


| KNOWLEDGE OVERVIEW GRID | | | | | | |
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| | Subject: Geography | | | Year Group: Year 3 | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | | UK and Yorkshire | Rivers and Water Cycle- River Wharfe | | Geographical Skills and Fieldwork - How can I improve the view out of my window? <i>Focus education potential: energy</i> |
| NC Objectives Covered (Taken directly from the National Curriculum) Red= substantive knowledge Blue= disciplinary knowledge | | | Locational Knowledge: Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Geographical skills and fieldwork: Use maps, atlases, globes and computer mapping to locate countries and describe features studied, use 4 figure grid references, symbols, keys (inc use of ordnance survey maps) Place knowledge: Compare geographical similarities and differences between regions of the UK. | 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. Human and Physical Geography: Describe and understand key aspects of physical geography, including: rivers and the water cycle. Geographical skills and fieldwork: Use the 8 points of a compass and 4 figure grid references, symbols, keys (inc use of ordnance survey maps) | | Human and physical geography: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and computer mapping to locate countries and describe features studied. Use the 8 points of a compass and 4 figure grid references, symbols, keys (inc use of ordnance survey maps). Locational knowledge: Identify the position and significance of the Equator. |
| Previous Knowledge -What have children learnt previously that will support this next step? | | | Nursery –children understand the local area they live house, street, nursery, park Reception - children understand village, school, shops. Begin to look at maps. KS1 - Geography of United Kingdom – countries, seas. Cover history of Leeds so begin to build wider knowledge that Bramhope is part of something bigger – a city called Leeds. We are in close proximity to Leeds Bradford Airport – many of our children will have flown from there and understand how we can be connected to the wider world. | Nursery – children start to understand concepts of wet and dry and experimenting with flowing water. Reception – children explore the natural world around them, understand weather and seasons and begin to make their own maps. KS1 – learnt key vocabulary river, port, mountains, seas, coasts. Studied the United Kingdom and its seas. Studied weather patterns. | | Nursery - aware of sense of place and places they enjoy playing– garden, playground, park Reception - aware of school grounds and where they feel happy – classroom, lunch hall, playground, field, park. KS1 - children have looked at fieldwork in the school grounds in Year 2. |

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| Misconceptions -What are the common misconceptions in knowledge for this unit? | | | Yorkshire is one county, not four separate ones. | Misconceptions of river flowing ‘down’ from North to South. The rivers, soil and hills we see today have always stayed the same throughout time. | | |
| Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge. | | | 1. Where are the main cities of the UK? Where are the counties of the UK? use the 8 points of a compass and 4 figure grid references 2. Where is Yorkshire? What towns and cities are in Yorkshire? 3. What are the key physical geographical features of Yorkshire? (Coastland, moors and dales) 4. What rivers run through Yorkshire? 5. How do I travel to Yorkshire? 6. What is special about Yorkshire? | 1. What is the water cycle? 2. What are the key features of a river? 3. Where is the River Wharfe? 4. How has the River Wharfe changed over time? 5. What are the similarities and differences of the River Wharfe and the River Ouse? (human, Leeds and York) 6. What are the similarities and differences of the River Wharfe and the River Ouse? Physical, the vale of York and Wharfedale) | | |
| Knowledge Showcase -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge? | | | What is special about Yorkshire? Children to write an information/persuasive piece about why Yorkshire is special. | Following the River Wharfe A3 poster showing the key features of the River Wharfe and how it has changed over time. | | |

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| <div>Knowledge Sentences</div> <div>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</div> <div>(To share with children when it is taught during the unit)</div> | | | | <div><div>1. I know the main cities in the UK</div><div>1. I know that Yorkshire is the largest county in the UK.</div><div>1. I know that Yorkshire is separated into West Yorkshire, North Yorkshire, East Riding of Yorkshire, South Yorkshire.</div><div>1. I know that counties developed in the Anglo-Saxon period.</div><div>use the 8 points of a compass and 4 figure grid references, symbols, keys (inc use of ordnance survey maps)</div><div>2. I know that Yorkshire contains many cities (Leeds, Bradford, York, Sheffield, Hull for example). Doncaster is a newly created city as of November 2022. Towns include (Huddersfield, Halifax, Rotherham).</div><div>3. I know that Yorkshire contains the Yorkshire Dales and North Yorkshire Moors National Parks.</div><div>3. I know that Yorkshire has a coastline and includes Whitby, Scarborough, and Filey. There is a large port in Hull.</div><div>4. I know that Yorkshire has many rivers – Ouse, Wharfe, Aire, Nidd many of which begin in the Yorkshire Dales and enter the sea at the Humber estuary.</div><div>5. I know that Yorkshire has many transport links – Roads (M1, A1, M62), Rail (Trans Pennine Express, LNER, Cross Country), Airports (Leeds Bradford).</div></div> | <div><div>1. I know that the water cycle is the path that all water follows as it moves around Earth in different states.</div><div>2. I know that key features of a river include: bank, channel, confluence, estuary, flood plain, meander, mouth, tributaries.</div><div>3. The River Wharfe is a river in Yorkshire, originating within the Yorkshire Dales National Park. For much of its length, it is the county boundary between North and West Yorkshire.</div><div>use the 8 points of a compass and 4 figure grid references, symbols, keys (inc use of ordnance survey maps)</div><div>4. I know that the River Wharfe has changed over time.</div><div>5. I know that the River Wharfe and the River Ouse have some similar and some different human and physical characteristics.</div></div> | | <div>use the 8 points of a compass and 4 figure grid references, symbols, keys (inc use of ordnance survey maps)</div> |
| <div>Key Vocabulary</div> <div>(To share with children and add to working walls/knowledge mats)</div> | | | | <div>United Kingdom, counties, Yorkshire Ridings, Cities, Towns.</div> <div>Coastal</div> <div>Population</div> <div>National Parks</div> | <div>Water cycle</div> <div>River Wharfe</div> <div>River Ouse</div> <div>National Park</div> <div>bank, channel, confluence, estuary, flood plain, meander, mouth, tributaries.</div> | | |
| What does | Enrichment Activities (trips, residentials, | | | | | | |

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| | speakers, SMSC) | | | | | | |
| | Physical Resources (artefacts) | | | Globe Maps/Atlases | Globe Maps Atlases Compass Digmiaps (look at change over time) | | |
| | Cross Curricular learning (Include opportunities for writing and quality texts) | | | Final writing task – what is special about Yorkshire. Links to history – what is the history of Yorkshire? | | | |
| | Local Learning including outdoor learning | | | Be environmentally aware of the impact of pollution on the county of Yorkshire. Consider a project to raise awareness. Devise their own enquiry to research. | | | |
| | Opportunities for cultural Diversity | | | Children gain a fuller understanding of where they are in the world – Bramhope, Leeds, West Yorkshire – Yorkshire – UK. Compare Yorkshire to Bombo. | Understanding how places can change and shift over time. Understand the impact of physical features on human features, culture and society. | | |