

Y3 Geography	TERM 1		TERM 2		TERM 3	
	Richmond Park		Romans Stone Age		Country we live in (day)	
	Key knowledge To know that Richmond Park is the closest royal park to our school. To know that Richmond Park is located in West London, in the borough of Richmond. To know that Richmond Park is London’s largest park. To understand the flora and fauna of Richmond Park. To know that Richmond Park is a National Nature Reserve (due to its ancient trees, dead wood habitats and its importance as a recreational resource for London). To know that Richmond Park is a site of special scientific interest (due to its population of stag beetles). To begin to explore continuity and change over time using historical maps. To know that an aerial or satellite view is a view from above and an oblique view (e.g. Richmond Royal Park map) is from an angle. To know why maps might look different (e.g. an illustrated map tries to help people picture or image a place and might be used for tourism). To know the purpose of symbols and a key.	Key skills To be able to locate Richmond Park on a range of different maps (OS, road, digital maps). To be able to locate the eight Royal Parks of London on a map. To be able to locate London on a range of different maps of the UK. To be able to compare similarities and differences of the Royal Parks in London. To be able to identify the human and geographical features of Richmond Park. To be able to discuss the merits and disadvantages of different maps of Richmond Park (e.g. Ordnance Survey illustrated urban map, oblique views, aerial images, plan views, topological maps). To be able to ‘read’ a range of different maps, including symbols and keys, drawing out similarities and differences and identifying key features. To be able to ask geographical questions and suggest how to investigate the answers. To begin to use 8 compass points (S, W, N, E, NW, NE, SW, SE). To be able to explore the relationship between different maps and the real world through fieldwork. To be able to plan a route using a map of Richmond. To be able to understand scale on maps.	Key knowledge To know that human features are human-made parts of the environment. To know that physical features are naturally occurring parts of the environment. To know that Roman roads were built so Roman soldiers could move easily from one place to another, messages could be sent, ideas could be spread, supplies could be distributed, and so they could trade goods. To know Romans were interested in the UK for the natural resources it offered: lead, tin, slaves. To know that an empire is a group of countries ruled by one ruler or one country. Empires are built by countries who want to control land outside their borders. To know that roads are vital for movement (of people, ideas and goods) and to connect people and places. To know that Romans built over 50,000 miles (80,000 km) of roads which were hard and straight from Britain to Northern Africa. To know that a long journey to a permanent new home is called a migration. Sometimes humans migrate by choice; sometimes they are forced. To know that Rome is the capital city of Italy. To know that the UK and Italy are both located in Europe. To understand the area of the Roman Empire – its size, the countries under Roman rule, its location on world maps and its boundaries. To understand that an empire needs wealth and easy transportation. To know that the geography of Rome was key to the success of the Roman Empire (e.g. a port on the Mediterranean Sea, rivers allowing transportation through the city, volcanic mountains providing natural protection). To know that Rome had a lot of wealth – its climate was good for agriculture and its location was useful for trade.	Key skills To be able to use a range of maps, atlases and globes to locate countries, the Roman Empire and key features (e.g. ports, roads). To be able to ask geographical questions and ask and suggest answers (e.g. how did the Roman Empire grow? Why did the Roman Empire build straight roads? Which people migrated and was this forced or free migration?). To be able to analyse the growth of the Roman Empire into Britain. To be able to identify the key settlements in Britain. To be able to explore the reasons why the Romans built new roads in Britain. To be able to describe and understand key aspects of human geography including movement and migration. To be able to understand the causes, processes and effects of the growth of the Roman Empire. To be able to track continuity and change in the human and physical geography of the Roman Empire. To be able to locate Rome and the Roman Empire on a range of different maps (including historical maps and political maps). To be able to show the growth of the Roman Empire through maps and using geographical vocabulary.	Key knowledge To know that human features are human-made parts of the environment. To know that physical features are naturally occurring parts of the environment. To know the four countries of the UK and their locations. To know the flags of the four countries of UK. To know the capital cities of the four countries of the UK. To know that erosion is the process where earth and rock is worn away over time and transported by natural forces like wind or weather. Weathering breaks down or dissolves rock but does not move it. To know that coastal erosion is the process of the coastline being worn away by destructive waves. To know and describe the features of coastal erosion at one site in the UK.	Key skills To be able to understand how to use a compass and the meanings of N, S, W, E (the cardinal points). To be able to able to explore and discuss their understandings of and feelings about the concepts of ‘home’, ‘place’ and ‘identity’. To be able to sequence the stages of coastal erosion and explain the process using sequencing conjunctions and Tier 2 and 3 vocabulary.
	Enquiry/question/outcome/activity/genre of unit/text How can we understand the geography of Richmond Park? What role has Richmond Park played in history and society?		Enquiry/question/outcome/activity/genre of unit/text How did Rome create an empire?		Enquiry/question/outcome/activity/genre of unit/text What is the process of erosion? Where do we find evidence of coastal erosion in the UK?	

	Key vocabulary (tier 2)		Key vocabulary (tier 3)		Key vocabulary (tier 2)		Key vocabulary (tier 3)		Key vocabulary (tier 2)		Key vocabulary (tier 3)	
	advantage	illustrate	aerial	leisure	above	freedom	aqueduct	migration	boundary	grind	abrasion	grind
	ancient	increase	ancient	oak	advantage	identify	BCE	military	cave	identity	arch	headland
	atlas	investigate	angle	oblique	ancient	illustrate	Boudicca	political	cliff	Ireland	attrition	high tide
	border	key	area	pedestrian	atlas	impact	civilisation	port	coast	level	camber	hydraulic
	boundary	landscape	atlas	plantation	authority	increase	compass	Roman	coastal	natural	cardinal point	joint
	central	local	capital city	protected	border	investigate	economic	route	collapse	order	column	low tide
	centre	locate	compass	recreation	boundary	journey	empire	royal	country	place	destructive	mainland
	challenge	location	conservation	red deer	capital	key	goods	rural	crack	powerful	dissolve	stack
	city	merit	diverse	satellite	central	landscape	human feature	sewerage	energy	process	erode	stump
	compare	national	endangered	scientific	centre	local	lead	slave	England	sequence	erosion	tide
	continuity	nature	facilities	settlement	change	locate	legion	tin	features	stage	expose	wear
	contrast	natural	fallow deer	species	city	location	migrate	urban	form	structure	Fosse Way	
	control	outskirts	fauna	stag	communication	movement			generate	weaken		
	country	plot	fieldwork	sustainable	compare	natural						
	decrease	power	flora	topological	connection	negative						
	develop	private	globe	touring	continuity	outskirts						
	different	public	hunting	urban	contrast	permanent						
	digital	rare	interest		control	physical feature						
	disadvantage	rationalise	landscape		country	plot						
	discuss	resource			decrease	positive						
	distance	royal			develop	power						
	diverse	scale			different	resource						
	environment	season			digital	royal						
	explore	similar			disadvantage	ruler						
	feature	south			distance	scale						
	geographical	symbols			distribution	straight						
	globe	touring			diverse	symbols						
	habitat	tourist			empire	temporary						
	identify	view			environment	transport						
					feature	view						
					force	wealth						