| **Geography****Core Learning** **Year A****Class 3 – Year 3&4** |
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|  | **Autumn Term** | **Spring term**  | **Summer Term**  |
| **Unit of work**  | **Locational Knowledge of the UK**How did the UK landscape and land uses change since the old Stone Age? | **Locational Knowledge of the UK** | **Locational Knowledge of the UK** |
| **Key Geography disciplinary** **concepts**  | **space,** **environment (physical and human processes)** **environmental impact/sustainability**  | **space,** **environment (physical and human processes)** **environmental impact/sustainability**  | **scale, space, place,** **interconnections** |
| **Golden thread…****substantive knowledge** | **Settlement**  | **Settlement** | **Settlement / cities/ rivers****Trade****Travel / Transport** **Diversity** |
| **Links to Prior Learning**  | Children will build on geographical knowledge of Britain throughout the ages. Looking at maps, land use, trade, achievements. In KS1 Children have named and located on globes, atlases and maps, the four countries and capital cities of the UK and the surrounding seas. They have identified landmarks in each capital city and the physical and human features of each of the four countries. Children have also identified different landscapes of the UK, including the coast.  | Last term children will have learned geographical reasoning and UK knowledge in Stone Age. The learning covered human and physical aspects of the UK and settlements. In KS1 Children have studied their local area . They will use their prior knowledge of the local area to describe the different land uses in a wider area in this unit. Children have identified landmarks in each capital city of the UK and the physical and human features of each of the four countries of the UK. They have used globes, atlases and maps to locate the different landscapes of the UK. | Children have previously broadened their understanding of Britain in the past. They’ve studied timelines across the ages and the development of resources, trade links, settlements and empires.  |
| **Links to Future Learning**  | Geography is progressive through knowledge of the UK and relating to how it has changed through the ages to modern Britain. Looking at continuous development of map skills and knowledge of settlements and human and Physical geography. In UKS1 Children will continue to build up knowledge of the UK (e.g. the Cities and counties of the UK) in Years 4, 5 and 6.  | Children will continue progression of skills and understanding the UK through the ages. They will deepen knowledge and skills of map work and build upon questioning. in UPKS1 Children will study the UK and use atlases and maps to locate counties. Children will continue to use Ordnance Survey maps and grid references in Years 4, 5 and 6. | In future Geography children will use map skills and knowledge of physical and human resources towards broadening their understanding of the world as they learn about Egypt and Europe. The water cycle Children will continue to use Ordnance Survey maps and grid references in Years 4, 5 and 6. |
| **Links to History** | **continuity and change****similarity, difference** **interpretation**What are the misconceptions about the Old Stone Age?How is the stone age divided up and what does evidence from each age tell us?Can we use artefacts to tell us about the stone age?What was life like in the old stone age?What was ‘new’ about the New Stone Age?What can we learn from using a hands on approach to pre-history?How and why is archaeology so important? | **continuity and change,****cause and consequence****historical significance**How can we find out about what was different in the Bronze Age?What is the significance of the recent findings at Must Farm?Continuous change over time, development of settlements and resourcing.  | **continuity and change,** **cause and consequence,** **historical significance,****interpretation**Roman civilization and settlements within the UK. The impact on the past and how this effects our modern Britain. How have Romans shaped Britain?What knowledge and understanding are the children able to apply to modern Britain. Can the children recall events of Britain through the ages? |
| **Core essential Learning****Knowledge**Nuggets | What is a hunter gatherer and how did the geography affect them?* What are the countries of the UK?
* What is a region? What are the UK regions?
* What can we find in our region?
* How do rocks explain more about our region?
* How does geology explain our coastline?
 | How had settlements changed by the Iron Age?* How can land be used?
* What is the land use in our local environment? use OS maps to show land use.
* How and why has land use changed over time?
 | * How can lines of latitude link to climate?
* How can our coastline and landscape change?
* What can I find at the coast?
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| **Progression of Learning in lessons-Objectives covered**  | 1. Can I explain why people lived as hunter gatherers?
2. Can I identify what life was like in the old stone age?
3. Can I demonstrate prior knowledge of the United Kingdom? Can I use maps and atlases to locate countries?
4. Can I understand and explain regions?
5. Can I locate the regions of the United Kingdom using maps?
6. Can I locate the key physical geographical features on a map of the regions of the United Kingdom?
7. Can I use precise geographical words when describing places?
8. Can I understand the physical and human geography of our region?
9. Can I compare the physical and human geography of our region with other regions?
10. Can I explain the role of geology in making different coast lines?
11. Can I plan a persuasive leaflet encouraging visitors to come to visit the whole of the UK?
 | 1. Can I explain how settlements and the landscape had changed by the Iron Age? (from history planning)
2. Can I understand that land can be used in lots of different ways?
3. Can I use Ordnance Survey maps (and 4 figure grid references) to locate different land uses in my local area?
4. Can I use online mapping tools and aerial photographs to locate different land uses in the UK?
5. Can I study the land uses in a contrasting location in the UK to where I live?
6. Can I sketch and annotate the land uses seen in the local area?
7. Can I explain the different types of land use seen in central London?
8. Can I understand that land use patterns in the UK have changed over time? early man
9. Can I understand that land use patterns in the UK have changed over time? bronze
10. Can I identify changes in land use in more recent times – from 1913 map to modern times?
11. Can I plan an explanation of how land use has changed since the earliest times?
 | 1. Can I explain and talk about land use?
2. Can I explain climate and trade links?
3. Can I use maps to find significant places? (from history planning)
4. Can I explain why rivers were so important in the Neolithic, Bronze and Iron Ages? Can I identify rivers on a map
5. I can find the countries where 4 ancient civilizations grew and notice they are all in a line?
6. Can I find the common geographical feature that links 4 ancient civilizations?
7. Can I describe what a coast is and why coasts are important?
8. Can I describe and demonstrate the features of erosion?
9. Can I describe and demonstrate the features of deposition and transportation?
10. Can I recognise the key physical and human features of the UK coastline and use a map to find the features?
11. Can I explain why the coastline needs to be protected?

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| **Vocabulary** | hunter, gatherer, Nomad, region, key characteristicsm United Kingdom, atlas, regions, cities, satellite image, ordnance survey, coast, resorts, lakes, urban, rural, coast, geology, formations, cliffs, headland | Landscape, Land use, Hill forts, Protection, land use, zone, purpose, transport (roads/ railways/ stations), housing, parks, shops, tourism, urban, rural, forest, farmland, lakes, tourism. location, national park, coastal resort, populated, urban, economy. land use, commuter, residential, preference, retail, business, tourism, transportation, period, forest, farming, Palaeolithic, Neolithic, Iron Age hill forts, ditches, black smith, Celts, residential, reservoir, transport , commuter | settlement, map, resources, land use, trade links, civilization, war, invasion, settlement. landscape. source. mouth. location. water supply. valley. civilization. latitude. irrigation, trade, defence, hygiene, waste disposal, water supply, coast (reintroduce), beach, leisure, tourism, industry, erosion, deposition, transportation, chalk, granite, sandstone, deposition, transportation, erosion, sediment. tide. ,port, estuary, bay, cliff, arch, stack, cave, landforms, erosion, deposition, transportation, sediment |
| **Personal Development** | Children will gain knowledge of the UK in depth with early civilization. Using and developing map skills and locational knowledge | Children will further develop knowledge of the UK in depth. How geographical maps changed.  | Children will gain knowledge of local City of Chester and apply Roman knowledge to their own locality. Using maps to show land use and understand settlements at this time. Can they explain how Britain has change physically since this period of time? |
| **Quick Quiz** **Assessment** **Speak like a Geographer** | Can you explain the importance of the stone age and their way of life? | Can you explain the importance of the bronze age?Can you explain the changes from Bronze age to Iron age? 1. Can you name three ways land was used by early man in the UK?
2. What is a four-figure grid reference?
3. Can you name three ways which land in your local area can be used?
4. Can you name four of the main uses of land in central Manchester or Central London etc.?
5. How was land used differently in the Iron Age compared to the Old/New Stone Age?
 | How did Roman Britain look on the map?Can you explain where Romans settled and why?1. What did the 4 ancient civilizations have in common geographically?
2. Why were the first settlements built on rivers? Give me reasons.
3. What is erosion and what features are caused by erosion?
4. What is transportation and deposition? Give 1 sentence answers. Name coastal features caused by deposition.
5. What human geographical features are found by the coast?
6. What can we do to protect coastlines?
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