



Year 3 Spring 1 – Summer 2

Eurovision

Geography

As Geographers we will begin to learn about the area we live in and in particular how erosion is affecting near by villages. We will be using a range of maps, atlases and globes to find out about the human and physical features of the world, with a particular focus on the continent Europe. We will explore the lines of latitude equator, Tropic of Capricorn and Tropic of Cancer and explore how this affects a country's climate. We will also explore the countries and capitals of Europe and we will discover the culture of these cities. We will also explore the concepts or tourism.

**Resources and equipment required:**

- iPads/Chromebooks/laptops to access Digimaps and Google maps.
- Compasses
- Atlases with information about Europe
- World maps
- Globes
- Maps of Europe

**Vocabulary**

Physical/human characteristics  
Equator  
Tropic of Capricorn/Cancer  
Latitude  
Longitude  
Prime Meridian  
Northern/Southern/Eastern/Western Hemisphere  
Large scale map  
Small scale map

Summer 1

Episode 2 – Beauty is in the Eye of Yorkshire

By the end of this episode, children will be able to:

- Know that Hull is part of East Yorkshire, Yorkshire, England and Europe.
- Know that physical features occur naturally and that human features have been created by man; be able to identify examples of each in Hull and the surrounding area.
- Know that erosion is caused by rain, the sea and wind hitting against the cliffs and wearing away at the rock.
- Know that boulder clay is a type of soft rock that makes up the majority of the Holderness Coastline; explaining why this is eroding faster than any other coastline in Europe.
- Know how arches, stacks, headlands and bays are caused as a result of erosion.
- Know how humans are working to prevent erosion.
- Know the major transport links across Hull, and those in and out of Hull.
- Know that some modes of transport lead to more pollution than others and consider what can be done to prevent this.

Procedural skill:

Use a range of resources to identify the key physical and human features of a location.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

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.

Use a range of resources to identify the key physical and human features of a location.

NC links:

Pupils should be taught to:

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.

Describe and understand key aspects of physical and human geography. 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.

NC links:

Pupils should be taught to:

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.

Describe and understand key aspects of physical and human geography. 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.

**Erosion**

(No new learning)

Plot Hull and surrounding areas of East Yorkshire and Yorkshire on a map.

Know that a landmark is a feature or object that can be easily recognisable/memorable. Know that these are often considered to be tourist destinations/attractions. Know that 'tourism' means people who travel for fun, and that these people are called 'tourists'.

Know that human features are those that have been created by people (would not exist without humans), and that physical/natural features are those that would be in the environment naturally.

Describe the geographical features of beaches, cliffs, arches, stacks, headlands and bays.

Know that these are formed through a process of erosion and deposition. Know the causes of erosion along the coast (due to the water from rain/sea and the wind).

Visit a coastline –On the trip, can children identify these features and explain what has happened? Explore the boulder clay on the cliffs and use this to explain why the Holderness Coastline is eroding faster than any other coastline in Europe.

Know how erosion has changed the Holderness Coastline (look at how much land has been lost since the Roman Coastline). Plot this change on a map and plot some towns and cities that are at risk due to coastal erosion (Bridlington, Skipsea, Hornsea, Mapleton, Withernsea).

Consider ways in which people are working to prevent further damage from erosion. (Rock armour, sea walls, groynes). Explain how each of these features work.

Summer 2  
Episode 3 – Beauty, Piekno, Beauté, Belleza  
(Europe)

By the end of this episode, children will be able to:

- Locate Europe on a map, describing its location using geographical vocabulary and be able to know the main countries, their capital cities and the key physical/human features.
- Know the differing climates/regions within Europe.
- Be able to compare at least one contrasting European country to the UK.
- Identify famous natural/manmade landmarks and tourist attractions across Europe.
- Use knowledge from across the topic to plan a holiday to Europe, giving reasons for choices.

**Procedural skill:**

Use a range of resources to identify the key physical and human features of a location.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Name and locate the countries of Europe and identify their main physical and human characteristics.

Describe geographical similarities and differences between countries.

**NC links:**

Pupils should be taught to:

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.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Describe and understand key aspects of physical and human geography.

**Procedural skill:**

Use a range of resources to identify the key physical and human features of a location.

Describe how the locality of the school has changed over time.

Name and locate the countries of Europe and identify their main physical and human characteristics.

Describe geographical similarities and differences between countries.

**NC links:**

Pupils should be taught to:

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.

Culture and Lifestyle

Choose a European climate that contrasts the UK (Northern Europe). Carry out an in-depth study of the human and physical features of this area and how this compares to the UK. Children might use a range of maps (including topographical maps) and atlases to find out more information about these features in each area.

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.

### Physical/Human Geography

Locate Europe on a map and acknowledge its boundaries, using geographical vocabulary to describe its location (e.g. equator, oceans etc). Acknowledge that Europe ends halfway through Russia, and that Russia goes over both Europe and Asia.

Plot the biggest countries within Europe (Russia, Ukraine, France, Sweden, Norway, Germany, Finland, Poland, Italy, UK) and plot some other well-known/familiar countries (link this to current events/Eurovision/Euros/EAL children's home countries).

Locate and plot their capital cities on a map. Investigate whether the size of the country correlates to its population. What else might impact this? Consider the positioning of each of these countries within Europe and how this might affect the climate/weather (e.g. Rome will be warmer than Paris because it is closer to the equator). Explain the differing climates of the following regions: Northern Europe, Central/Eastern Europe, Western Europe, Southern/Mediterranean Europe.

Choose a country from each of the regions looked at and research into the following. Make sure to compare and contrast this with the UK.

- Flag
- Languages spoken
- Population
- Ideas and beliefs
- Culture
- Lifestyle & Food
- Capital cities

Please note, this should take more than one lesson and should be an in-depth study.