Year 3 Term 5

How well can you know somewhere you've never been?

GEOGRAPHY

National Curriculum Links:

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Essential Prior Learning:

Recognise some human and physical similarities and differences between places in the United Kingdom. France is a country in continental Europe. It is our nearest neighbour. Maps can tell us what a place is like.

Progression in Skill:

Locate some countries of Europe on a map: France, Germany, Italy, Spain, Greece, Iceland, Portugal and Turkey.
Use digital/computer mapping to locate countries (France, Germany, Italy, Spain, Greece, Iceland, Portugal and Turkey) and earthquake and volcano zones.
Use symbols and keys to identify and locate features studied.
Describe and compare the physical and human similarities and differences between Tonbridge and Puy-en-Velay (a town in a volcanic region of France – a European country).
Recognise and express their feelings towards places both known (Tonbridge) and unknown (Puy-en-Velay) and offer reasons for these.
Listen to other people's feelings about places, acknowledging that they may differ.
Conduct structured enquiries that involve the use of specific fieldwork techniques to record data and answer geographical questions.
Write short reports to answer geographical questions, including pictures to demonstrate understanding.
Ask and respond to geographical questions using evidence to support answers, e.g. why do people choose to settle in the places they do? What do these symbols on the map mean? What causes an earthquake?
Observe, measure and record the human and physical features in the local area, responding to a range of geographical questions, e.g. is it always busy in Tonbridge High Street or are there quieter times? Why might that be?
Suggest some of the consequences (positive and negative) of building more houses in Tonbridge.
Name some similarities and differences between life here and in France.

Long-term Memory Knowledge:

Compare the human and physical geographical features of Tonbridge with its twin town, Puy-en-Velay, identifying similarities and differences.
Locate France, Germany, Italy, Spain, Greece, Iceland, Portugal and Turkey on a European map.
Give opinions about a place they may or may not have been to and give reasons for their opinion, recognising that people can have different opinions on the same place.
Read maps by recognising and identifying symbols.
Name some physical and human similarities and differences between Puy-en-Velay and Tonbridge.

Key Vocabulary	
settlement	where people establish a community
cathedral	a Christian church that is run by a bishop
climate	the average weather patterns for a region
region	an area of a country
mountains	a steep hill rising-up from the surrounding area
twin town	towns in different countries that have made links with each other
cobbled streets	streets made form a particular type of stone

Progression in Resources:

Atlases
Google maps
Links made with schools in Puy-en-Velay

Relevance	
Now	Children develop their knowledge of Tonbridge, considering their preferences about the town; begin to understand that, although each place in the world is different, there are similarities to the places they know.
Future	Children can compare where they grew up and state their preferences about other places that they visit; they will be interested in travelling and exploring new places.
Aspiration	Children are involved in local, national and international projects with the aim to improve their communities.