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| **Geography Year 3 Medium Term Planning – UK Study** | | | |
| **National Curriculum**  Locational knowledge   * 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   Catholic Social Teaching Principles   * Stewardship * Distributive Justice * Participation * The common good | | | |
|  | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention** | What are the physical and human landmarks of Wales and Northern Ireland? | What are the topological patterns of the UK? What can I see here? | Summarise, present and explain regions, counties, cities and landmarks of the UK. |
| **Recall and retrieval** | What are physical landmarks? Can you name any in England and Scotland?  What are human landmarks? Can you name any in England and Scotland? | What are physical landmarks? Can you name any in Wales and Northern Ireland?  What are human landmarks? Can you name any in Wales and Northern Ireland? | What are topological patterns?  Can you name any in the UK? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss what human and physical features are. Give examples of each  Discuss landmarks and what landmarks we may see throughout Wales and Northern Ireland.  Give examples of each and allow the children to see pictures of them. | **Key knowledge**  Discuss the meaning of the word topography.  Discuss that maps have colours and symbols on to describe a place.  Discuss different map scales and what effect this has.  Discuss the mountains and use a map to look at the north east of England and determine if there are a lot of mountains there.  Use the map to look at the area and compare it to the county we live in. What does the map show about the area? | **Key knowledge**  compare and contrast different regions and counties.  Where would be the best place to live and where would not be ideal. Consider:   * terrain * wilderness * barren places * mountain areas * water supply such as rivers or lakes * landmarks |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** | Settlement  sophisticated | terrain  wilderness  barren  extensive | terrain  wilderness  barren |
| **Key Vocabulary**  **Tier 3** | landmarks | topography  scale  contour lines | landmarks |