

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning Sequence
Pre-learning	- Land can be used for different purposes, such as housing, farming and roads. - Settlements are places where people live. - Differences between villages and cities. - The UK has different types of landscapes and landforms.	Land use Map key Settlements scale	Session 1: Land use in the locality Learning - Aerial images and maps can help us identify different types of land use; an easy example is housing - Maps and keys help us identify industrial areas, fields, woods and built-up areas with lots of roads - OS maps at 1: 10000 and 1:25000 are useful scales to explore land use patterns
Geographical Concepts Physical processes Land settlements and use.	<u>Geographical Knowledge</u> - Land use can be identified on aerial images, OS maps, and maps with keys. - Different types of land use in the UK include: residential, woodland, farmland, commercial, industrial, transport. - OS map scales show land use patterns at different levels of detail. - Grid references on OS maps help pinpoint exact locations. - The UK contains a variety of settlement types: hamlets, villages, towns, cities, megacities. - Larger settlements have more buildings, land uses, facilities and services. - Atlas maps use symbols and text size to show settlement size and importance. - Settlement features can be identified through ground-level photos and aerial images. - The distribution of major UK towns and cities can be located using atlas maps. <u>Geographical Skills</u> - Read and interpret aerial images, OS maps, and atlas maps to identify land use. - Use map keys, symbols, and colour codes to interpret map information. - Use OS four-figure grid references to locate places accurately. - Use photos (ground-level and aerial) to identify key settlement features.	Farming Farmer Live stock Agriculture Land use	Session 2 – Farming in the UK Learning - Farmers in the UK use the seasons to plant their crops, and what they grow depends on weather conditions, land and soil - More than two thirds of land in the UK is used for farming - Poorer soils and colder conditions in hilly areas are best suited to sheep farming, and rich grassy soils to dairy
		Residential Woodland Farmland Commercial Industrial Transport	Session 3- different types of land use in the UK. Learning Land use in the UK – residential, woodland, farmland, commercial, industrial, transport.
		OS Map Grid Reference	Session 4 – using grid references to identify land use. Learning OS maps have a series of grid lines that help you to pinpoint an exact location anywhere on the map
		Settlements Services Facilities Population	Session 5- settlement features Learning Settlements are places where people live and work, and often have a distinct community identity.

	• Use maps to investigate the distribution of settlements and understand patterns. • Compare land use types across local, regional and national scales. • Use geographical vocabulary to describe land use, settlement size, map features and physical and human characteristics • Draw conclusions about why places look the way they do, based on evidence from maps, photographs and keys.		• Settlements vary in size from small hamlets, to villages, towns, cities and megacities. • Larger settlements tend to have a wider range of buildings and land uses, and more facilities and services. • Photos, including aerial photos, show the main features of villages, towns and cities.
		Village Town City	<u>Session 6- villages towns and cities in the UK Learning</u> • Villages, towns and cities have different features. • Atlas maps of the UK often use different symbols or text size to indicate the size of a settlement. • Atlas maps can be used to investigate the location and distribution of the UK's significant cities. • Any settlement can be located on an OS map, and its features investigated using the key.
Useful Resources: https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/land-use-how-diverse-are-local-and-uk-landscapes/lessons?sid-9cf3f0=-TTs10IOGc&sm=0&src=3 https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/settlements-where-do-people-live-and-why/lessons?sid-5a234a=71qs64RT_3&sm=0&src=3			

Year 3 United Kingdom – Spring Term – Rivers- What’s special about them?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of learning
Pre-learning	- Rivers are physical features of the landscape. - Rivers flow from one place to another and usually end in the sea. - A river in the UK is the River Thames. - Locate countries and continents to support understanding of world rivers.	River Erosion Transportation Deposition Landform	Session 1 river processes and landforms. <u>Learning</u> - Rivers move water and processes of erosion, transport and deposition create different landforms along a river’s course. - Rocks pebbles and sediment carried by the river bash against the banks to crack and weaken them. - Landforms like waterfalls, meanders and floodplains are created by rivers. - An estuary forms where fresh river water mixes with salty sea water.
Learning in this unit <u>Geographical Concepts</u> <u>Physical processes</u> <u>Land use and settlement</u> <u>Regions- UK and global</u> Climate and weather	<u>Geographical Knowledge</u> - Rivers transport water - Key landforms created by rivers include waterfalls, meanders, floodplains and estuaries. - Rivers typically become wider, deeper and faster as they flow from source to mouth. - Rivers flood when they cannot hold all incoming water. - The River Severn is the longest river in the UK; the Thames is the longest flowing entirely in England. - The Volga (Russia) is the longest river in Europe. - The Nile is the longest river in the world. <u>Geographical Skills</u> - Use OS maps and atlas maps to identify river features (source, meanders, waterfalls, floodplains, estuary). - Read and interpret map symbols and keys to identify river landforms. - Use OS grid references (four-figure) to locate river features accurately. - Interpret aerial photographs to identify river patterns, landforms and surrounding land use. - Describe geographical processes (e.g., how erosion creates waterfalls). - Explain how and why a river changes along its course. - Recognise how physical factors (rainfall, gradient, soil, vegetation) influence flooding. - Make comparisons between rivers in the UK, Europe, and the world. - Use evidence from maps, diagrams and photographs to draw conclusions about river features.	<u>Course</u> Source Mouth	<u>Session 2: The river’s journey</u> <u>Learning</u> - The width and depth of rivers get larger and the river gets faster as it flows from source to mouth. - Landforms like waterfalls are usually found in the upper course of a river. - Landforms like meanders and floodplains are found in the middle and lower course of a river.
		<u>Flooding</u> Banks Drainage basin Deforestation	Session 3 – flooding rivers <u>Learning</u> - Rivers flood when they can’t hold all the water that is entering into them. - Heavy rainfall or long-lasting rainfall is a common cause of flooding. - Steep slopes can cause flooding as rainwater will run quickly downhill to the river during a storm. - Humans can make flooding more likely by deforestation and building tarmac and concrete surfaces.
		Source. Mouth <u>River Severn</u>	<u>Session 4 – rivers in the UK</u> <u>Learning</u> - The longest river in the UK is the Severn and the largest flowing entirely in England is the Thames. - The longest rivers of England, Wales, Scotland and Northern Ireland can be found using the pages of an atlas. - OS map can be used to identify river features. - The River Severn has features such as waterfalls, meanders, towns and an estuary on its journey to the sea.
		<u>River Volga</u> Border Hydro-electricity	<u>Session 5: Rivers in Europe</u> <u>Learning</u>

			• The Volga is in Russia and is the longest river in Europe. • Rivers such as the Danube are important as they are a border between countries. • Rivers in Europe are important for transport, providing water and making hydro-electricity.
		River Nile	<u>Session 6: Mighty rivers of the world.</u> <u>Learning:</u> • The Nile, Amazon, Yangtze, Mississippi, Murray and Volga are the longest rivers in each continent. • The Nile is the longest river in the world.

Useful Resources:

<https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/rivers-whats-special-about-them/lessons>

Summer – ***Climate Zones: What are they and why do they matter?***

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning sequence
Pre-learning	- Weather changes daily. - Climate differs around the world, including hot and cold places. - Locate the Equator and understand that location affects temperature. - Different places have different plants, animals and landscapes. - People, animals and plants depend on their environment. The world's climate is changing and this can affect living things.	Solar energy Equator Poles Climate Zones	<u>Session 1 – introducing climate</u> <u>Learning</u> - Climate is the average pattern of weather taken over a period of time, usually 30 years. - Some areas of the world share a similar climate; we call these climate zones.
Learning in this unit	<u>Geographical Knowledge</u> - Climate refers to the long-term average weather patterns over about 30 years. - The world contains different climate zones, where places share similar temperature and rainfall patterns. - Lines of latitude help identify the location of climate zones, which often stretch across multiple countries and continents.	Latitude Weather Temperature Location	<u>Session 2 - using lines of latitude to locate the main climate zones</u> <u>Learning:</u> - Lines of latitude can help us understand the location of climate zones. - Climate zones cross over national and international boundaries and also lie within them. - Average temperature is a clue to identifying climate zones. - Latitude and altitude are both related to climate zones.
Geographical Concepts Physical processes	- Climate graphs show monthly temperature and rainfall, revealing clear patterns across different climate zones. - Climate shapes how and where people live, influencing food, homes, clothing and activities. - Areas with similar climate support similar plants and animals, forming biomes such as rainforest, savannah, desert, temperate forest and tundra. - Biomes have global spatial patterns that can be mapped. - Plants and animals develop adaptations to survive in their particular biome. - Living things in a biome are interdependent; changes to one species affect others. - Climate change, caused largely by increased greenhouse gas emissions, is altering climates faster than plants, animals and humans can adapt.	Climate graph Data Horizontal axis Vertical axis	<u>Session 3 – climate data and patterns</u> <u>Learning</u> - Climate graphs usually show rainfall and temperature over a period of time, often as monthly figures over a year. - The climate in different climate zones has distinct patterns of rainfall and temperature throughout a year. - Climate has an impact on where and how people live.
Land use and settlement			
Regions UK and global		Weather Climate Climate zones Biomes	<u>Session 4 – The differences between climate zones and biomes</u> <u>Learning</u> - Some areas within a climate zone have similar plants and animals; we call this a biome. - Biomes have a spatial pattern that can be mapped. - Key biomes of the world include rainforest, savannah, desert, temperate forest and tundra.
Climate and weather	<u>Geographical Skills</u>	Biome Adapt	<u>Session 5 – Adaptations of plants and animals in different biomes</u>

• Interpret maps and atlases to locate climate zones using lines of latitude. • Use climate graphs to identify temperature and rainfall patterns across different parts of the world. • Compare and contrast climate zones and biomes, recognising similarities, differences and global distribution. • Explain how climate affects human and natural environments, using evidence from data and maps. • Use geographical vocabulary (e.g., climate zone, biome, latitude, adaptation, interdependence) accurately when describing climate and ecosystems. • Analyse causes and consequences of climate change, using geographical reasoning to consider impacts on people, plants and animals. • Begin to understand the concept of environmental interdependence, explaining how changes in one part of a system affect the whole.	Interdependent Environment	<u>Learning</u> • Animals and plants adapt to their environments. • Animals and plants within a biome are interdependent. • If a single plant or animal is removed from a biome, this will affect other plants and animals within the biome.
	Greenhouse gases Climate change Drought Heatwave	<u>Session 6 – Climate change</u> <u>Learning</u> • Climate is changing due to human activity releasing more greenhouse gases into the atmosphere, causing a climate crisis. • Climate crisis means the world's climate is changing faster than plants and animals (including humans) can adapt to. • Increased temperatures and changes to rainfall patterns threaten the food and freshwater supply for living things.
Useful Resources:		
https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/climate-zones-what-are-they-and-why-do-they-matter/lessons		