

Year 3 Geography Unit: The Lake District

In this unit children will build on their existing knowledge of mountain ranges in the UK. They will undertake a case study of the Lake District focusing on

- **Location in relation to the Pennines.**
- **Weather**
- **Physical features (lakes and rivers)**
- **Human impact / effect of tourism on the area.**

By the end of the unit children must:

- Be able to locate and describe the location of the Lake District.
- Describe the physical features of the Lake District (The mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east)
- Understand the water cycle.
- Describe the difference between a tourist and a resident.
- Explain what tourism is.
- Explain why tourists are attracted to the Lake District.
- Explain the impact of tourism on the Lake District.

They will be given the opportunity to:

- Question and explore whether tourism is beneficial to a location.
- Use a range of sources (maps, anecdotes, books and photos) to find out about a location.
- Ask a range of geographical questions about a locality.
- Use a map to identify physical features of place.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Use maps to identify the location of the Lake District.
- Identify and describe physical features and landmarks of a place.
- Identify land use from range of maps and aerial photographs (residential, industrial, commercial, entertainment, public building, open space, transport, services)
- Make comparisons between the amount of human and physical features in an area using geographical vocabulary.
- To compare rural and urban locations. (rural and urban villages).
- To describe and understand the key features and sequence of the water cycle linked to the physical features of the Lake District.
- To describe the difference between a resident and a tourist.
- To consider why tourist would visit a location

Map Skills

- Give and follow directions using cardinal compass points (N,S,E&W)
- Use pairs of letters or number coordinates to locate places on a map.
- Explain the need for a legend on a map
- Recognise and identify some standard symbols on a map.
- Use a map to identify the physical features of a place (eg. Mountains, rivers etc.)

Fieldwork (not in this unit)

Geographical Enquiry/Using Sources

- Use a range of sources (maps, anecdotes, books, photos) to find out about a location.
- Ask a range of geographical questions about a locality.

Environment

- Understand that humans have had a negative impact on the environment – tourism.
- Suggest ways to help save the environment – Lakes banned motor boats.
- Give examples of how environments have been affected by human activities.
- To describe the impact tourism can have on a location.
- To understand the term sustainability and give some basic examples – car free villages.

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 1 – Urban and rural locations and weather patterns.

Future Learning:

Year 4 – Mountains, Volcanoes, Earthquakes and Tsunamis and Himalayas