



LEADERSHIP



ORGANISATION



RESILIENCE



INITIATIVE



COMMUNICATION



KINDNESS

GEOGRAPHY

MEDIUM TERM PLANS



*Exploring our world.
Understanding places. Inspiring futures.*

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world and its features.



ENVIRONMENTAL

Caring for our world and creating a sustainable future.



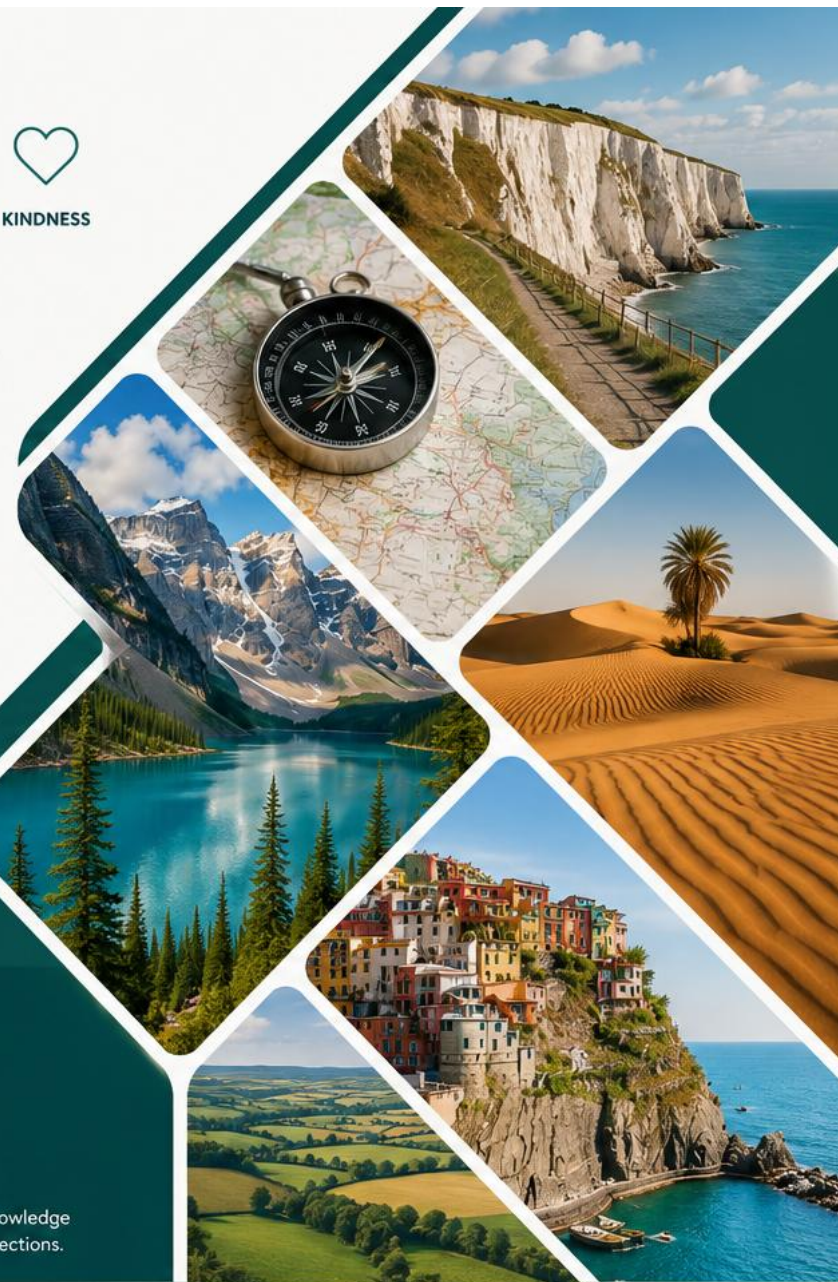
HUMAN

Exploring how people live, work and shape places.



THE WORLD

Developing locational knowledge and making global connections.



CURIOSITY TODAY



UNDERSTANDING TOMORROW



SHAPING THE FUTURE



Year 3 Geography Medium Term plans

Year 3	<u>Why has Dover always been important?</u>	<u>How does the Earth shape human life?</u>	<u>Changing Landscapes</u>
Prior learning	• Knows the four countries of the UK and their capital cities. • Can identify the seven continents and five oceans. • Can use maps, atlases and globes to locate places. • Can identify human and physical features.	• Knows that the world has different climates and environments. • Knows that places near the Equator are generally hotter and places near the Poles are generally colder. • Can compare places using maps and photographs. • Can identify human and physical features in different locations.	• Can identify human and physical features in the local area. • Can use maps, symbols and keys. • Can describe how people use land. • Can compare different places using geographical evidence.
Year 3	How can maps help us understand the United Kingdom? Covers: - UK countries and capitals - Counties and regions - Human and physical features - Maps, atlases and globes - Symbols and keys - Compass points - 4-figure grid references - Comparing regions	How does the Earth change the places where people live? Covers: - Continents and oceans - Plate boundaries - Volcanoes and earthquakes - Earth's structure - Latitude and longitude (<i>introduction</i>) - <i>Settlements</i> - <i>Mapping and comparison</i>	How has Samphire Hoe changed our local area? Covers: - UK locational knowledge - Physical geography - Rocks and soils - Human geography - Environmental change - Fieldwork - Comparison and enquiry
Question 1	What is the United Kingdom? WALT: locate the countries and capital cities of the United Kingdom. Children: Locate: - England → London - Scotland → Edinburgh - Wales → Cardiff - Northern Ireland → Belfast Use maps, atlases and globes.	Where do volcanoes and earthquakes happen? WALT: locate volcanoes and earthquakes around the world. Children: Locate: - continents and oceans - volcano regions in: Italy Iceland United States Chile	Where is Samphire Hoe and how can maps help us find it? WALT: locate Samphire Hoe using maps and atlases. Children: • Locate: - Dover - Kent - South East England - UK coastline

	Skills: - Locates countries and capital cities - Uses maps, atlases and globes Vocabulary: United Kingdom, country, capital city	Use: - maps - globes - digital maps Skills: - Locates continents and oceans - Uses maps and globes - Begins global locational knowledge Vocabulary: continent, ocean, globe, atlas	• Use: - maps - atlases - globes - digital maps Skills: - Locates counties, regions and physical features - Uses maps, atlases and globes Vocabulary: county, region, coast, map, atlas
Question 2	What is a county? WALT: understand counties in England. Children: Locate counties such as: - Kent - Yorkshire - Cornwall Discuss: - people - towns - countryside - landmarks Skills: - Locates counties and regions - Compares places within the UK Vocabulary: county, region, settlement	What is happening beneath our feet? WALT: understand the structure of the Earth. Children: Explore: - crust - mantle - core - tectonic plates - plate boundaries Skills: - Understands Earth's structure - Explains physical processes Vocabulary: tectonic, plate boundary, crust, mantle, core	What physical features can we find at Samphire Hoe? WALT: identify physical features. Children: Explore: - cliffs - coast - rocks - sea - vegetation Skills: - Studies physical geography - Makes observations Vocabulary: cliff, coast, vegetation, rock
Question 3	What physical features can we find in the UK? WALT: identify physical features on maps. Children: Find: - hills - rivers - mountains	Why do volcanoes erupt? WALT: understand volcanoes. Children: Explore: - magma - lava - eruption	What rocks and soils can we find here? WALT: investigate rocks and soils. Children: - Explore chalk, pebbles, soil - Compare with volcanic rocks from previous learning Skills:

	- valleys - coasts Skills: - Identifies physical geography - Uses maps to identify features Vocabulary: mountain, hill, valley, river, coast	- volcanic landscapes Skills: - Investigates how volcanoes form Vocabulary: magma, lava, eruption, volcano	- Studies rocks and soils - Collects simple evidence Vocabulary: rock, soil, erosion
Question 4	How can maps help us find places? WALT: use map symbols, keys and compass points. Children: Use: - map symbols - keys - north, east, south, west Skills: - Recognises and uses map symbols - Uses compass points Vocabulary: symbol, key, north, east, south, west	Why do earthquakes happen? WALT: understand earthquakes. Children: Explore: - movement of plates - shaking ground - effects on settlements Skills: - Investigates earthquakes and their effects Vocabulary: earthquake, tremor, fault line	How do people use Samphire Hoe? WALT: understand human geography. Children: Explore: - walking routes - fishing - tourism - conservation - history of construction Skills: - Explores land use and human features Vocabulary: land use, tourism, settlement, human feature
Question 5	How do geographers use grid references? WALT: use 4-figure grid references. Children: • Locate places using grid references • Practise using: - symbols - compass points - grid references together Skills: - Begins using 4-figure grid references - Applies multiple mapping skills Vocabulary: grid reference, coordinates	How does location affect where volcanoes happen? WALT: use geographical language and mapping. Children: Use: - Equator - hemispheres - latitude - longitude Locate volcano regions globally. Skills: - Begins using hemispheres - Uses geographical vocabulary Vocabulary:	How is Samphire Hoe similar to and different from St Margaret's Bay? WALT: compare local places. Children: Compare: - coastlines - cliffs - beaches - tourism - settlements Skills: - Compares places - Uses maps, photos and evidence Vocabulary:

		Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude	compare, similar, different, bay
Question 6	Can I explain how maps help us understand the UK? Outcome: Children: Create: - annotated county map - map quiz - comparison poster - floorbook page - geographical writing Skills: - Compares counties - Uses evidence to explain places - Communicates geographical information Vocabulary: urban, rural, population, land use "Dover is in the county of Kent." "A county contains towns, villages and countryside." "I can use symbols, compass points and grid references to find places on a map."	How do volcanoes and earthquakes change where people live? Outcome: Children: Compare: A UK place such as Dover with places such as: Naples (near Mount Vesuvius) or Santiago Children create: - comparison report - annotated maps - labelled diagrams - floorbook enquiry page Skills: - Compares places using evidence - Uses compass points, symbols and keys - Explains how physical geography affects settlements "Volcanoes often happen near plate boundaries." "Places in different hemispheres can have different climates." "Earthquakes and volcanoes affect where people build settlements." "Dover is different from places near volcanoes because of its physical geography."	Can we explain how Samphire Hoe has changed over time? Outcome: Children: Create: - fieldwork report - annotated maps - labelled diagrams - data tables - geographical writing Skills: - Uses fieldwork skills to observe, record and present data - Communicates geographical information - Recognises environmental change locally Vocabulary: fieldwork, survey, environment, change "Samphire Hoe is on the coast of Kent in South East England." "Rocks, cliffs and the sea shape the landscape." "People use Samphire Hoe for tourism, recreation and conservation." "Human activity has changed the coastline over time."
Assessment	Enquiry Question: <i>"How can maps help us understand the United Kingdom?"</i> Children will demonstrate understanding by: • Locating countries, capitals and counties.	Enquiry Question: <i>"How does the Earth change the places where people live?"</i> Children will demonstrate understanding by: • Explaining volcanoes and earthquakes. • Describing the structure of the Earth.	Enquiry Question: <i>"How has Samphire Hoe changed our local area?"</i> Children will demonstrate understanding by: • Explaining how Samphire Hoe was created.

	- Using symbols, keys and grid references accurately. - Identifying physical and human features. - Explaining geographical similarities and differences.	- Explaining how physical geography influences settlements. - Comparing places using geographical evidence.	- Identifying physical and human features. - Using fieldwork evidence to describe change. - Comparing Samphire Hoe with another coastal location. - Communicating findings using geographical vocabulary.
End Point	By the end of this unit, children will understand how maps help geographers investigate places within the United Kingdom. They will know the countries and capital cities of the UK, understand counties and regions, identify physical and human features, and use maps confidently, including symbols, keys, compass points and 4-figure grid references. Children will be able to compare different regions and explain how geography helps us understand places.	By the end of this unit, children will understand how physical processes such as volcanoes and earthquakes shape the Earth's surface and influence where people live. They will know about the structure of the Earth, plate boundaries and the distribution of volcanoes and earthquakes. Children will be able to explain how physical geography affects settlements and compare places around the world.	By the end of this unit, children will understand how physical and human processes have shaped Samphire Hoe over time. They will know about the area's location, physical geography, rocks and soils, and how people use the landscape today. Children will use fieldwork skills to investigate environmental change and compare Samphire Hoe with other local coastal locations.
Substantive Knowledge (What children need to remember)	Children will know: - The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. - Each country has a capital city. - England is divided into counties and regions, including Kent. - Physical features include mountains, rivers, valleys and coasts. - Human features include towns, cities, roads and settlements. - Maps use symbols, keys and grid references to represent places. - Compass points help describe location and direction. - Different parts of the UK have different geographical characteristics.	Children will know: - The Earth is made up of the crust, mantle and core. - The Earth's crust is divided into tectonic plates. - Volcanoes and earthquakes often occur near plate boundaries. - Magma rises to the surface during volcanic eruptions. - Earthquakes are caused by movement of tectonic plates. - Latitude and longitude help locate places around the world. - Physical geography can influence where settlements develop. - Different parts of the world experience different natural hazards.	Children will know: - Samphire Hoe is located on the Kent coastline near Dover. - The landscape includes cliffs, rocks, vegetation and coastal features. - Different types of rocks and soils can be found in the area. - Samphire Hoe was created through human engineering during the construction of the Channel Tunnel. - People use Samphire Hoe for tourism, recreation and conservation. - Human activity can change landscapes over time. - Coastal environments can be compared using geographical evidence.

Disciplinary Knowledge (Thinking like a geographer)	Children will: • Use maps, atlases, globes and digital mapping tools. • Identify and compare physical and human features. • Use symbols, keys, compass directions and 4-figure grid references. • Ask and answer geographical questions. • Collect and interpret geographical evidence. • Compare regions using maps and data. • Communicate geographical information using appropriate vocabulary.	Children will: • Use maps, globes and atlases to locate geographical features. • Identify global patterns and distributions. • Use geographical vocabulary accurately. • Interpret diagrams, maps and geographical data. • Compare locations using evidence. • Ask geographical questions and investigate answers. • Explain relationships between physical geography and human activity.	Children will: • Conduct fieldwork to observe and record geographical features. • Use maps, atlases, globes and aerial photographs. • Collect, record and present geographical data. • Compare places using observations and evidence. • Identify physical and human features. • Ask geographical questions and investigate change over time. • Communicate findings using geographical vocabulary.
Adaptive Teaching	Support • Large-scale maps and atlases. • Visual vocabulary cards. • Guided map-reading activities. • Compass direction games. • Adult-supported use of grid references. Challenge • Use multiple mapping skills independently. • Compare regions using evidence. • Explain patterns shown on maps. • Investigate additional counties and regions.	Support • Diagrams of the Earth's structure. • Practical models and demonstrations. • Visual vocabulary mats. • Scaffolded map activities. • Guided comparison tasks. Challenge • Explain links between plate boundaries and settlements. • Compare different volcanic regions. • Use latitude and longitude independently. • Analyse geographical patterns using evidence.	Support • Fieldwork recording sheets. • Photographs and labelled diagrams. • Vocabulary mats and knowledge organisers. • Adult-guided observations. • Structured comparison activities. Challenge • Analyse patterns from fieldwork data. • Explain environmental change over time. • Compare multiple coastal locations. • Suggest ways to protect local environments.

Assessment for Learning	Throughout the unit, teachers will assess understanding through map work, retrieval quizzes, practical tasks, questioning and discussion.	Throughout the unit, teachers will assess understanding through questioning, retrieval activities, map work, diagram labelling and discussion.	Throughout the unit, teachers will assess understanding through fieldwork observations, map work, retrieval practice, questioning and discussion.



GEOGRAPHY PROGRESSION TIMELINE

Building knowledge, skills and understanding
from our local area to the wider world.



Exploring my world

- Explore familiar places and environments.
- Talk about what they see and notice.
- Begin to make connections between places and the world around them.
- Use simple positional language.



Starting to make sense of the world around me.

Starting with me and my world

- Explore familiar places and environments.
- Identify features and talk about places.
- Develop early map skills and positional language.
- Begin to understand weather, seasons and different places.



Starting locally: me, my home, my school.

Exploring places near and far

- Learn about our local area in more detail.
- Compare places in the UK.
- Discover continents and oceans.
- Explore weather, seasons and hot and cold places.



Extending outwards: local area to the UK and world.

Investigating places and environments

- Use maps and atlases with more confidence.
- Explore physical processes and natural features.
- Understand how people use land and resources.
- Begin to make comparisons using evidence.



Developing geographical enquiry and understanding.

Connecting places and people

- Study regions in the UK and beyond.
- Investigate rivers, settlements, trade and land use.
- Use OS maps and grid references.
- Understand how geography shapes human activity.



Building confidence with maps, patterns and connections.

Understanding change and impact

- Explore physical and human geography in depth.
- Study how people interact with the environment.
- Investigate change, development and sustainability.
- Use fieldwork to collect and analyse data.



Analysing data, understanding change and making comparisons.

Thinking globally, acting locally

- Build a global perspective.
- Investigate complex geographical issues.
- Evaluate evidence and draw informed conclusions.
- Apply geographical skills confidently in real contexts.



Thinking like geographers: making a positive difference.

OUR GOLDEN THREADS



PHYSICAL

Understanding the natural world, landscapes and the processes that shape them.



ENVIRONMENTAL

Caring for our world, sustainability and the impact of human actions.



HUMAN

Exploring how people live, work, trade and build communities.



THE WORLD

Developing locational knowledge and understanding connections across the world.



CURIOSITY TODAY

• UNDERSTANDING TOMORROW

• SHAPING THE FUTURE



GEOGRAPHY FIELDWORK PROGRESSION

— Developing geographical skills through exploration, enquiry and real-world experiences. —



EYFS



EXPLORE & DISCOVER

Children:

- Explore familiar places using their senses.
- Notice and talk about features.
- Ask simple questions about places.



✓ I can explore and talk about my surroundings.

YEAR 1



OBSERVE & RECORD

Children:

- Go on a walk around the local area.
- Draw simple maps.
- Record what they see and notice.



✓ I can observe places and record what I find.

YEAR 2



IDENTIFY & DESCRIBE

Children:

- Identify human and physical features.
- Use simple maps and symbols.
- Describe what they see and where.



✓ I can identify features and describe what I see.

YEAR 3



COLLECT & PRESENT

Children:

- Collect information (photos, drawings, counts).
- Use simple tables and charts.
- Present findings clearly.



✓ I can collect information and present my findings.

YEAR 4



MEASURE & COMPARE

Children:

- Use equipment to measure and record.
- Compare two or more places.
- Look for patterns and changes.



✓ I can measure and compare places.

YEAR 5



ANALYSE & INTERPRET

Children:

- Analyse data and look for trends.
- Use evidence to draw conclusions.
- Evaluate how places are connected.



✓ I can analyse information and draw conclusions.

YEAR 6



EVALUATE & TAKE ACTION

Children:

- Evaluate places and human impact.
- Suggest ways to improve environments.
- Present a fieldwork project to others.



✓ I can evaluate places and take action.



EXPLORING OUR WORLD • ASKING QUESTIONS • COLLECTING EVIDENCE • UNDERSTANDING PLACES • MAKING A DIFFERENCE

