthest south in Africa?</p> <p>In which continent is Brazil?</p> <p>What is the capital of India?</p> <p>Of which country is Beijing the capital?</p> <p>Which countries border Lake Victoria?</p> <p>What is the capital of the country that</p>	<p>(Highlight and annotate where appropriate)</p> <p>Display opportunities/working wall</p> <p>SMSC (IN. CIA)</p> <p>BV</p> <p>EDI</p>

			<p>lies south of Indonesia?</p> <p>What is the capital of the country that lies north of the United States?</p> <p>Which country lies west of Switzerland?</p> <p>Which countries in South America are bordered by the Pacific Ocean?</p> <p>Which countries border the Black Sea?</p> <p>Which continent lies below South America?</p> <p>Which countries are on the equator?</p>	
<p>Lesson 2</p> <p>Classify, compare and contrast different types of geographical feature.</p>	<p>Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.</p>	<p>Invite the children to share their knowledge of the terms 'human feature' and 'physical feature' drawing on examples from their previous learning. Organise the children into small groups and give each group a set of Human and physical features sorting cards. Ask the children to work in their groups to sort the cards into two groups: human features or physical features. Do a check to ensure that each group has sorted their cards correctly and ask the children to talk about each group's similarities and differences. Challenge the</p>		<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

		children to further refine one of their groupings. For example, they might sort the physical features into water and non-water features or the human features into transport-related and non-transport-related features. When the children are happy with their sorting, ask them to record their refined groupings in a way of their choosing in their workbooks. Ideas could include, lists, diagrams, tables, Venn diagrams or charts.		
<p>Lesson 3</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p>	<p>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p>	<p>Organise the children into small groups and give each a copy of an Ordnance Survey or Digimap for Schools map of the local area. Ask the children to explore the map and ask for their initial reactions. Ask questions to prompt the children's thinking, such as 'What type of map is this? What place is this? What human and physical features do you see? How do you know what these features are?' Allow the children time to explore the map independently and use the key and their observations to find and describe familiar local features. Show children the video How to take a 4-figure grid reference with Steve Backshall and Ordnance Survey to learn how to use grid references. After watching the video, lead a guided session to locate four-figure grid references, before giving pairs of children a list of grid references to locate and record the features that they find. Children can record the grid references and geographical features in their workbooks or on the Grid references recording sheet. At the end of the session, recap on the main teaching points and invite the children to challenge each other to give and find four-figure grid references.</p>		<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 4</p> <p>Analyse primary data, identifying any patterns observed.</p>	<p>Primary data includes information gathered by observation and investigation.</p> <p>Geographical data might relate to human activity in a place, such as how many</p>	<p>Begin by asking the children, 'What is primary data?' Encourage them to share their definitions before explaining that primary data is information, often numeric, that is collected through firsthand observation. Give some examples of simple types of primary data that can be collected and allow children</p>		<p><i>(Highlight and annotate where appropriate)</i></p>

	people visit the local shop in a day, or physical, for example, measuring how deep or fast a river flows at different points.	to share any previous experiences of collecting geographical primary data. Project the Primary data diagram and read the data together. Ask the children 'What does this data tell us?' Allow the children to discuss their thinking before explaining what the primary data shows. Ask, 'How successful were you in reading and interpreting the primary data? What did you find difficult?' Provide pairs of children with a copy of the Primary data information pack. Challenge them to work in pairs to analyse the data and interpret what it tells them about each place. Give each child a Primary data analysis recording sheet and ask them to answer the questions provided. At the end of the session, ask the children to share their findings.		Display opportunities/working wall SMSC (IN. CIA) BV EDI
Lesson 5 Use the eight points of a compass to locate a geographical feature or place on a map.	The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.	Hand out compasses for children to handle and explore. Ask them to study the compass and discuss in pairs what they think it is, how it is used, when it might be used and who would be the user. Use the Compass poster to revise the four cardinal compass points and explain how to use the four intercardinal points to find a location on a map. Show children the Funfair map picture card. Explain that all maps have a north arrow, which usually points to the top of the map. Ask questions to help the children become familiar with the map using the cardinal and intercardinal compass points to locate features. For example, 'Which feature is east of the helter skelter? Which feature is north-west of the darts?' Invite the children to complete the Funfair directions recording sheet individually. At the end of the session, gather the children together and mark their work collectively using the Funfair directions answer sheet.		<i>(Highlight and annotate where appropriate)</i> Display opportunities/working wall SMSC (IN. CIA) BV EDI
Lesson 6 Name and describe properties of the	The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and	Introduce the theme of Earth by reading the book <i>The Street Beneath My Feet</i> by Charlotte Guillain. Use the book to introduce the Earth's layers and key vocabulary, such as crust, magma, mantle and core. Use a model of the Earth's layers or the Layers of the		<i>(Highlight and annotate where appropriate)</i>

<p>Earth's four layers.</p>	<p>molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p>	<p>Earth presentation to describe the four layers. Invite the children to record the information by completing the Layers of the Earth diagram. Children could use modelling clay to make 3-D models of the Earth's layers to consolidate their understanding.</p>		<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 7 Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift)</p>	<p>The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.</p>	<p>Recap the layers of the Earth from the previous session. Show the Plate tectonics presentation and discuss the information on each slide. After sharing the presentation, invite the children to ask and answer questions and deal with any misconceptions. To consolidate their understanding, ask children to complete the Plate tectonics question sheet. At the end of the session, ask the children 'What do you think will happen to the Earth's crust over time?' Encourage them to use their knowledge of plate tectonics to articulate their answers.</p>		<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 8 Locate significant places using latitude and longitude.</p>	<p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p>	<p>Organise the children into groups and give each group a globe. Begin by asking the children what they know about globes, for example, 'What does a globe help us to do? What features can we see on a globe?' Recap on the terms and meaning of equator, Northern and Southern Hemispheres and North and South Poles. Introduce the terms latitude, longitude and coordinate and explain what they are and what they help us to do. Show the BBC Bitesize page Understanding latitude and longitude to explain how they work. Ask the children to find lines of latitude and longitude on their globes and say which places are located at each given point. Give the children the Latitude and longitude map and Latitude and longitude recording sheet to complete. Talk through how to find the approximate coordinates of different cities and then encourage the children to complete the task independently. Gather the children together at the end of the session to check their answers with the Latitude and longitude</p>		<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

		answer sheet and amend any errors and misconceptions.		
Lesson 9 Identify the five major climate zones on Earth.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	Begin by asking children to explain what the term 'climate' means. Allow the children time to share their ideas, then clarify the term. Show children the Climate zones map and ask them to use the key to identify the characteristics of each of the climate zones. Challenge the children to use the map to complete the Climate zones recording sheet and answer the questions included.		<i>(Highlight and annotate where appropriate)</i> Display opportunities/working wall SMSC (IN. CIA) BV EDI
Lesson 10 Locate countries and major cities in Europe (including Russia) on a world map.	Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries).	Display the Europe map on a whiteboard. Ask the children to identify as many countries as they can on the first map before revealing the answers on the second. Ask questions about the European continent and invite the children to describe any European countries that they have visited, being sensitive to those children who may not have travelled. Provide children with the European capital cities drag and drop template. Challenge them to use atlases to find and locate the capital cities of the European countries listed before dragging and dropping them into position on the map. At the end of the session, share the children's work. Invite them to find out more about some of Europe's cities by reading the European countries and cities information pack. Note: Andorra, Monaco, San Marino, Vatican City and Luxembourg have not been included on the map due to their size.		<i>(Highlight and annotate where appropriate)</i> Display opportunities/working wall SMSC (IN. CIA) BV EDI
Lesson 11 Describe the type, purpose and use of	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Ask the children to share their existing knowledge of human and physical features, including examples of each type of feature. Working as a class, share out the UK human and physical features cut outs. Ask the		<i>(Highlight and annotate where appropriate)</i>

<p>different buildings, monuments, services and land, and identify reasons for their location.</p>		<p>children to read the information on their card and then respond to the questions you ask by holding up their card. For example, 'Who has a physical feature? Who has a monument? Who has a feature with or near to water? Who has a feature of historical importance? Who has a feature found in our local area?' Ask subsequent questions as the children hold up their cards, such as 'Is everybody holding up a correct card?' and 'What do we know about any of these features?' Model how to use the information on a card to locate the feature, using the search tool on Google Earth or Digimap for Schools. For each feature, ask the children to zoom in to discover more about its location, explain what other features it is close to, or any other useful information given in the pop up box. Children can record their notes on the Fact file writing frame. At the end of the session, invite the children to share and compare their findings.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 12 Name, locate and describe some major counties and cities in the UK.</p>	<p>Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>Counties have distinct characteristics according to their size, population, industries, location and physical and human features.</p> <p>A county is an area of land according to political divisions. Counties are governed by local governments.</p>	<p>Begin by asking the children to share their existing knowledge of counties. Use the interactive Counties map to investigate the names and locations of UK counties and invite the children to make observations about their size and location. Ask the children to locate the county in which they live and describe its size, location and position in relation to other counties. Challenge the children to find out more about the characteristics of a county in the United Kingdom by reading one of the Counties of the UK information sheets and answering the questions provided. At the end of the session, invite the children to share and compare their findings to learn more about the counties studied.</p>	<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 13 Name, locate and describe some major counties</p>	<p>Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p>	<p>Begin by asking the children to share their existing knowledge of the different types of settlement, including cities, towns and villages, before revisiting the features of a city, which includes a large population, many schools, houses for thousands or</p>	<p><i>(Highlight and annotate where appropriate)</i></p>

<p>and cities in the UK.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p>	<p>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p> <p>Cities have distinct characteristics according to their size, population, industries, landmarks, location and physical and human features.</p> <p>A city is a large human settlement, where lots of people live and work. Significant cities of the UK include London, Birmingham and York.</p>	<p>millions of people, amenities like theatres and museums, a wide range of shops and restaurants, a variety of different industries and many places of worship, including a cathedral. Use Google Maps or Digimap for Schools to show the locations of significant cities of the United Kingdom. Organise the children into groups and give each group a city to find out about. Provide the appropriate UK cities information pack and encourage the children to use this and other resources, such as maps, the internet and atlases, to find out about their chosen city and answer the questions provided. At the end of the session, invite each group to feed back their findings and encourage them to compare the characteristics and features of each of the cities.</p>	<p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 14</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p>	<p>A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.</p>	<p>Play the Carbon footprint audio, and provide copies of the Carbon footprint audio transcript for the children to follow as they listen if needed. Discuss the content with the children to check their understanding and address any misconceptions. Invite the children to work in groups to sort the Carbon footprint sorting cards into activities that will increase or decrease a person's carbon footprint. Ask groups to discuss ways they could further reduce their carbon footprint today and in the future. Encourage them to record their knowledge and ideas using the Carbon footprint writing frame. At the end of the lesson, invite feedback from the children's writing.</p>	<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>
<p>Lesson 15</p> <p>Explain how the weather affects the use of urban and rural environments.</p>	<p>Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.</p>	<p>Ask the children to recall the climate zone in which they live. Encourage them to describe the characteristics of the climate and the seasonal weather patterns of the UK. Explain that they will be carrying out fieldwork to answer the question, 'How does the weather affect our local environment?' Use a map or online mapping tool to show them a route that</p>	<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall</p>

	<p>Hot weather can melt tarmac, dry land and encourage people to enjoy the outdoors. Wet weather can cause flooding and encourage people to take shelter. Windy weather can break branches and blow leaves, and discourage people from leaving home. Cold weather can cause slippery pavements, crack pipes and prevent everyday outdoor activities, but encourage outdoor play.</p>	<p>they will take of the local area. Provide the Effects of weather recording sheet and ask the children to describe the day's weather and predict how the weather is affecting the local environment. After predicting, lead the children along the route, for the children to record their findings. Back in the classroom, encourage the children to use their recording sheets to discuss their findings by asking questions, such as 'Were your observations similar to or different from your predictions? Did the weather cause any damage or problems in your local area? How was human activity affected by the weather?' Ask the children to use their collected data to write a short report about the effect of the weather on the local environment. At the end of the session, encourage them to think how their observations might change over time. Repeat the exercise on a day with a different type of weather to compare the effects.</p>		<p>SMSC (IN. CIA) BV EDI</p>
<p>Lesson 16 Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p>	<p>Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.</p> <p>Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p>	<p>Ask the children 'What is land used for in the United Kingdom?' and record their answers as a list. Show the children the Land use presentation for children to learn the five types of land use. Give the children the Land use recording sheet to consolidate their knowledge, and encourage them to mark their work with the Land use answer sheet. At the end of the session, revisit the children's list of land uses and ask them to sort and group each into one of the categories that they have learned.</p>		<p><i>(Highlight and annotate where appropriate)</i></p> <p>Display opportunities/working wall SMSC (IN. CIA) BV EDI</p>

End of Unit Assessment

Essay	<i>(Provide the Assessment that will be used for the end of unit assessment – it may be a mix of the examples down the left-hand side – consider the age-range of the children)</i>
Double-Page Spread	
End Outcome	
Clozed Passage	