

<b>Geography</b> <b>Year 3</b> <b>Autumn 1</b>	
<b>Ancient Egypt</b> <b>Topic Key Question: How did the Ancient Egyptians use the River Nile to develop a successful civilisation?</b>	
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>To locate the world's countries, using maps to focus on United Kingdom and Egypt.</li> <li>To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>To describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including rivers.</li> </ul> </li> <li>To identify 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.</li> </ul>
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>To understand the terms human and physical features.</li> <li>Links with previous topic in Y2 'London' with the River Thames and how that was used for transportation.</li> <li>To use aerial photographs.</li> </ul>
<b>Curriculum Concepts and Themes:</b>	<p>Maps.</p> <p>Compass directions.</p> <p>Physical features.</p> <p>Human features.</p> <p>Climate.</p> <p>Economy.</p>
<b>Learning in this topic:</b> <b>General geographical knowledge, position and significance</b>	<p>Use aerial photographs of the St Peter's Primary Academy to locate artefacts placed within the school grounds as sources and as part of the inspirational hunt (school field and playgrounds).</p> <p>Locating United Kingdom and Egypt, including capital cities, on a world map to show proximity, discuss the continent (Europe &amp; Africa) which they're both in. This will progress to children recognising bordering countries (Libya &amp; Sudan) – links to prior topic: challenge children to identify bordering countries (discuss how our country is an island)</p> <p>Discuss distance between these countries. Identify position in relation to Northern Hemisphere/ Southern Hemisphere as well as surrounding waters. (Mediterranean Sea, Red Sea &amp; Atlantic Ocean)</p> <p>Detect the River Nile and the key cities and settlements located nearby e.g. Cairo, Giza and Luxor.</p>
<b>Place knowledge</b>	<p>Atlas work to look at the countries of the UK and their capital cities using online maps. Move onto locating Egypt, Cairo, River Nile and the seas that surround it.</p>
<b>Human and physical geography</b>	<p>Compare human (Sphinx, Cairo city, Pyramids, Egyptian museum, Cairo tower) with physical features of Egypt such as desert, river, delta fertile land and mountains then outline the effect of fertile land on the Ancient Egyptian Civilisation. Look at different sources and identify key features within that locality e.g. deserts /river /pyramids. Look closely at the settlements along the River Nile and how the Nile played an important role during this time providing a source of water, transport, trade, food and agriculture. Identify examples of natural resources provided by the Nile to farming.</p>
<b>Geographical and fieldwork skills</b>	<p>Recap the location of the United Kingdom and 4 countries. Move onto locating Africa and Egypt using world maps. Identify the Northern hemisphere and the seas that surround the continents. Know that desert makes up a large majority of Egypt and locate the River Nile. Explain the lower and upper flow system. Look closely at river sources and the Delta on the maps provided. Identify the capital city Cairo.</p>
<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Ask and respond to simple geographical questions.</li> <li>Talk about evidence and draw simple conclusions.</li> <li>Use simple geographical vocabulary, e.g. country, city, climate, landscape.</li> <li>Follow a route on a map from a familiar location within the local environment to another location (Inspirational start).</li> <li>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.</li> <li>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river.</li> <li>Justify reasons, thoughts and views with factual information.</li> <li>Identify a range of simple physical processes, e.g. rivers.</li> </ul>
<b>Key Vocabulary:</b>	<p>Continents, UK, Egypt, Cairo, River Nile, oceans, northern/southern hemisphere, desert, sources, capital cities, river, source,</p>
<b>Direct links to made other subjects:</b>	<ul style="list-style-type: none"> <li>English: letter writing .Speaking and listening</li> <li>ICT: research work Google maps Google expeditions.</li> <li>Maths: direction and position (inspirational hunt)</li> </ul>
<b>Inspirational Start:</b> Treasure hunt using Egyptian sources and maps of the school grounds.	<b>Mid-way Milestone:</b> Google Expeditions: River Nile? Map Detectives : Dice game with map of the Nile River and question strips based on the map. Partner work.
<b>Extraordinary End:</b> Group presentations to answer Topic Question.	

<b>Geography</b> <b>Year 3</b> <b>Spring 2</b>		<b>Learning in this topic:</b> <b>General geographical knowledge, position and significance</b> Create a <b>bar graph</b> to show changes in <b>employment over time</b> using <b>census</b> information and <b>surveys</b> completed by parents of current employment in Hednesford. Identify Hednesford and other local towns in relation to each other and their <b>land use</b> based on <b>historical human geography</b> .	
<b>Our Local Area</b> <b>Topic Key Question: Is coal mining the reason why Hednesford became a town?</b>		<b>Place knowledge</b> Children will learn about the reasons and changes in the settlement of Hednesford (starting as a farming community, becoming a village and developing because of the mining industry).	
<b>NC objectives covered:</b>	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. 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 use the eight points of a compass, four and six-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 the eight points of a compass, four and six-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	<b>Human and physical geography</b> Children will learn how Hednesford has changed as a <b>settlement over time</b> (from a farming settlement in the 12 <sup>th</sup> century to a mining town in the 19 <sup>th</sup> century) closely linked to <b>land use, economic</b> activity and the distribution of natural resources (especially coal).	
<b>Prior Knowledge needed:</b>	Location of Hednesford in the UK and England. Knowledge of county and town where it is located. Map reading knowledge and understanding of birds-eye view. Understanding of reading geographical symbols and reading features on a map. Basic knowledge of position. Knowledge of 2 figure grid references. Knowledge of 4 compass directions. Knowledge of different types of settlement.	<b>Geographical and fieldwork skills</b> Children will use an <b>OS map</b> of the local area to locate points of interest using a <b>4 figure grid reference</b> system. Children will plot a route using <b>4 figure grid reference</b> as way points to get to a destination. They will follow a route using compass directions ( <b>eight points of a compass</b> ). Recognise <b>geographical symbols</b> on a map to help guide them.	
<b>Curriculum Concepts and Themes:</b>	Social history of their local area. Reasons for settlements and growth. Job and employment changing over time due to necessity. Human interaction with the landscape. Human and physical features of the land. Sustainability over time. Sources of fuel.	<b>Curriculum Skills Progression:</b>	<b>Direct links to made other subjects:</b>
	Use an increasing range of secondary sources and first-hand enquiry. Present findings using a range of simple graphs and charts. Talk about evidence and draw simple conclusions. Take part in simple fieldwork using simple equipment, <b>e.g. compass, map, camera etc.</b> Use simple geographical vocabulary, <b>e.g. country, city, climate, landscape</b> Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. Plan and follow a route using an Ordnance Survey map. Suggest reasons for the location of towns and settlements in a particular place, <b>e.g. next to a river, on a hilltop.</b> Identify physical and human features within a local study and how they have changed over time. Identify a range of simple human processes, <b>e.g. types of settlement and land use.</b> Identify simple geographical patterns, <b>e.g. hotels on a seafont.</b> Identify and describe the way in which physical and human processes can change the features of a locality. Justify reason, thoughts and views with factual information.	Science: fossil fuels, sustainability and mining extraction. Forces used to extract. History of local area, employment, societal change. Maths: direction, compass points, grid references and co-ordinates. English: narrative about life as a coal miner.	
<b>Inspirational Start:</b> (hook to capture the imagination)  <b>Google Expeditions: Underground at Big Pit National coal museum.</b>		<b>Mid-way Milestone:</b>  <b>Trip to the Museum of Cannock Chase to find out about coal mining in the local area.</b>	
		<b>Extraordinary End:</b> (a recognised end point to work towards)  Create a life-sized bar chart to show changes in employment in Hednesford over time.	

<b>Geography</b> <b>Year 3</b> <b>Summer 2</b>		<b>Spain</b> <b>Topic Key Question: How does Spain compare with the United Kingdom?</b>			
<b>NC objectives covered:</b>	<p>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.</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>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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Learning in this topic:</b>  <b>General geographical knowledge, position and significance</b>            To look at the position of Europe on the globe. Children will be able to identify that Spain and the UK are both within Europe but that the countries still have similarities and differences.            To create a bar chart to show the climate in Spain and the climate within the United Kingdom using data provided and to be able to understand how these impacts on Spain's tourism.</p> <p><b>Place knowledge</b>            Children will look at world maps and globes and be able to locate Spain in relation to the United Kingdom as well as showing it is within Europe.            Children will use knowledge from the topic such as location, climate, tourism, sustainability to be able to describe and compare the United Kingdom with Spain.</p> <p><b>Human and physical geography</b>            Children will be able to identify simple geographical patterns.            To understand what tourism is and to be able to explain the positives and negatives of tourism for Spain.            To look at the effect's tourism has had on the environment such as air pollution, water pollution, erosion, desertification and specifically focusing on deforestation. Children will be able to explain why more needs to be done to tackle the problem of deforestation.</p> <p><b>Geographical and fieldwork skills</b>            Recap the location of the United Kingdom on a map/ globe and to know where Europe is and that Spain is part of Europe. To understand that the equator divided the earth into the Northern hemisphere and the Southern hemisphere and to be able to identify both on a map. To know that Spain is located within the Northern hemisphere and to show this on a map. To know what the arctic and Antarctic circles are and to be able to represent these within a map.            To be able to create a 3D map showing where Spain, the UK, the equator, Europe, the northern and southern hemispheres and the arctic and Antarctic circles are on the map.</p>			
<b>Prior Knowledge needed:</b>	<p>To use simple atlases to locate countries and places.</p> <p>To name the 7 continents of the world.</p> <p>To locate the United Kingdom on a map in relation to Europe.</p> <p>To understand the terms human and physical Geography.</p>				
<b>Curriculum Concepts and Themes:</b>	<p>Maps and globes</p> <p>Sustainability</p> <p>Tourism</p> <p>Environmental Issues</p> <p>Human and physical features of the land.</p> <p>Climate.</p>	<b>Curriculum Skills Progression:</b>	<p>Present findings using a range of simple graphs and charts.</p> <p>Talk about evidence and draw simple conclusions.</p> <p>Talk about and describe features of localities beyond the local area, including a region within the United Kingdom.</p> <p>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Identify simple geographical patterns, e.g. hotels on a seafront.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment.</p> <p>Use a range of sources of evidence to support environmental issues.</p>	<b>Direct links to made other subjects:</b>	<p>DT: Spanish food.</p> <p>Maths: Use of simple graphs and charts.</p> <p>English: Persuasive writing convincing someone to visit Spain.</p>
<b>Inspirational Start:</b> (hook to capture the imagination) To practically explore where Spain is on a map and to explore the globe being spherical compared to a flat map through the use of a 3D object.		<b>Mid-way Milestone:</b> To participate in a debate over whether tourism is positive or negative for Spain.		<b>Extraordinary End:</b> (a recognised end point to work towards) To participate in a Spanish day.	