

Medium Term Planning: Geography

Year 3/4

Autumn 1: What's it like in the UK?

Prior Learning

KS1 National Curriculum Links

Locational knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to:
- ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Year 2 Progress Model Links

Locational Knowledge

- To name and locate the continents of the world on a map.
- To name the world's oceans and locate them on a map.
- To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

- To compare a local city/town in England with a contrasting city in a non-European country.
- To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Human and Physical Geography

- To ask and answer some geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?
- To compare and contrast the human and physical features of a British locality with a different British locality and/or a non-European locality.
- To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis with increasing confidence.
- To talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.
- To use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.

Geographical Skills and Fieldwork

- To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate with accuracy countries of the UK including the capital cities, continents and identified oceans.
- To use aerial images to recognise landmarks and basic physical features.
- To learn and use the four points of a compass to describe the location of features on a map.
- To devise a simple map and construct basic symbols in a key.
- To use fieldwork to observe, measure and record the human and physical features in the local area.

Enquiry	Connecting Learning	Vocabulary Focus	Direct Instruction	Practice	Evaluation and Assessment
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Medium Term Planning: Geography

					What if question?
<p>Lesson 1</p> <p>What countries and cities are there in the UK?</p> <p>National curriculum link</p> <p>N.C link:</p> <p>To name and locate countries 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 in the context of maps of the UK.</p> <p>Progress Model link:</p> <p>Locational Knowledge Y3 To name and locate cities and geographical regions of the United</p>	<p>Where is the UK? Use maps to focus on the UK's location – first on a map of the world then on a map of Europe. Can you spot the UK on each of these maps?</p> <p>Which countries make up the UK?</p> <p>What is a country? an area of land that has its own government, such as England or France</p> <p>Show on the map of the UK split into its separate countries. Can you name each country? Show on the full title of the UK- The United Kingdom of Great Britain and Northern Ireland. Which countries make up the UK? Share the list of countries that make up the UK.</p> <p>Which countries do you think make up Great Britain?</p>	<p>United Kingdom Great Britain Country England Scotland Wales Northern Ireland</p> <p>Capital city London Edinburgh Cardiff Belfast</p>	<p>Cities the UK</p> <p>What is a city? a large and permanent human settlement of greater size or importance than a town or village</p> <p>What cities do you know in the UK?</p> <p>What is a capital city? the city where a country's government is located such as London or Edinburgh</p> <p>What are the capital cities of the UK? Can you find where the capital cities are located?</p> <p>Do you know the location of any other cities in the UK? Ask children to use their atlas to see if they can locate the name of the city shown as 'S' on the map. (Sheffield)</p> <p>Model using an atlas to find the name of a city</p>	<p>Activity 1 Sorting the facts</p> <p>Show the facts and images.</p> <p>Which part of the UK does each fact or image relate to?</p> <p>Children to work in mixed ability groups to match the facts and images to the correct country of the UK.</p> <p>Activity 2</p> <p>Children work in mixed ability pairs to use atlases to find out the names of the cities shown on their map.</p> <p>Can you find the town you live in and label it on the map? Ensure that children know what a town is and how it is different to a city. a built-up area with a name, defined boundaries, and local government that is larger than a village but usually smaller than a city</p>	<p>What if London wasn't the capital of England?</p>

<p>Kingdom and recognise their identifying human and physical characteristics. Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Geographical skills and Fieldwork Y3 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America. Y4 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America.</p>					
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Medium Term Planning: Geography

Enquiry	Connecting Learning	Vocabulary Focus	Direct Instruction	Practice	Evaluation and Assessment What if question?
<p>Lesson 2 Where is that in the UK?</p> <p>N.C link: To 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 in the context of describing the position of UK cities.</p> <p>Progress Model link: Locational Knowledge Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Geographical skills and</p>	<p>What countries make up the UK? What is Great Britain?</p> <p>What are the capital cities of the countries of the UK?</p> <p>What other major cities do you know?</p> <p>What compass directions can you remember? Have compass directions (N,S,E,W) labelled correctly around classroom.</p> <p>Arrange the class so they are facing north. Tell them they are facing north. Ask them what direction is at their backs? (south) On their right side? (east) and on their left (west). Have them draw or give them already made a simple compass rose that they can put underneath them to have them actually be the central point of the compass and to reinforce that north not “up” or</p>	<p>North South East West</p> <p>Northeast Southeast Southwest Northwest</p>	<p>Introduce a more complex compass that includes NW, NE, SE and SW. Explain that the north and south are given first because they are considered the primary directions, closely followed by east and west.</p> <p>Where is that in the UK? Draw children’s attention to the compass rose shown on their sheet. How could we describe the location of some of the cities? Discuss some examples e.g. I travel north from Bristol. Where do I arrive? Aberdeen is north-east of Edinburgh.</p>	<p>Activity 1 Which way? Ch give compass directions to describe the relative locations of two places. Scaffold Ch use the 8 compass points and given directions to find a location e.g. Which city is north-east of Edinburgh? Ch use the 4 compass points and given directions to find a location e.g. Which city is north of...?</p>	<p>What if there were no compass directions?</p>

Medium Term Planning: Geography

<p>Fieldwork Y3 To use the four points of a compass, simple grid references, symbols and keys. Y4 To use the eight points of a compass, four-figure grid references, symbols and keys.</p>	<p>somehow over their heads. Play compass direction game.</p>				
<p>Enquiry</p>	<p>Connecting Learning</p>	<p>Vocabulary Focus</p>	<p>Direct Instruction</p>	<p>Practice</p>	<p>Evaluation and Assessment What if question?</p>
<p>Lesson 3 What seas surround the UK and what rivers does it have? National curriculum link – To name and locate countries 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, in the context</p>	<p>What surrounds us? Show ch a map of Europe. Where is the UK? Can you find Austria? On the map, how is the UK different to Austria? (The UK is an island, the UK is surrounded by water, Austria is surrounded by other countries, the UK has a coastline etc.)</p>	<p>Ocean River Sea Atlantic ocean North Sea English Channel Irish sea River Thames River Severn River Tay River Bann</p>	<p>The seas around us: Show ch the labels for the main seas around the UK. Do you know where each label should go? What clues might help us? Rivers of the UK: Do you know the names of any rivers in the UK? Where do you think they flow? Model how to use a map of physical features to find the River Thames. Label it on the map. Model finding where it flows into</p>	<p>Seas around the UK Seas around the UK: Ch use atlases to locate and name the seas that surround the UK. Rivers of the UK: Ch use atlases to locate and name rivers of the UK. Ch identify names for the rivers shown on their map and the seas they flow into.</p>	<p>What if rivers didn't flow into the sea?</p>

Medium Term Planning: Geography

<p>of the UK's rivers and seas.</p> <p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas.</p> <p>Progress Model link:</p> <p>Locational Knowledge Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Geographical skills and Fieldwork Y3 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>					
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Medium Term Planning: Geography

capitals in Europe and/or North America. Y4 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America.					
Enquiry	Connecting Learning	Vocabulary Focus	Direct Instruction	Practice	Evaluation and Assessment What if question?
<p>Lesson 4 What's it like around the counties of the UK?</p> <p>National curriculum link – C link: To name and locate countries 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, in</p>	<p>What countries make up the UK? What is Great Britain? What are the capital cities of the countries of the UK?</p> <p>What other major cities do you know?</p> <p>UK: Cities - Map Quiz Game (geoguessr.com)</p> <p>UK Addresses: Show children the addressed envelope. What does each part tell the Post Office?</p>	<p>County Country Town</p>	<p>Look at the county name. What is this part? What is a county? Why do we have counties?</p> <p>What Is a County? After discussing the children's ideas, explain what a county is and why we have them. Explain that a county is a region or smaller area of the UK containing lots of towns and villages which has its own local government. They control the local area and the services within, such as education, transport, policing, fire and public safety, social care,</p>	<p>My County: Ch use the differentiated My County Activity Sheet relevant to their location to complete a fact file about their county. Ch mark their town, label the neighbouring counties and use books/the Internet to research additional facts</p>	<p>What if there were no countries?</p>

Medium Term Planning: Geography

<p>the context of the UK counties.</p> <p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of counties of the UK</p> <p>Progress Model link: Locational Knowledge Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Geographical skills and Fieldwork Y3 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America.</p>			<p>libraries and waste management.</p> <p>UK Counties: How many counties of the UK can you think of? Can you name counties in all four countries of the UK?</p> <p>Our County: Click on your country map to see the counties within it. Can you find the county we are in? What counties are our neighbours?</p>		
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Medium Term Planning: Geography

<p>Y4 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America.</p>					
<p>Enquiry</p>	<p>Connecting Learning</p>	<p>Vocabulary Focus</p>	<p>Direct Instruction</p>	<p>Practice</p>	<p>Evaluation and Assessment What if question?</p>
<p>Lesson 5 Where are the hills and mountains in the UK and what are they like?</p> <p>National curriculum link – To 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 in the context of UK hills and mountains.</p>	<p>Counties map quiz What is a county? – True or False. What county do we live in? What are our neighbouring counties? Name 3 things that South Yorkshire is famous for.</p> <p>UK: England: Counties - Map Quiz Game (geoguessr.com)</p>	<p>Mountain Hill Range Peak Height legend</p>	<p>Where are the hills and mountains? Show ch a map of the UK. Do you know any areas of hills or mountains? Where do you think they might be? Look at the topographical map. What do the different colours tell you? Where are the highest areas of land? Where are the lowest areas?</p>	<p>What are the hills and mountains called? Ch use atlases with a map of physical features of the UK to label key areas of high ground.</p> <p>What is it like in the hills? Give each pair one of the images from the Photo Pack. What is the weather like? What do you think it would feel like being on this hill? Allow an opportunity for pairs to feedback on what they have noticed</p> <p>What Do People Do in the Hills and Mountains? What kinds of activities do people do in the mountains?</p>	<p>Show children the photograph of a mountain rescue team. Who are they? What are they doing? Why do you think their job might be dangerous? Discuss children’s answers and explain that the weather in mountainous areas can change very quickly, and even experienced climbers with all the right equipment can get into trouble</p> <p>What if the Earth was shaped like a cube?</p>

Medium Term Planning: Geography

<p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of UK hills and mountains.</p> <p>Progress Model link: Locational Knowledge Y3 To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Y4 To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p> <p>Geographical skills and Fieldwork Y3 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America. Y4 To use maps, atlases, globes and digital/computer</p>					
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Medium Term Planning: Geography

mapping (Google Earth) to locate countries and capitals in Europe and/or North America.					
Enquiry	Connecting Learning	Vocabulary Focus	Direct Instruction	Practice	Evaluation and Assessment What if question?
<p>Lesson 6 Why does the UK's location in the world affect its climate?</p> <p>National Curriculum Links To identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle in the context of the UK</p> <p>Progress Model link: Locational Knowledge Y3 To identify the significance of the Equator, Northern Hemisphere and Southern Hemisphere. Y4 To identify the position of latitude, longitude, the Tropics of Cancer and Capricorn,</p>	<p>Show ch a world map with equator line highlighted as well as the tropics and the Arctic and Antarctic circle – to be discussed later in session. What is that line? (equator) imaginary line around the Earth that goes exactly midway between the North Pole and the South Pole. It divides it into two equal halves, the Northern hemisphere and the Southern Hemisphere. What is the half above the equator called? (Northern hemisphere) What is the half below it called? (Southern hemisphere)</p> <p>Where is the UK on this map? What is the weather like throughout the year in</p>	<p>Climate Weather Latitude Equator Arctic circle Antarctic circle</p> <p>Tropic of Cancer Tropic of Capricorn North Pole South Pole Northern Hemisphere Southern Hemisphere</p>	<p>What is the difference between weather and climate? Climate - the average daily and seasonal weather patterns over a long period of time</p> <p>Bring ch's attention back to the equator. What do the other lines across a world map show? What is latitude? distance, north or south, of the Equator Latitude – Lines Around the Earth Explain that the equator is a line of latitude. What other lines of latitude are there? Arctic circle a special line of latitude that circles the Earth near the North Pole Tropic of Cancer an imaginary latitude line</p>	<p>Lines of latitude Ch to label the following features on a map: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, Antarctic Circle, Arctic Circle, Equator, Tropic of Cancer, Tropic of Capricorn</p> <p>How is latitude linked to climate? Why does it matter? Explain that latitude matters because the Earth's surface is curved. What do you notice about the sun's ray hitting the Earth here (near the equator), compared to here (near the south pole)? Explain that the same amount of the sun's energy is spread out over</p>	<p>How does the shape of the world affect our climate?</p> <p>What if...the Earth was shaped like a cube?</p>

Medium Term Planning: Geography

<p>Arctic and Antarctic Circles.</p> <p>Geographical skills and Fieldwork</p> <p>Y3 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America.</p> <p>Y4 To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe and/or North America.</p>	<p>the UK? Ensure that ch understand what weather means: the way the air and the atmosphere feels day to day (it includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy or cloudy)</p>		<p>located above the equator that runs across the globe at about 23 degrees north</p> <p>Tropic of Capricorn an imaginary latitude line located below the equator that runs across the globe at about 23 degrees south</p> <p>Antarctic circle a special line of latitude that circles the Earth near the South Pole</p>	<p>a larger area across the polar climate zone compared with the tropical climate zone. This means that it's much warmer in the tropical zone than the polar zone.</p> <p>Why might the UK's latitude affect the climate we experience?</p> <p>Remind ch that our location on the Earth's surface affects the amount of the sun's energy we receive across the year. This energy shapes the climate.</p>	
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