

Learning journey	Geography	Villages, Towns and Cities	Year 3 Spring	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p>The pupils know how to use an atlas and find key countries on a map.</p> <p>The pupils can use positional and directional vocabulary while using a variety of maps.</p> <p>The pupils can identify man-made and physical landmarks.</p> <p>The pupils have studied OS maps and discuss what different map symbols mean.</p> <p>The pupils have created maps of their journey to school, using OS style symbols.</p> <p>The pupils have identified the different countries, cities, mountains and rivers of the UK.</p> <p>The pupils have compared Hatch Warren with a school in London.</p>	<p>The pupils will learn about the population density of the world by looking at graphs and charts</p> <p>The pupils will identify the differences between villages, towns and cities</p> <p>The pupils will identify the advantages and disadvantages of living in different locations around Europe</p> <p>The pupils will study different settlement patterns</p> <p>The pupils will study how land is used in cities through a variety of resources</p> <p>The pupils will identify the different countries, cities, mountains and rivers of the UK.</p> <p>The pupils will study megacities across the world</p>	<p>In Summer the pupils will go on to study Mountains, Volcanoes and Earthquakes where they will need to use their settlement knowledge to identify advantages and disadvantages of living in natural disaster zones.</p> <p>They will learn about how Mountains, Volcanoes and Earthquakes are formed</p> <p>The pupils will compare natural disasters and how they affected people's lives</p>	<p>Map</p> <p>Atlas</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>North, northeast, east, southeast, south, southwest, west, northwest</p> <p>UK</p> <p>Population</p> <p>Continent</p> <p>Ocean</p> <p>Sea</p> <p>Distribution</p> <p>Population density</p> <p>Settlement</p> <p>Village</p> <p>Town</p> <p>City</p>	<p>Country</p> <p>Landmark</p> <p>Man-made</p> <p>Physical</p> <p>Capital city</p> <p>Population</p> <p>Amenity</p> <p>OS map</p> <p>Aerial view</p> <p>Satellite image</p> <p>Advantage</p> <p>Disadvantage</p> <p>Leisure</p> <p>nucleated</p> <p>linear</p> <p>isolated</p> <p>distribution</p> <p>hunter-gatherer</p> <p>nomadic</p> <p>land use</p>

NC coverage and HWJS skills development

National curriculum coverage for Geography





- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- locate the world's countries, using maps to focus on Europe
- 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
- 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,
- describe and understand key aspects of human geography, including: types of settlement and land use,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

HWJS skills development

- Identify where people live around the world
- Compare different settlements
- Describe different features of a village, town and city
- Explain the benefits of different settlements
- Evaluate how land is used effectively

Knowledge organisers

Villages, Towns and Cities | Year 3 | Autumn 2

Keywords	Land Use in Cities	How many people live on Earth?
Population: The number of people in a particular place.	Residential: Housing of all types.	<ul style="list-style-type: none"> Approximately 7.7 billion. In 2000, there were approximately 6.0 billion people on Earth.
Urbanisation: How something is spread out.	Commercial: Businesses, offices and shops.	Tokyo, Japan (17.6 million)
Population density: The number of people per square kilometre...	Industrial: Factories, warehouses (large buildings for storage), rubbish and recycling facilities.	
Settlement: An area where humans live.	Planned/Developed: Future plans for new buildings, shopping centres, and recreation centres.	
Village: A small settlement that can have between 100 and approximately 5,000 people.	Transportation: Roads, bus ways, cycling paths, railway lines.	
Town: A well-used settlement that can have between 1,000 and 100,000 people.	Parks and Open Space: Big parks.	
City: A city is a large settlement that usually has more than 100,000 people.		
Megacity: A city with at least 10 million people. 1500 - two megacities (New York and Tokyo) 2024 - 40 megacities.		
Geography: Study of the earth.	Village (see 11 pages, Scotland)	
Leisure: Activities that people do in their spare time when they are not working.		
Advantage: A positive, good thing about something.	Town (see 11 pages, UK)	
Disadvantage: A negative, bad thing about something.		
Hunter-gatherer: Someone who hunts and collects their food from the wild.	City (New York, USA)	
Renewable energy: People who make energy from plants or plants.		
Land use: The purpose or use that an area has.		

Settlement patterns

The Differences Between Villages, Towns and Cities

Settlement Type	Characteristics
Village	<ul style="list-style-type: none"> In the countryside. Some services such as a post office, a small shop and sometimes a small place of worship. There may be a doctors practice and a primary school. Many people are leaving villages to move to towns and cities.
Town	<ul style="list-style-type: none"> Services such as primary and secondary schools, bus stations, hospitals and shopping centres. Large supermarkets and at least one place of worship.
City	<ul style="list-style-type: none"> Many different types of services, including universities, sports stadiums and a large variety of shops. Many restaurants, transport links and different places of worship. Many people move to cities because there are more opportunities for employment and leisure.

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
<p>English – Information texts written about the local area</p> <p>Maths – the link between right angles and 90 degree turns is linked to positional vocabulary</p> <p>French – children learn about France and it's major cities</p> <p>History – linked to Prehistoric Britain</p>	<p><i>Everybody has the right to belong somewhere</i></p> <p><i>UNCRC Article 12 (respect for the views of the child)</i></p> <p><i>Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously</i></p> <p><i>UNCRC Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</i></p> <p><i>UNCRC Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources</i></p> <p><i>UNCRC Article 7 – Every child has the right to have a nationality</i></p> <p><i>Article 5 – understanding of children's evolving capability to make their own choices</i></p> <p><i>UNCRC – Becoming familiar with their local surroundings and increasing their own awareness of what is around them</i></p> <p><i>UNCRC Article 27 – Does area affect quality of life?</i></p>	<p>The pupils will be assessed through ongoing assessment using the 'Where am I?' game and the retrieval practise at the start of each lesson.</p> <p>By the end of the unit most pupils will be able to describe the difference between a village, town and city. Most will be able to describe settlement shapes and the advantages and disadvantages of living in different settlements.</p>	
Assessment recording for the unit - checking the level of pitch of the work			
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p>Key skills:</p> <p>Use a variety of resources to identify a village, town and city</p>	<p>The pupils can identify a village, town or city by a photo</p>	<p>The pupils can identify a village, town or city by a photo or satellite image and give reasons for their choice</p>	<p>The pupils can identify a village, town or city by a photo, satellite image or land use map and give reasons for their choice</p>

<p>Key knowledge :</p> <p>Know the difference between a village, town and city</p>	<p>The pupils can describe the difference between a village, town or city.</p>	<p>The pupils can describe the difference between a village, town or city referring to the settlement's shape.</p>	<p>The pupils can describe the difference between a village, town or city referring to the settlement's shape and land use.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports