

Geography



On our Doorstep

Essential Knowledge

By the end of this unit children will

- By the end of this unit, Year 3 children will have a solid understanding of the geography of Grantham, including its physical features like rivers, hills, and parks, as well as its human-made features such as roads, buildings, and landmarks. They will be able to locate Grantham on a map of the UK and understand its position within Lincolnshire. Children will also develop basic map-reading skills, including using symbols and grid references, and compare Grantham with other places. Through a field trip to Belton House, they will use fieldwork skills to observe and record features in the local environment. Additionally, they will create and present a project showcasing their learning, demonstrating their understanding of the area's geography.

Vocabulary

Geography
Map
Symbol
Key (or Legend)
Grid Reference
Location
United Kingdom (UK)
County
Town
Physical Geography

On our Doorstep Intention

This unit explores the local area of Grantham, Lincolnshire, providing children with an understanding of geographical features, landmarks, history, and map skills. The unit includes a visit to Belton House to enrich learning about local heritage and the environment.

Geography

Key Objectives-

Locate and name the continents and oceans of the world.

Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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 Circles.

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a European country, and a region within North or South America.

Study of a region of the United Kingdom and its human and physical features.

Describe and understand key aspects of physical geography, including:

- Rivers, mountains, volcanoes, earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including:

- Types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals, and water.

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

Use the eight points of a compass, four-figure grid references, symbols, and key to build their knowledge of the United Kingdom and the wider world.

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.

Session 1 – The United Kingdom and its Countries

Focus: To identify and locate the countries and capital cities of the United Kingdom.

Success Criteria: · I can name the four countries of the UK.

- I can locate the countries and their capitals on a map.
- I can describe some key facts about each UK country.

Introduction

Complete a KWL

Display a blank map of the UK. Ask pupils: 'Can you name the countries of the UK?' Use Think-Pair-Share.

Main Activity

Begin with a whole-class discussion to introduce the four countries of the United Kingdom—England, Scotland, Wales, and Northern Ireland—along with their capital cities: London, Edinburgh, Cardiff, and Belfast. Use this opportunity to reinforce geographical locations on a map and explain the significance of each capital. Following this, pupils will label a map of the UK with the names of the countries and their respective capitals. To deepen understanding, discuss key facts about each country, including national flags, cultural symbols (such as the thistle for Scotland or the dragon for Wales), and spoken languages or dialects unique to each region.

Differentiation

HAP: Include surrounding seas and label additional cities.

MAP: Standard map labelling task.

LAP: Use a word bank for labelling support.

SEN: Use cut-and-stick activity with pre-labelled options.

Plenary

UK Country Quiz: Quick-fire quiz using mini-whiteboards or an interactive tool.

Session 2 – How the UK is split into counties.

Focus: To understand the concept of counties and locate key counties on a map.

Success Criteria: · I understand what a county is.

· I can locate and label key counties on a map.

· I can explain the role of counties in the UK.

Introduction

Ask: 'What is a county?' Use Lincolnshire as an example. Display a map of counties.

Main Activity

Begin the lesson with the teacher explaining what counties are and their purpose, highlighting how they help organise regions for administrative, historical, and cultural reasons. Use examples pupils may be familiar with to build context. Pupils will then complete a county labelling task using a map of England, identifying and marking key counties. To make the learning more relevant, focus the discussion on Lincolnshire as the local county, and explore its neighbouring counties to build a regional sense of place.

Differentiation

HAP: Label major towns and explore historic county boundaries.

MAP: Label 10 key counties.

LAP: Use matching sheet to label 6 counties.

SEN: Colour pre-labelled maps and match county names.

Plenary

County Relay Game: In groups, pupils name a county starting with different letters

Session 3 – Human and physical features

Focus: To identify human and physical features in Grantham.

Success Criteria: · I can identify physical features in Grantham (e.g., river, hills).

· I can identify human features in Grantham (e.g., buildings, roads).

· I can explain the difference between human and physical features.

Introduction

Display photos of Grantham. Pupils guess: human or physical feature?

Main Activity

Start by defining and clearly differentiating between human and physical geographical features. Explain that human features are made by people (such as buildings and roads), while physical features occur naturally (such as rivers and hills). Use aerial or satellite maps and photos of Grantham to identify real-life examples of each type of feature. Pupils will then apply their understanding by either sorting various features into the correct categories or labelling them directly on a map of Grantham.

Differentiation

HAP: Create a map key and label using symbols.

MAP: Colour-code and label human/physical features.

LAP: Sort picture cards into a T-chart.

SEN: Match photo cards to simple definitions with support.

Plenary

Exit Ticket: Pupils write down one human and one physical feature they learned about.

Session 4 –Transport and infrastructure in Grantham

Focus: To explore how people move around Grantham and how infrastructure supports the town.

Success Criteria: · I can identify different types of transport in Grantham.

· I can explain how people travel in and out of the town.

· I can describe how infrastructure supports the town.

Introduction

Show a local map/image. Ask: 'How do people get around Grantham?'

Main Activity

Begin by discussing the concept of infrastructure, focusing on examples relevant to Grantham such as roads, the railway line, bus routes, and footpaths. Explain how these systems help people move around the town and connect to other places. Pupils will then annotate a map of Grantham to show different forms of local transport and infrastructure. Conclude with a discussion about why connectivity is important in daily life—for work, school, shopping, and access to services—and how transport impacts the way a town functions and grows.

Differentiation

HAP: Write a short report on how transport impacts town development.

MAP: Complete a worksheet on routes and transport types.

LAP: Use sentence Introductions and a guided worksheet.

SEN: Match local transport images to names with adult support.

Plenary

Creative task: Design a new transport option for Grantham and explain why it's needed.

Session 5 – How land has changed over time.

Focus: To investigate how land use in Grantham has changed over time.

Success Criteria: · I can compare maps/photos of Grantham from different times.

· I can identify how land use has changed over time.

· I can explain why these changes may have happened.

Introduction

Compare two images/maps of Grantham (then and now). Discuss visible changes.

Main Activity

Introduce key land use terms such as residential (housing), commercial (shops and businesses), and agricultural (farming). Use simple definitions and visual examples to reinforce understanding. Pupils will then compare historical and modern maps or photographs of Grantham to observe how land use has changed over time. They will identify specific areas where changes have occurred and record possible reasons for these changes, such as population growth, new transport links, or economic development.

Differentiation

HAP: Write a paragraph explaining changes and reasons.

MAP: Complete a Venn diagram comparing land use.

LAP: Use scaffolded writing prompts.

SEN: Match photos with minimal writing required.

Plenary

Class discussion: Are the changes good or bad for Grantham? Why?

Session 6 – Jobs in the local area

Focus: To identify and understand different types of jobs in the local area.

Success Criteria: *• I can name different types of jobs found locally.*

• I can group jobs into sectors (e.g., services, agriculture).

• I can describe a job I might want and why.

Introduction

Job Guessing Game: Display job images – pupils guess the job.

Main Activity

Begin by discussing different job sectors, including agriculture, services, retail, and manufacturing, and provide local examples for each to support understanding. Present pupils with local job data—either from a recent survey, census information, or simplified statistics—and explore what kinds of work people do in the area. Pupils will then sort various job roles into their correct sectors and present the data in a visual format, such as a bar chart or pictogram, to show the distribution of job types in the local community.

Differentiation

HAP: Classify jobs by economic sector and evaluate.

MAP: Use job cards to sort and complete graph.

LAP: Describe 3 jobs using scaffolded sentence Introductions.

SEN: Match pictures of jobs with simple job titles.

Plenary

Pair-share: 'What job would you like and why?'

Through this unit of work the following essential skills will be developed:

Literacy

talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.

Learning and thinking skills

create and develop, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions

evaluate, developing criteria for judging work and suggesting refinements and improvements

Personal and emotional skills

reflect on past achievements and experiences to manage future learning and behaviour

set goals for their personal development and learning, and work towards them

work independently, knowing when to seek help, dealing with pressures and deadlines

control their own physical movements in a range of contexts with skill, dexterity and confidence

Social skills

take turns and share as appropriate, stating their own views and needs

give constructive support and feedback to benefit others as well as themselves.

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