

KFJS
Geography Curriculum Map

In each project children: explore how human and physical geography impact on each other.

Year 3

Project	Fieldwork study What's happening now?	Trip Advisor	Country study
Key Question	Why do places change?	How is land used in different parts of the UK?	What impact does the environment have on the people who live in the UK?
Essential understanding	4 figure grid references are used to locate features on a map. Post office, school, railway lines, pathways, roads and green areas, hospitals, churches have specific symbols so that they are easily understood by users. Find locations using satellite images.	That each studied location (coastal, urban and countryside) has desirable and non-desirable features.	Location of countries, capital cities, Basingstoke and surrounding seas
Locational Knowledge	Focus on changes for Basingstoke from Rural to urbanised.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time	Use maps to locate the world's countries, environmental regions, key human and physical characteristics and major cities.
Place Knowledge	What have been the major settlements in our area?	Compare similarities and differences of a region in UK and know major cities.	Why are there different environments in the UK?
Human geography	Why did people choose to live here?	What are the different types of settlement and how are they used?	What makes people live/continue living here?
Physical geography	How has the land use changed over time? Start with changes within school grounds and then extend to local area.	Compare contrasting regions e.g. coastal/urban/countryside	

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Geographical skills	Begin to recognise and draw some OS symbols (including their own symbols) Use colour coding on maps where needed Scales – 1: 1250 (1cm = 12.5m) Use 4 figure grid refs	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate cities, countries and seas using atlases. Beginning to record my findings with direction from my teacher or in a team. Beginning to present my findings with direction from my teacher or in a team.
Fieldwork (Skills)	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 use the eight points of a compass, four 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 Annotate satellite images with observations and ideas.		

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	<p>Local area visit after in-school skills work. Create field sketches on site, adding labels, titles and colour back in school.</p> <p>Independently take photos and annotate.</p> <p>Listen to class audio recordings and listen to what they find out. Compare locations.</p> <p>Measure lengths using trundle wheels. Complete a traffic survey on location.</p> <p>Beginning to present my findings with direction from my teacher or in a team.</p>		
Assessment	<p>Why do places change? The children can use primary evidence to compare the local area past and present; and suggest reasons for change.</p>	<p>How is land used in different parts of England? Can I describe 3 different geographical areas in England? (arch diagram - how are they different?)</p>	
WTS	<p>Children compare old/new maps and photos and can identify some changes</p>	<p>One feature identified for each location</p>	
ARE	<p>Children compare old/new maps and photos and can identify some changes. They offer reasons for change.</p>	<p>At least two features identified for each location. Children choose a location for their campsite offering a simple reason why.</p>	

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GDS	A more robust list of accurate changes and their suggested reasons for change are clear and plausible.	At least two clearly described features identified for each location. In addition, a well-reasoned preference for chosen campsite location is stated.	