

	<u>Year 3 Scheme of Work</u> <u>2022-23</u>	Coordinator: Barbara Smith <u>Last updated: 20.7.22</u>
<u>Statutory requirements (National Curriculum)</u>	<u>Leighton essentials</u>	<u>Suggested activities</u>
<p style="text-align: center;">Locational Knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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) 	<ul style="list-style-type: none"> Name and locate 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>Children to make the outline of the UK using play dough. Check against map and ask chn to change as necessary.</p> <p>Using The Queen's Handbag identify the key landmarks in the U.K. and which country they are located in.</p> <p>Identify human and physical characteristics of the landmarks from The Queen's Handbag</p> <p>Plot the journey of the story on a blank map of the U.K.</p> <p>Look at coasts linked to the White Cliffs of Dover. Look at the key features of coastal erosion and discuss why this takes hundreds of years. Investigate the effects of salt water on chalk.</p> <p>Identify the River Nile and River Weaver on maps and identify the land use around these rivers and how this has changed over time.</p>
Place knowledge	<ul style="list-style-type: none"> understand geographical similarities and 	Comparing the River Nile and the River Weaver

Autumn Term

Spring Term

Summer Term

<ul style="list-style-type: none"> 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 in North or South America 	<p>differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Look at how this has developed and changed over time</p> <p>A Street in Time</p>
<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, rivers and mountains human geography, types of settlement use 	<p>Identify human and physical characteristics of the landmarks from The Queen's Handbag</p> <p>Identify Snowdonia and then the three highest peaks in the U.K.</p> <p>A Street in Time - Explore the uses of rivers i.e. for trade, link to history topic.</p>
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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><u>All within context</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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>Map reading of a new area.</p> <p>Compare maps of Crewe from the past and current.</p> <p>Consider future land use and create own maps, using keys and OS symbols (GD chn)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Queen's Handbag)</p>