


Year Group: 3	Main Curriculum Area: Geography	Main Enquiry Question: How is our community different from others? (Nottingham and Bagamoyo)	CC Links:		
Curriculum Drivers	Diversity –	EQT –	Creativity –	Community-	
Substantive Knowledge	See Knowledge Organiser				
Links to previous work	Looking at Nottingham and the local area- Transport, castles				
Hook / Class Books / Visits	Fieldwork- Local walk				
Vocabulary	City, capital city, globe, atlas, continent, ocean, equator, North pole, South pole, Human features, Physical features, Country, town, village, coastal, rural,				

Lesson 1	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching			Independent learning activities			Plenary	Resources
	Where in the world do we live?	<p>Know where the UK is in the world</p> <p>Know the names of and locate at least six cities in England</p> <p>Know and use the eight points of a compass</p>	<p>Show the globe. Discuss what the globe is made up of? Water, land – the land is split into continents then countries etc. Guide for the children to understand this. https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveEarth/interactiveEarth.html</p> <p>Do you know what continent we live on? Europe. Which continent is Europe? Does anyone know what other countries are in the continent Europe? Look at map of Europe and discuss countries and shapes of them etc.</p> <p>Focus on the UK- it's made up of England, Scotland, Northern Ireland and Wales. Look at map showing the borders. Then explain within a country we have cities. Do you know any cities? Look at map of England together and discuss the cities. Play – I'm thinking of a city that begins with...</p>			<p>Use atlas, globes, maps to label 6 cities and the 4 countries to make up UK.</p> <p>WILF: Bronze: Use a range of sources e.g. maps, atlases and google to explore maps Silver: Label the 4 countries the United Kingdom is made up of Gold: Identify and locate six cities in England, including Nottingham Challenge: Answer questions using the 8 point compass points</p> <p>Mini plenary: Introduce 8 point compass and link to the map of the UK. Talk about where countries are in relation to the compass points. Ch. to stand up and physically act out the compass points.</p>			<p>Discuss cities and label together as a class on the board. Did anybody get one that someone else didn't get? Can you find it on the map?</p> <p>Do a fire round about which city is North East? Which is South West?</p>	<p>Atlas Powerpoint Google maps Globe</p>

Lesson 2	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching			Independent learning activities			Plenary	Resources
	What features of maps helps us to identify where things are?	Begin to use 4 figure grid references Use basic OS symbols	<p>What city do we live in? Nottingham What town is our school in? West Bridgford What area of Britain is that in? East Midlands – discuss why it is called the midlands – link back to 8 point compass What hemisphere is it in? What ocean surrounds it? Show google maps and globe to show equator, north and south pole and surrounding seas.</p> <p>Show children some maps. Guess what these maps show.</p> <p>Explain how they all show Nottingham/West Bridgford but in different times periods. Which one do you think is the oldest? Most recent? Why? Have discussion around what land used to be used as. Highlight lots of fields compared to lots of houses now. Write list on flip chart on how land has changed over time and discuss why.</p> <p>Talk about different types of maps and link to OS symbols. Discuss why we use these Discuss OS symbols and ask which symbols we might find in our local area? Display symbols on board and get children to match them up to what they show.</p> <p>Introduce a map with a 4 figure reference. Discuss how we use this. Have the most recent map of West Bridgford on the board with a 4-figure grid reference over it. <u>Digimap for Schools (edina.ac.uk)</u> Discuss what the grid means and the numbers and how we use a grid reference. Talk about human features and what they are and ones that are on the grid.</p> <p>-----</p> <p>Activity: Children to have a grid of the local area and answer questions using the 4 figure grid references.</p> <p>WILF: Bronze- I can recognise simple OS symbols that are used on maps Silver – I can understand how to use 4 figure grid references Gold – I can use 4 figure grid references to find features on a map Challenge: Identify the advantages and disadvantages of an OS map</p>					Discuss advantages/disadvantages of each type of map. Discuss how OS symbols help us to identify what things are universally and show footpaths etc.		

Lesson 3 – PART 1	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching			Independent learning activities			Plenary	Resources
	How is the land used in the local area?	<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, surveys, interviews and photos.</p> <p>Make a map of a short route with features in correct order</p>	<p>Today we will be going on a walk around the local area. We will be sketching pictures of places we find interesting on the route to create a map of our journey.</p> <p>We are going to be thinking about human and physical features?</p> <p>What are these?</p> <p>Discuss examples of human and physical features that we might find along the way.</p> <p>Show chn the route we are going to go using google maps.</p> <p>Stop at different points along the walk and discuss what is in the surrounding area. Mark on map.</p> <p>During the next lesson we will make another map of our journey with directions.</p> <p>Go through how to keep safe out on the roads: holding hands, staying on the path, listening to each other, waiting for an adult to cross the road, stop, look listen etc.</p> <p>Discuss OS symbols and how these are used to help with map work – link back to last week.</p> <p>Talk about things we might see on our route. How could we represent these?</p> <p>Bronze – I can sketch a map of the local area showing how land is used from a local walk</p> <p>Silver- I can use OS symbols and a key to make my map clear</p> <p>Gold – I can show the route that we took on our local walk</p> <p>Challenge – Has the land always been used how this map shows?</p>						<p>Discuss things that we saw along our route and whether they are H or P features.</p> <p>Start to talk about how and why land use has changed.</p>	

Lesson 3 - PART 2	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching			Independent learning activities			Plenary	Resources
	How is the land used in the local area?	<p>Understand and explain how Nottingham has changed over time(physical and human elements)</p> <p>Identify human and physical features of Nottingham</p> <p>Make a map of a short route with features in correct order</p> <p>Use basic OS symbols</p>	<p>Recap map that was drawn on local walk and have then in front of children. What did we see along the way? What human/physical features were there?</p> <p>Talk about OS symbols. Did anyone manage to get these on their map? Discuss using a key and OS symbols to make our maps clearer. Teacher to do example of neat map and using OS symbols and key.</p> <p>Give children time to create a neat copy of map using OS symbols and a key.</p> <p>Bronze – I can sketch a map of the local area showing how land is used from a local walk Silver- I can use OS symbols and a key to make my map clear Gold – I can show the route that we took on our local walk Challenge – Has the land always been used how this map shows?</p> <p>-----</p> <p>Bring class back together.</p> <p>Human and physical features of Nottingham. Go Through and discuss how land use has been changed and keep linking back to human and physical features. WILF: Identify changes to Nottingham by: Bronze- matching up pictures to show then and now Silver- Label the differences between the 2 photos Gold- Explaining the differences and why land use has changed in Nottingham</p> <p>Ch. to stick photos in books of a human and physical features in Nottingham and labelled how it has changed over time.</p>							

Lesson 4	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching		Independent learning activities				Plenary	Resources
	Where in the world is Tanzania?	<p>Know the continent that Tanzania is part of</p> <p>Identify the main cities of Tanzania</p>	<p>Review: what are the continents of the world again?</p> <p>Explain how we are in Europe and we are going to be looking at a country in Africa.</p> <p>Show continent Africa and give the children clues to try and work out what country it is e.g. it is on the coast, it is smaller than</p> <p>Discuss other countries that make up this continent.</p> <p>Use the trusize.com to compare to UK. Look at size. Discuss island/landlock etc. Explain how Tanzania is a third world country, this means it is less developed. Tanzania is a poor country.</p> <p>Discuss the equator and the climate of Tanzania. It's quite different to here which will effect their way of life.</p> <p>Show video so children can see what it's like in Tanzania - https://www.youtube.com/watch?v=qOhmZwk1Ft4 up to 1.10</p> <p>Show second video to also show the towns. This is Tanzania tz Africa - YouTube</p> <p>Discuss it is a versatile country that has both vast grasslands and cities and towns.</p> <p>Go through some key facts about Tanzania to give the children a bit more of a feel of what the country is like.</p>		<p>Then display map of Tanzania. Discuss in more detail the map. Talk about coastline, islands just off the coast and cities.</p> <p>Use atlas or map on the board to find Tanzania and plot main cities etc.</p> <p>Find 5 cities of Tanzania – Bagamoyo</p> <p>WILF: Bronze: Use a range of sources e.g. maps, atlases and google to find Tanzania</p> <p>Silver: Identify which continent Tanzania is in</p> <p>Golf: Identify and locate at least 5 cities in Tanzania, including Bagamoyo</p> <p>Challenge: Find simple similarities and differences between Tanzania and UK</p>				<p>Discuss similarities and differences of Tanzania and England.</p> <p>e.g. continents, climates, wild animals, houses, roads, human/physical features etc.</p>	

Lesson 5	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching		Independent learning activities				Plenary	Resources
	How is land used in Bagamoyo-Tanzania?	Identify the human and physical features of Bagamoyo	<p>Share photos with the children of Bagamoyo. Show video: Tanzania Bagamoyo town - street scenery, daily life, impressions 2 - YouTube As children watch the video, split a whiteboard in half and the children need to record human and physical features of Bagamoyo. What can they spot?</p> <p>Share what the children noticed in the video.</p> <p>Find photos of Ms Nobles trip and look at them together. Identify physical and human features. Give children 2 different colours of paper. Write H on one and P on the other. When you go through each picture, children to vote whether it is human or physical.</p> <p>As we are looking through discuss similarities and differences to Nottingham. Do we have that here? Does it look the same? Emphasize the difference in houses. There are some that look similar to ours but some made from tin.</p> <p>Discuss the Trading ports – fishing, Salt farm – on the edge. Why can they have salt farms here? Where do they get the salt from?</p> <p>Discuss shops – Are they similar to ours? Small town – shops different – independent shops owned by families.</p>		<p>Bronze- Discuss verbally how the land is used Silver- Use pictures to identify human and physical features Gold- Create mindmaps showing human and physical features Challenge: Compare Bagamoyo with Nottingham's human and physical features.</p> <p>Children to create a mindmap for human and physical features of Bagamoyo and label around the outside.</p> <p>LA- Children to use photos and decide whether they are human or physical features of Bagamoyo. Then label the photos to say what they show.</p> <p>Human:</p> <ul style="list-style-type: none"> - port - places of worship – mosque, - hotels – fire fly boutique, contrast - houses - universities - roads <p>Physical:</p> <ul style="list-style-type: none"> - Coastline/beaches - Mangrove forests - Fruit farms - Pineapple farms - Ruvu river 					

Lesson 6	Tick Key Concepts covered in each lesson		Space & Scale	Physical	Human	Change & Sustainability	Map Skills	Fieldwork		
	Enquiry Question	WALT	Shared learning and teaching			Independent learning activities			Plenary	Resources
	Do Nottingham and Bagamoyo have similar communities?	Compare two communities and identify similarities and differences	COMPARISON LESSON Explain how this lesson is to focus on putting all our information and knowledge about these two communities together. Discuss everything we have found out about Bagamoyo and Nottingham communities/areas. Think about human and physical features. Go through Ms Nobles photos from Bagamoyo and discuss going through them what life is like there. Link back to Nottingham as you go along. Ask about H and P features? What is this an example of? Give the children 3 topics to discuss with their partners. <ol style="list-style-type: none"> Buildings Transport – show some of Lynda's pictures to demonstrate transport Food How are they similar or different to Nottingham? Share ideas and have a class discussion and record on flip chart paper. One piece per topic. Write all examples of each topic. Discuss connective adverbs and give examples. Model to the children how to turn these notes that we have written down into sentences using correct grammar.			Bronze- Use a Venn diagram to show simple similarities and differences between communities Silver- structure similarities and differences into full sentences Gold- Use fronted adverbials and connecting adverbs to compare e.g. however, in addition, as a result. Buildings – houses, mud hut houses, cook on fire, others in houses with running water, universities, places of worship, shops but independent ones. food – markets, fishing port, hand to mouth – market on beach. Supermarkets Transport – boats – port as by the coast, trams, roads, cars, motorbikes LA- Use a venn diagram to compare the 2 communities. Give children key words to use and writer in Venn diagram.			Children share writing and identify good examples of grammar used and clear comparisons	