

Year 3

GEOGRAPHICAL CONTEXT: UK Regions LOCATIONAL STUDY: The British Isles.



KEY VOCABULARY:

Address	the particulars of the place where someone lives	Land use	The purpose for which an area of land is used by humans
County	a territorial division of some countries	Zone	an area or stretch of land having a particular characteristic
District	an area of a country or city	Region	an area, especially part of a country or the world having definable characteristics but not always fixed boundaries.
Grid Reference	a map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.	Postcode	a group of numbers or letters and numbers which are added to a postal address to assist the sorting of mail.

WHAT?



Where is the United Kingdom in the world/in relation to Europe?



What are the key human and physical features of the UK?

How do counties differ in the different countries of the UK?



What happened during the Industrial Revolution in the UK? When did it take place?



What are the key aspects of being British?



Pupils should be taught 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.

Pupils should be taught to use maps, atlases, globes and computer mapping to locate countries and describe features studied.

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<https://www.rgs.org/schools/teaching-resources/the-united-kingdom/>

Lesson 1: The UK Building a Picture.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Country groupings of 'British Isles', 'United Kingdom' and 'Great Britain'.</p> <p>Capital cities of UK.</p> <p>Names of surrounding seas.</p>	<p>Pupils develop contextual knowledge of constituent countries of UK: national emblems; population totals/ characteristics; language; customs, iconic landmarks etc.</p> <p>Pupils understand the political structure of the UK and the key historical events that have influenced it.</p>	<p>Pupils are able to describe and understand key aspects of physical geography including mountains, rivers and seas.</p> <p>Pupils are able to describe and understand key aspects of human geography including cities and land use.</p>	<p>Pupils use maps, atlases and digital/ computer mapping to locate and describe features of UK countries.</p> <p>Pupils use the eight points compass and map keys to build their knowledge of the UK</p>
<p>Starter</p> <p>Introduce pupils to blank outline of GIANT MAP OF UK classroom display. Use</p> <p>Interactive online resources to identify countries, capital cities, physical, human and cultural characteristics. Transfer information using laminated symbols to the 'UK Class Map'.</p>	<p>Main Activity</p> <p>Familiarisation with regional characteristics of the UK through 'UK Trail' and UK Happy 'Families' games. Photographs of iconic locations to be displayed on a 'UK Places Mosaic'.</p> <p>Extension: Pupils use the scale on the UK trail map to calculate distance and time and/or work in pairs to research 'Fascinating Facts' relating to one of the 'Happy Family' groups.</p>	<p>Plenary</p> <p>Pupils to recall as many physical and human landmarks as possible; teacher to scribe on IWB.</p> <p>http://www.toporopa.eu/en</p>	<p>Assessment</p> <p>Baseline assessment from the Starter</p> <p>Formative Assessment from 'UK Trail' answers and 'Fascinating Facts' presentation.</p>

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Lesson 2 Scaling Geographical Heights

Locational Knowledge

Name and locate key topographical features of the UK including hills, mountains, coasts and rivers.

Place Knowledge

Understand geographical similarities and differences through the study of the physical geography of the UK.

Describe different landscapes and environments to explore feelings about places (sense of place).

Human and Physical Geography

Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains.

Describe and understand key aspects of human geography including settlement type, land use, economic activity etc.

Geographical Skills and Fieldwork

Interpret a range of sources of geographical information including aerial photographs.

Use Ordnance Survey (OS) maps (4 and 6 figure grid references, symbols and key) and 8 point compass to locate specific features and build knowledge of the UK.

Starter

Link with 'Britain from the Air' website. 'Exploring the Landscapes of Britain': open sensory questioning based on 9 aerial photographs: what do you see, what might you hear, how does the photo make you feel? Write descriptive words on interactive whiteboard.

<http://www.rgs.org/Britain+AIr+Education>

Main Activity

In teams of 3, pupils create a topological map for a road journey for the 'The Three Peaks Challenge' starting from London. Each team produces a journey log including distances, directions, duration of travel, physical and human geography encountered and writes a weather forecast for one of the Three Peaks.

EXTENSION: Pupils use the OS Explorer map for one of the Three Peaks to describe the route of the climb from a specific start

Plenary

Weather forecast role-plays

Information added to 'UK Class Map'

Assessment

Starter evokes an emotional response to UK landscapes (qualitative assessment)

The Three Peaks Challenge exercise will assess knowledge of the UK's physical and human features and competency in 4 and 6 figure grid references, interpretation of keys, scales and compass directions.

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Lesson 3 Trace the Taste: Counties and Products

Locational Knowledge

Name and locate counties of the UK and geographical regions, particularly in relation to agriculture.

Starter

Display the maps of the UK countries on the PPT to show the counties of England, Principle Areas of Wales, Council areas of Scotland, and Districts of Northern Ireland. Discuss whether any pupils have links with any specific counties or regions.

<http://www.toporopa.eu/en>

Place Knowledge

Understand geographical similarities and differences through the study of physical and human geography of a UK county.

Understand the interdependence between physical and human landscapes.

Main Activity

Teams of children produce information posters relating to manufactured food products from specific counties/regions of the UK.

Extension: Pupils to carry out online research using a child-friendly search engine to add to their learning this

Human and Physical Geography

Describe and understand key aspects of the physical geography of the UK including climate zones and distribution of soils.

Describe and understand key aspects of the human geography of the UK including the distribution of farming

Plenary

Each team presents a fact file of the physical and human influences on farming in its allocated county/region.

Geographical Skills and Fieldwork

Use discursive skills; presentational skills (artistic/graphical/oral); organisation of information; cross-curricular links with History, Science and SMSC.

Assessment

Formative assessment of physical and human influences on farming from posters, fact files and tourist pitch scripts.

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Lesson 4 Famous Football Cities

Locational Knowledge

Name and locate UK cities and industrial land use and understand how these aspects have changed over time.

Place Knowledge

Understand the processes of industrial growth and how economic prosperity might be related to the success/failure of the local football team.

Understand how the nicknames of football teams might give clues to the

Human and Physical Geography

Describe and understand key aspects of human geography including types of settlement, economic activity, trade links and the distribution of natural resources including energy and minerals.

Explain the location, growth and decline of settlement.

Geographical Skills and Fieldwork

Use atlases to locate footballing towns/cities; cross-curricular links with History; interpretation of past and present land use through OS maps.

Starter

Pupils, in pairs, read the article on Tom Finney's early footballing career. Create a role-play to illustrate the work conditions of professional footballers in the 1940s.

Main Activity

In groups of four, pupils sort historical materials for Sheffield to create an industrial timeline to show how their city's economic activity has evolved over time.

Extension: Research the specialist industrial activities of other football towns (see 'Football Towns and Indus-

Plenary

Construct symbols of 'Industrial Heritage' and 'Present Employment' and post on the 'UK Class Map'.

Assessment

Formative assessment of the content of the role-play in the Starter.

Interpretation of historical materials and sequencing on timeline will assess geographical skills covered in the lesson.

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Lesson 5 Best of British

Locational Knowledge

Name and locate capital cities and their identifying human and physical characteristics and how these aspects have changed over time.

Starter

Ask pupils to provide guesses of the number of different nationalities living in London and the number of different languages spoken in the city. Write the guesses on the board and see who is closest to the actual figures. London is home to more than 270 nationalities. Over 250 languages are spoken in the city, making the capital the most linguistically diverse city in

Place Knowledge

London as an example of multicultural Britain; the values and processes of democracy; rule of law in safeguarding citizens; tolerance within society and freedom of speech.

Main Activity

Pupils imagine that they are a migrant to the UK and write a diary entry about the opportunities and difficulties that they might encounter.

EXTENSION: pupils can create a bar graph showing the 2011 census data of ethnicity.

Human and Physical Geography

Describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity.

Plenary

pupils read aloud their passages, and record the combined 'pull factors' in floor book.

Geographical Skills and Fieldwork

The ability to understand the values of tolerance and harmony between different cultural groups. Links with SMSC.

Assessment

Formative assessment of cultural understanding from the Starter worksheet/pupil feedback.

Conceptual understanding of tolerance, democracy and equality assessed from the quality of argument in writing.

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Lesson 6 Assessment– How much do you know?

Locational Knowledge

The United Kingdom within the world/ Europe; surrounding seas; regions and counties; major cities; physical features (mountains, rivers, climate and weather); farming and industrial zones.

Visual Assessment

Pupils view a series of images and describe what they see, try and recall the place the image shows, and explain human/physical processes leading to its creation (migration, erosion etc.)

Place Knowledge

Contextual knowledge of constituent countries including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth; settlement change and the value of multi-culturalism in London.

Just a Minute

Pupils are issued with a UK geographical topic and are given 3 minutes to think about what they are going to say. Once the game begins, pupils cannot refer to any written notes.

Human and Physical Geography

Pupils are able to describe and understand key aspects of physical and human geography and the interdependence between natural and man-made environments.

Plenary

Pupils answer a series of questions related to the preceding six lessons.

Geographical Skills and Fieldwork

Use of maps, atlases, compasses, aerial photographs; observational and questioning skills; fluency in geographical enquiry (data collection, interpretation, presentation, analysis); understanding of interdependence and contemporary issues in society and the environment.

Assessment

Make notes on pupils' contributions to the assessment part one.

Just a Minute assesses fluency of expression and understanding of geographical concepts/processes/patterns.

Written assessment provides a formative assessment of pupils' knowledge and un-