

# Geography Overview Y3



<p><b>Here and now: There and then.</b>  <i>Why is Birmingham the best city in the world? (UK)</i></p>	<p>Is Birmingham a good place to live – what do you think? Have you ever wondered why people in the past chose to live here? Together, we are going to find out about the places where people live. What is special about these places? How do they connect to the rest of the world in terms of transport, land use, economic activity and the distribution of natural resources?</p>
<p><b>National Curriculum Skills:</b></p>	
<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate and name the continents on a World Map.</li> <li>Locate the main countries of Europe inc. Russia.</li> <li>Identify capital cities of Europe.</li> <li>Locate and name the countries making up the British Isles, with their capital cities.</li> <li>Locate and name the main counties and cities around Birmingham.</li> <li>Identify longest rivers in the world, largest deserts, highest mountains and compare with UK.</li> <li>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>Set Birmingham within the context of the world geographically.</li> <li>Compare rivers and mountains, in and around Birmingham, with those across the world.</li> <li>Establish Birmingham's location to the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</li> </ul>
<p><b>Place Knowledge:</b>          Compare a region of the UK with a region in Europe, eg. Local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Compare Birmingham: Flat, land locked, English speaking area to Spanish/French Pyrenees: Mountainous, coastal, Spanish/Frenchspeaking area.</p>
<p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</li> <li>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</li> </ul>	<ul style="list-style-type: none"> <li>Link to Science (Spring 1) and History(Autumn Term)</li> <li>What part does our city play in the water cycle? Where do we get our water from? (Reservoirs/Rivers/Water treatment plants etc)</li> <li>What early settlements have been found in and around Birmingham? Why did people choose to make their homes in these areas?</li> <li>Types of settlements in modern Britain: villages, towns, cities.</li> </ul>
<p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps to be able to compare and contrast Birmingham and the surrounding area with the alternative locations described above. Use these maps to be able to describe what they have found out about Birmingham.</li> <li>Be able to use the eight points of the compass, 2 figure grid referencing and basic symbols when locating the areas and geographical features described above, using OS maps of our local area.</li> <li>Use world maps to identify Birmingham in its position in the world and Europe.</li> <li>Create a map of Manor Park Farm.</li> <li>Use photographs and maps to identify features of Manor Park Farm.</li> <li>Use a field work visit to record the human and physical features of the park, using sketching; taking photos and measuring and recording some of the main physical features of the park.</li> </ul>
<p><b>Assessment opportunities.</b> Formative assessment to determine map skills:</p> <ul style="list-style-type: none"> <li>How well can pupils describe the maps?</li> <li>How familiar are they with maps and plans?</li> <li>Are pupils able to represent Manor Park Farm accurately on a map?</li> </ul>	<p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance</li> </ul>