Geography

Year 3 and 4

Spring

Topic United Kingdom

Rationale

Teaching UK geography in Year 3 during the spring term is beneficial for several reasons. At this stage, students are ready to build foundational geographical skills, such as understanding place, location, and physical and human features, which the National Curriculum requires. Spring offers an ideal time for practical learning, with opportunities to observe seasonal changes and connect these to the curriculum. Teaching geography at this point in the year also supports cross-curricular learning with history, science, and literacy, allowing students to apply skills they developed in the autumn term. Focusing on the UK's geography helps students relate to their surroundings, fostering a deeper understanding of their local environment and country.

NC Objective

- 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

Links to other Subject/Topics.

English – Inform, non-chronological, letters, leaflets
Computing – Spark, Multimedia, Online Research
DT- Foods

Inspiration for Aspiration

Travel writer, Vlogger, Blogger, Teacher, Navy, Merchant Navy

Key Content

- What are the countries and regions of the UK?
- What are the settlements and counties of the UK?
- What are the human features of the UK?
- What are the physical features of the UK?
- How can I use compasses, keys and symbols to read a map?
- How can I use 4 figure grid references to read a map?
- What are the key topographical features found in the UK?
- How have land use patterns changed over time in the UK?
- What are the key human and physical features of North East England?
- How can I create a sketch map of my local area?

Concepts

Geography	1	2	3	4	5	6
Location and Place						
Space						
Sustainability and the Environment						
Change						

Skills Year 1 and 2

- Where do we live?
- What are the countries and capital cities of the UK?
- Which seas are around the UK?
- What are the human and physical features of the UK?
- What are the countries of the UK like?

. Skills Year 3 and 4

- Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Describe and understand key aspects of physical geography including Rivers and the Water cycle

Year 2
Vocabulary

Country
City
Town
Village
Capital City
Map
Compass
North, South, East, West
Sea
River
Mountain
Hill
Forest
Coast
Island
Weather
Globe
Lake
Beach
Environment

Topic Vocabulary

City
Coast
Beach
Country
Population
Region
Shop
Topographical
Mountains
Easting
Landmark
Locality
Northings
Office
Farm
Forest
Harbour

Geographical Vocabulary

Aerial photograph
Atlas
Characteristics
Compass
Hill
House
Human process
Symbol
Valley
Land use
location
Compass rose
Continent
Elevation
Factory
Map
Pattern
Physical
Scale

By the end of the topic children will: -

- What are the countries and regions of the UK?
- What are the settlements and counties of the UK?
- What are the human features of the UK?
- What are the physical features of the UK?
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Assessment

Ongoing teacher assessment of tasks above.
Presentation of the United Kingdom

Example assessments

- You can use the knowledge organiser to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can assess the knowledge and understanding of objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
- You can use a cumulative quiz with questions to assess children throughout the topic. The quiz questions will link directly to each objective. You can also use them at the end of each lesson to give immediate feedback, inform future planning, and allow identifying children who need help understanding.