



Year 3: Geography



Block 1– Spatial Sense

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit builds on previous geographical knowledge and introduces new concepts in small steps. It begins with a review of compass directions, adding the intermediate points, and includes a map-drawing activity. Children then revisit Ordnance Survey maps, focusing on map symbols. They are introduced to basic grid references and practice using these with compass directions to describe locations. The final lessons involve comparing two places, such as London and San Francisco, by examining physical and human features. The unit concludes with a comparison task, allowing children to demonstrate their understanding through writing, maps, or annotated drawings.</p>	<ul style="list-style-type: none"> To compare and contrast two locations To use geographical vocabulary to describe a location. 	<p>Cartographical Skills: Drawing simple maps, using Ordnance Survey maps, and identifying symbols. Understanding and applying the eight-point compass and grid references to locate and describe places.</p> <p>Spatial Awareness: Developing the ability to describe locations using compass directions and grid references, and comparing physical and human features of different places.</p> <p>Analytical and Comparative Skills: Comparing and contrasting physical and human features of two different locations, such as landscape, transportation, and landmarks.</p> <p>Data Interpretation and Presentation: Using maps, data, graphs, and labelled drawings to support comparisons and convey geographical information effectively.</p> <p>Communication Skills: Writing comparisons and annotations to describe geographical similarities and differences between two places, demonstrating understanding through structured explanations.</p>

Sequence:

Building on children’s understanding of spatial sense from Year 2 where they looked at maps of the school site and the four-point compass, in this unit children learn about the eight-point compass and grid references. At the end of this unit children will use their geographical understanding to compare two locations. Next year, in Year 4, children will return to grid references and also learn about map scale.

Vocabulary:

Eight-point compass, grid reference, symbols, key, human features, physical features

Autumn term B – Settlements

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to the concept of settlements, starting with identifying different types such as hamlets, villages, towns, and cities, and understanding the services they offer. They explore the differences between rural and urban areas, focusing on infrastructure and population density. The unit culminates in a design</p>	<ul style="list-style-type: none"> Settlements are where people live. There are four types of settlement: hamlet, village, town and city Rural areas have low population density. Urban areas have high population density. Large settlements today need good transport links and many services such as schools, shops and restaurants. 	<p>Geographical Classification: Identifying and categorising different types of settlements (hamlets, villages, towns, cities) and understanding their characteristics and services.</p> <p>Map Skills: Drawing and interpreting various types of maps, including sketch maps and population maps, to represent settlements and their features.</p> <p>Spatial Analysis: Comparing and contrasting rural and urban areas, analysing infrastructure, and understanding population density.</p> <p>Critical Thinking and Design: Applying</p>

<p>activity where children create and map their own settlement, considering both historical and modern needs. The final lesson involves writing about their designed settlement, using the geographical vocabulary and concepts they have learned.</p>		<p>knowledge of settlement needs to design and map a fictional settlement, considering factors like geography, infrastructure, and services. Communication and Explanation: Using geographical vocabulary to describe and explain the design and features of a settlement, both in writing and through annotated maps.</p>
--	--	--

Sequence: Prior to this unit children will have begun to learn to use Ordnance Survey maps and will have looked at maps with keys.

Vocabulary:
Settlement, urban, rural, suburban, population, dense population, sparse population, conurbation.

Spring term A– Rivers

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to the importance of rivers throughout history, focusing on their roles in food supply and transport. They learn about river features, tracing their journey from source to estuary. Children study rivers from around the world, comparing local British rivers with larger ones like the Danube in Europe and the Nile in Africa. They explore rivers in Asia, such as the Indus, and consider challenges in managing rivers that flow through multiple countries. The unit concludes with a look at the Mississippi and Amazon rivers, highlighting their significance and the impact of environmental changes.</p>	<ul style="list-style-type: none"> • To recognise rivers of the world and how humans are connected to them. • To name, locate and describe key rivers in; Europe, Asia, North America, South America, Africa 	<p>Geographical Literacy: Understanding key river features and terminology, such as source, estuary, and tributaries. Map Skills: Using atlases and maps to locate and compare various rivers globally, developing skills in interpreting geographical information. Comparative Analysis: Analysing and contrasting the characteristics and significance of different rivers, including local and international examples. Historical Context: Recognising the historical importance of rivers in human civilization, particularly their roles in trade, settlement, and agriculture. Critical Thinking: Considering environmental issues related to rivers, such as management challenges and the impacts of climate change on river systems.</p>

Sequence: In the previous unit; settlements, children learned that rivers were an important resource for travelling and transporting goods in the past and that many cities grew around a river. In History, children learned about the importance of the River Nile to Ancient Egyptians. In this unit children will develop their understanding of how people interact with the world around them. Prior to this unit children will have learned the seven continents and will have been building their knowledge of the world.

Vocabulary: River, river source, stream, tributaries, estuary, mouth of a river, river basin/drainage basin, watershed, waterway

Spring term B– The South West of England

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
--------------------------	-------------------------------	--------------------------------

<p>This unit explores the Southwest region of England, starting with its geographical features, climate, and the impact of the Gulf Stream. Children learn about the area's coastline, including the Jurassic Coast and Durdle Door, and the geological processes of erosion. The importance of tourism is highlighted, with a focus on local attractions like Stonehenge and the Eden Project. The unit also connects climate to agriculture, discussing key crops and dairy products from the region. Finally, children examine historical changes in the Southwest, linking past events to current tourism trends. The unit concludes with an assessment where children write about the region from a geographer's perspective.</p>	<ul style="list-style-type: none"> • The South West includes the counties of Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon. • The coastline is eroding gradually year on year. • Tourism is a major industry in the South West. • Farming is another major industry in the South West. • The Southwest of England is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream. 	<p>Geographical Literacy: Understanding and using geographical terms related to landforms, climate, and human activities in the Southwest region.</p> <p>Map Skills: Locating and labelling key geographical features, national parks, and attractions on maps.</p> <p>Erosion and Geology: Learning about geological processes such as erosion and their impact on coastal features.</p> <p>Tourism Analysis: Evaluating the significance of tourism and its economic impact on the region through the study of local attractions.</p> <p>Climate and Agriculture Connections: Analysing how climate influences agricultural practices and crop production in the Southwest.</p> <p>Historical Contextualization: Understanding historical changes in the region and their relevance to present-day geography and tourism.</p> <p>Written Communication: Developing skills to articulate geographical insights clearly and informatively through structured writing.</p>
--	--	--

Sequence: This unit introduces children to regional geography of the UK. It will be built upon in Year 4 when children study London and the South East, again in Year 4 when children study Northern Ireland and then in Year 5 when children study East Anglia, The Midlands, Yorkshire and Humberside.

Vocabulary: coastline, the Gulf Stream, county, arable, pastoral, Area of Outstanding Natural Beauty (AONB), moor, tourism.

Summer Term A– Western Europe

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to Western Europe, starting with the identification of key countries like France, Germany, Belgium, and Switzerland, and linking their locations to significant historical events. Firstly, pupils use maps to trace journeys and annotate human and physical features. Then they will focus on the temperate climate of the region, exploring its impact on vegetation and examining a climate graph for Germany. Then they will be introduced to trade, explaining imports and exports within Western Europe. Next there will be a</p>	<ul style="list-style-type: none"> • Western Europe has a temperate climate which means it doesn't get extremely hot or cold. • The countries in Western Europe include; France, Germany, the Netherlands, Belgium, Switzerland, Luxembourg and Austria. • Countries in Western Europe trade with each other. • Paris is the capital of France. • France has diverse landscape including sandy beaches, green fields and snowy mountains. 	<ul style="list-style-type: none"> • Map Skills: Locating countries, tracing routes, and annotating maps with human and physical features. • Climate Analysis: Understanding and interpreting climate graphs, specifically relating to the temperate climate of Western Europe and its effects on vegetation. • Trade Understanding: Learning about the concepts of imports and exports, and recognising the significance of trade between countries. • Geographical Knowledge: Identifying key geographical landmarks and features, particularly in France, and understanding regional diversity. • Comparative Analysis: Comparing cities (e.g., Paris and London) through recorded observations, enhancing critical thinking and observational skills. • Integration of History and Geography: Linking geographical knowledge to

<p>focus on France, highlighting its geography and landmarks, including the Eiffel Tower and the Alps. Finally, Finally, pupils will compare Paris with another city, such as London, reinforcing their knowledge through recorded observations for assessment.</p>		<p>historical events, fostering an understanding of the interplay between geography and history.</p>
---	--	--

Sequence: Building on children’s understanding of the seven continents from Year 1, and Northern Europe from Year 2 children will look in more detail at Western Europe. Children will build on this knowledge in Year 4 when they will learn about Mediterranean and Eastern Europe. As children progress through these units of European Geography they will build on their locational understanding and will understand how location and climate are linked. In this unit, children will be taught about trade, a concept that they will return to in forthcoming geography and history units, for example the Anglo-Saxons, Scots and Vikings in Year 3, The British Empire in Year 5 and Globalisation in Year 6. Locational knowledge from this unit will support children’s geographical understanding when they study the Anglo-Saxons, Scots and Vikings in Year 3 and The Rise and Fall of Rome in Year 4.

Vocabulary: Climate, temperate climate, trade, import, export, agriculture, the Alps

Summer Term B- India and China

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit focuses on the continent of Asia, specifically India and China, building on prior geographical knowledge. In the first lesson, children will identify key features of Asia, including mountain ranges, settlements, and the use of different types of maps. Next, children explore India's diverse landscape and human geography, including its capital and notable landmarks. In the third lesson, children will learn about China's physical and human geography, including major rivers and agricultural regions. Then the children will learn the significance of the Indus and Ganges rivers, while the fifth lesson centres on the Great Wall of China and its historical context. The unit concludes with an assessment where pupils compare the human and physical geography of India and China, reinforcing their understanding of the interconnectedness of places.</p>	<ul style="list-style-type: none"> • To know that many of the world’s ancient civilisations started near a river. • To know the physical and human features of India. • To know the physical and human features of China. • To compare India and China 	<p>Map Reading and Interpretation: Children will learn to use and differentiate between relief and political maps, identifying geographical features such as mountain ranges, rivers, and settlements.</p> <p>Spatial Awareness: Understanding the locations of India and China within Asia, and recognising how geography influences human activity and culture.</p> <p>Comparison and Contrast: Analysing and comparing the physical and human geography of India and China, helping children understand similarities and differences between the two countries.</p> <p>Inquiry and Research: Exploring key geographical concepts such as climate, agriculture, and the significance of rivers, fostering critical thinking and inquiry skills.</p> <p>Communication of Geographical Knowledge: Writing about geographical features and historical contexts, enabling children to articulate their understanding and develop their writing skills in a geographical context.</p> <p>Cultural Understanding: Recognising and appreciating the diversity within and between the countries studied.</p>

Sequence:
Children will draw upon knowledge of rivers from the unit studied earlier in Year 3.

Vocabulary:
Taj Mahal, Indus River, Indus Valley Civilisation, River Ganges, Great Wall of China, Qin Shi Huangdi,