



## Geography Long Term Map Year 3

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>The UK</u></p> <p>A unit study into the United Kingdom. To establish that The <b>British Isles</b> are made up of: Ireland, Northern Ireland, Scotland, <b>England</b> and Wales. The <b>United Kingdom</b> (owned by the <b>British</b> crown) includes: Northern Ireland, Scotland, <b>England</b> and Wales. Great <b>Britain</b> is simply the land mass that incorporates Scotland, <b>England</b> and Wales.</p> <p>Identifying the four countries on the map of the UK and the surrounding seas</p> <p>Using and labelling maps-</p> <p>Identifying the capital cities of each country</p> <p>Identifying the counties of Yorkshire and Cumbria</p> <p>Identifying the human and physical features of Windermere and Halifax</p> <p>Researching and comparing two contrasting locations in Yorkshire and Cumbria (Windermere and central Halifax)</p> <p>Carrying out fieldwork to observe changes in land use in central Halifax and the Piece</p> <p>Use DigiMaps to place pictures of landmarks in Halifax onto a map.</p> <p style="color: red;">Trip to the Piece Hall Halifax for a tour and using their site map to find different places upon it.</p> <p style="color: red;">A unit study</p>	<p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Describe and understand key aspects of physical geography, including: rivers, mountains,</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
Autumn 2	<p style="text-align: center;"><u>Romans</u></p> <p>Locate where Italy and Rome are on a map of Europe and use historical maps to show how the Roman Empire spread across Europe and North Africa.</p>	<p>...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Spring 1	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>Studying what the climate and plant life was like during the three different dinosaur time periods and how this links to the continents changing over time. Looking at Pangea and how the world was different then to now-seeing how the continents were actually one big landmass and how this affected the physical features of the land.</p>	<p>... identifying key topographical features (including hills, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time.</p> <p>... describe and understand key aspects of physical geography, including climate zones, rivers and mountains.</p>
Spring 2	<p style="text-align: center;"><u>American Adventures</u></p> <p>A study of the USA looking at it's location on a world map, identifying the continent and at how the country is split up into states. Looking at some of these states in more detail through research and 4 figure grid reference work. Comparing the different physical features of the various landscapes of the USA as well as looking at some of the significant landmarks of the USA and identifying whether or not they are human or physical geography. A comparative study into New York and London. A sketch map of the school playground drawing a short route and describing it using the 4 points of a compass</p> <p>□ 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</p> <p>□ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>A trip to Nell bank to use map skills and complete orienteering activities using a map and key.</b></p>	<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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere..</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>

Summer 1	<p style="text-align: center;"><u>Invasors and Settlers</u></p> <p>Using maps to track where the Vikings came to Britain from and where they settled. Name and locate the seven Anglo-Saxon Kingdoms (Northumbria, Essex, Wessex, Sussex, Mercia, Kent and East Anglia) on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Summer 2	<p style="text-align: center;"><u>Invasors and Settlers</u></p> <p>Continuation of Invasors and Settlers topic</p>	