

# St Margaret Mary's Medium Term Planning

<b>Subject:</b> Geography <b>Topic:</b> The United Kingdom and its key physical and human geographical features.		<b>Year group:</b> 3 <b>Term:</b> Spring 1
<b>Prior learning:</b> Pupils should be able to name and locate the world's seven continents and five oceans. They should also be able to locate, name and identify the characteristics of the four countries and capital cities of the United Kingdom		
<b>Main focus of the unit:</b> 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.		
<b>End of unit task:</b> To create and present a poster of the UK to a group of children from the school that features the regions of the UK, some of the counties and identifies some human and physical characteristics. The children will need to talk about how they have noticed land use in the UK has changed over time.		
<b>Key Objectives</b>	<b>Vocabulary</b>	<b>Lesson sequence:</b>
To locate and name the continents, the United Kingdom and some countries on a World map.	North South East West Continents United Kingdom Countries	<ol style="list-style-type: none"> <li>1. Starter: What do the children already know about the geography of the world? TPS activity.</li> <li>2. Look at a map of the world. Ask the children to locate any countries identified during starter activity.</li> <li>3. Show the children the different continents and ask them to name some countries within each continent.</li> </ol> Activity: Colour continent different colours on a map, children to use an atlas to them label 2 countries within each continent (UK to be labelled by all)
To locate and name the UK and some European countries, identifying key cities and key physical and human characteristics (Must include Russia)	England Northern Ireland Scotland Wales	<ol style="list-style-type: none"> <li>1. Recap: Name the continents of the world.</li> <li>2. Look at a map of Europe and ask the children if they recognise any of the countries on the map.</li> <li>3. Card match activity in groups: Match country, capital city and famous landmark/physical characteristic (i.e. France, Paris, Eiffel Tower). One must be Russia. Go over with the children.</li> <li>4. Activity: Children to have a map of the UK (4 countries split). Children to identify one human and one physical characteristic of each country.</li> </ol>
To locate and name the four main countries within the United Kingdom and their capital cities. To locate and name the regions of the United Kingdom, their main cities and some of the counties within the regions	North East South West North-West North-East South-East South-West Midlands	<ol style="list-style-type: none"> <li>1. Recap: Name as many European countries and their capital cities as possible.</li> <li>2. Look at a map of the UK. Can the children remember the four countries? A3 map for children to colour the countries in different colours. Have the regions also marked out on the map. Explain to the children that these areas are called regions.</li> <li>3. Give the children a copy of an atlas and the names of main cities. The children must locate which region the main cities belong to and label these on the map.</li> </ol>
To locate and name key human and physical characteristics as well as topographical features of the United Kingdom.	Rivers Mountains Lakes	<ol style="list-style-type: none"> <li>1. Recap: Regions of the UK. EXT: Name a city within each region.</li> <li>2. Give each group one characteristic to research (Ben Nevis, Lake Windermere, River Severn, Clifton Suspension Bridge, Edinburgh Castle).</li> <li>3. Each group to feedback research to the rest of the class and children will use this information to complete an information grid in their books.</li> </ol>
To compare and explain how land use has changed over time in the UK.		<ol style="list-style-type: none"> <li>1. Recap: Can the children recall any physical/human characteristics of the UK.</li> <li>2. Ask the children what we use land for in the UK (e.g. roads, houses, parks, farming).</li> <li>3. Look at a map of modern day Liverpool. Can the children pick out any of the areas of land? What is the land used for?</li> <li>4. Next, show the children the same map from the past. Look at the same area and see what the land was previously used for. Why do the children think that the changes have taken place?</li> <li>5. Activity: Ask the children to write a paragraph identifying some changes in land use that occurred over time, using the map and a word bank to support.</li> </ol>
To demonstrate our knowledge of the United		<ol style="list-style-type: none"> <li>1. Give each group a region to research. Children will need to use their knowledge organisers and work done throughout the topic to create and present a poster that</li> </ol>

Kingdom and some of the key physical and human geography surrounding it.		features some of the counties and identifies some human and physical characteristics of that region. 2. The children will need to talk about how they have noticed land use in the UK has changed over time.
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