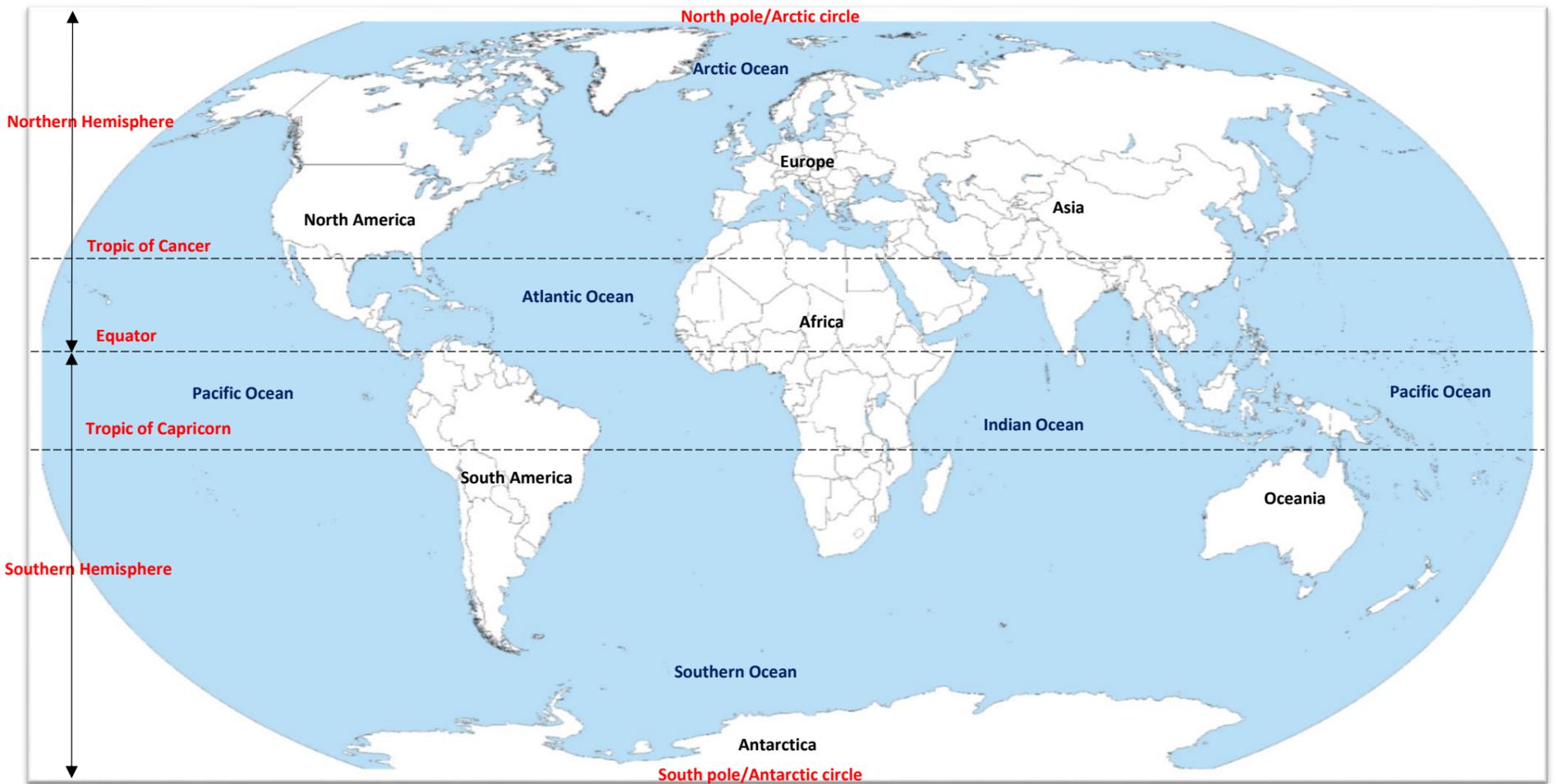


YEAR 3: AUTUMN 1 – DESTINATION UK

GEOGRAPHY:

LOCATIONAL KNOWLEDGE - RECALL AND NAME:

| | | | | | | | |
|------------------------------------|---------------------------|----------------------|--------------|-------------------------|------------------------------|---------------|---------------------|
| The 7 continents: | Europe | Asia | Africa | Oceania | North America | South America | Antarctica |
| The 5 Oceans: | Pacific Ocean | | Arctic Ocean | Atlantic Ocean | Indian Ocean | | Southern Ocean |
| The 2 poles/circles: | North Pole/ Arctic Circle | | | | South Pole/ Antarctic Circle | | |
| Lines of Latitude and Hemispheres: | The Equator | The Tropic of Cancer | | The Tropic of Capricorn | Northern Hemisphere | | Southern Hemisphere |



| | | | | | | | | |
|--|-------------------------------------|--|--|-----------------------------|-----------------------------|----------------------------|---------------------------------|---------|
| The countries and capital cities of the United Kingdom | England | London | Scotland | Edinburgh | Wales | Cardiff | Northern Ireland | Belfast |
| Mountain ranges and rivers of the UK | Snowdonia Mt. Snowdon (1085m) | Grampian Mts Mt. Ben Nevis (1345m) | Southern Fells Mt. Scafell Pike (978m) | Severn River (220 miles) | Thames River (215 miles) | Trent River (185 miles) | Great Ouse River (143 miles) | |

THINKING POINT:



Locational knowledge: The World

From memory, name the seven continents of the world.

From memory, name the five oceans of the world.

From memory, name the three major lines of latitude, two hemispheres and two circles/poles.



THINKING POINT:



Locational knowledge: The UK

From memory, name the four countries and their capital cities of the United Kingdom.

From memory, name the three tallest mountain peaks of the United Kingdom and which country they are in.

The United Kingdom is an island surrounded by four seas; name them from memory.

From memory, name the four longest rivers in the United Kingdom.

EXIT ASSESSMENT: LOCATIONAL KNOWLEDGE AND UNDERSTANDING

EXS:

Using all of your locational knowledge, write Ocean Academy's full address.

GDS:

Using all of your locational knowledge, describe to an alien where in the world Poole is located and what makes it unique with specific detail.

YEAR 3: AUTUMN 1 – DESTINATION UK

GEOGRAPHY:

UNDERSTAND, DESCRIBE AND EXPLAIN: TOURISM AND LAND-USE IN A SEASIDE TOWN

| | | | | | | | | | |
|------------------|---------|---------|-------|---------------|----------|----------------|---------------------|----------|--------|
| Human Geography: | Economy | Tourism | Trade | Entertainment | Land-use | Ease of access | Types of settlement | Industry | Impact |
|------------------|---------|---------|-------|---------------|----------|----------------|---------------------|----------|--------|

Understanding the human impact on coasts over time

| |
|-------------------------------------|
| Learning links: |
| Geography: |
| Y4: Mountains & Volcanoes |
| Land-use/Tourism/Settlement/Economy |
| Y6: USA |
| Tourism/Economy/Trade/Industry |

Re-visit and revise:

Key concepts: KS1 geographical learning, locational knowledge of the world, the UK and Poole: consider where similar locations to Poole may lie.
Key vocabulary: continent, ocean, sea, country, locality, region, county, town, city, coastline, beach.

Economy and Tourism:
 In recent history, humans have become more and more interested in **coastlines**; particularly for **holiday visits** and **tourism**.
 There are a variety of reasons that people like to visit **coastal regions**: entertainment, wildlife, the beaches and sea and to witness the physical features of a coastline.
 In order for **large numbers** of people to enjoy the coast and seaside, **humans** have purposely **built** suitable **types of settlements** to fit lots of people (**flats, smaller housing, hotels**) – the land is expensive and desirable to many. **Land-use** is mainly used for **settlement** and **entertainment**.
Coastal towns want to **attract people to visit (tourism)** so that **money is spent** by the visitors through **trade (shops/food/services)** to boost their **economy**.

THINKING POINT:

What is the main land-use of coastal towns like Poole, Bournemouth and Christchurch?



This means that the **council** will have **more money** to spend on **maintaining and improving** their town.
 To **persuade** more people to **visit**, councils must ensure that people enjoy their stay. They build on the land to ensure **ease of access** (roads, paths, train stations, bus lanes and high streets) and develop different forms of **entertainment** within the town.
 This has both positive and negative **impacts** on the town and its **residents** (human and wild life).

| Poole, Dorset, UK | |
|--|-------------------|
| Average Temperature Winter: | 6°c |
| Average Temperature Summer: | 16°c |
| Average Rainfall Winter: | 13cm per month |
| Average Rainfall Summer: | 7cm per month |
| Average Rainy Days Winter: | 15 days per month |
| Average Rainy Days Summer: | 10 days per month |
| Average Hours of Sunshine Winter: | 2 hours per day |
| Average Hours of Sunshine Summer: | 6 hours per day |
| Average Sea Temperature Winter: | 12°c |
| Average Sea Temperature Summer: | 16°c |
| Things to see and do in Poole: | |
| Explore nature and wildlife in the many parks, forests and beaches | |
| Learn a water sport in the 2 nd largest natural harbour | |
| Take a boat trip to Brownsea island | |
| Take a boat trip/tour of the Jurassic coast | |
| Spend the day at the beach (Sandbanks) | |



EXIT ASSESSMENT:

| EXS: | GDS: |
|---|--|
| 1. What is similar and different about Poole and London? 2. How does the council of Poole ensure that Poole is a great place to visit? Why is this so important? | 1. What makes Poole unique? 2. How can Poole council encourage more people to visit Poole? What should they do? Why should they invest in this? |

FIELDWORK IN THE LOCAL AREA – OBSERVE, MEASURE, RECORD AND PRESENT:

| | | | | | |
|--|---|--|---|--------------------------------------|-----------------|
| Survey of public opinion: (Poole Centre) | Design effective questions | Collect answers logically | Represent the data (graphs) | Present the findings | Plan for action |
| Field sketch: (Evidence of a physical change to the coastline) | Look closely and sketch the outline and main detail | Label the human and physical geographical features | Describe what is seen and observations made | Add date and location of the subject | |

LOCATIONAL KNOWLEDGE – USE RESOURCES TO LOCATE:

| | | | | | | |
|---|--|--|---|--|-------------------------------------|-------------|
| Globe: | The 7 continents | The 5 Oceans | Major seas | 2 poles | The Equator | The Tropics |
| Atlas: (4 point grid reference) | Specified countries within the UK | The United Kingdom and its 4 countries | Capital and major cities of the UK | Landmarks and regions of interest in the UK | Dorset and its surrounding counties | |
| OS Map (Dorset): (6 point grid reference) | Towns and villages of Poole and Dorset | Heritage sites of Poole and Dorset | Landmarks and regions of interest in Poole and Dorset | Physical features of Poole and Dorset (coast, rivers, hills) | | |
| Compass: | Use North, East, South and West to give and follow simple directions to reach a chosen destination in close range. | | | | | |

YEAR 3: SPRING 2 – WATER, WATER EVERYWHERE

GEOGRAPHY:

UNDERSTAND, DESCRIBE AND EXPLAIN: COASTAL EROSION AND PREVENTION

| | | | | | | | | | | | |
|---|---------------------------|---------------|----------------|-----------------------|----------------------------|-------------------------|--------------------------|-------------|---------------------------|--------------|---------------------------|
| Physical Geography: Understanding the physical (natural) impact on coasts over time | <i>Erosion</i> | <i>Beach</i> | <i>Bay</i> | <i>Headland</i> | <i>Coast</i> | <i>Coastal Features</i> | <i>Crack</i> | <i>Cave</i> | <i>Arch</i> | <i>Stack</i> | <i>Stump</i> |
| | <i>Sediment</i> | <i>Stones</i> | <i>Sand</i> | <i>Organic Matter</i> | <i>Deposit/ Deposition</i> | <i>Erode/Erosion</i> | <i>Abrade/ Abrasion</i> | | <i>Attrite/ Attrition</i> | | |
| | <i>Coastal management</i> | | <i>Groynes</i> | | <i>Gabions</i> | | <i>Beach nourishment</i> | | <i>Sea walls</i> | | <i>Erosion prevention</i> |

Re-visit and revise learning from Autumn 1:

Key concepts: Locational knowledge of the world, the UK and Poole, tourism and land-use.

Key vocabulary: Locality, region, county, town, city, coastline, beach, land-use, tourism, economy, coastal, settlement.

| |
|--|
| Learning links: |
| Geography: |
| Y5: Rivers Erosion/Abrasion/ Attrition/Deposition |
| Learning links: |
| Science: |
| Y3: Rocks Erosion/Abrasion/ Attrition/Hardness/ Sedimentary |

Erosion, abrasion and attrition:

Coastlines are made up of different types of rock and material (*sediment*) and this varies in *hardness*.

- Coastal *erosion* happens when *waves continuously batter (erode)* the *cliffs* against the sediment and rock.
- Coastal *abrasion* occurs when rocks are picked up by the waves and smashed in to the *cliffs*; aiding *erosion*.
- *Attrition* occurs when small rocks are smashed against each other; breaking in to smaller pieces.



An example of an arch and bay at Durdle door, Dorset

THINKING POINT:

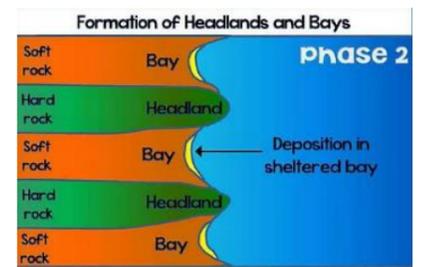
What is the difference between erosion, abrasion and attrition?



Coastal features:

The *hardness* of the sediment and rock determines *how quickly* erosion takes place.

- Where rock and sediment is *softer*, this *erodes* more *quickly* forming a *bay*.
- Where rock and sediment is *harder*, *erosion* takes *longer* and this forms a *headland* (sticks out).

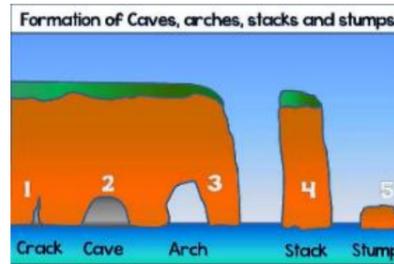


The bits of rock and sediment (*stones/sand/organic matter*), which have been knocked away from the coastline, pile up (*deposit*) and form *beaches*. If the water is relatively calm, the smaller *bits of rock, sediment and sand* will *settle/deposit* and *form a beach (deposition)*.

If the water is very rough (*strong waves and currents*), the smaller *deposits* of rock, sediment and sand will *not be able to settle*.

Erosion and abrasion can also create other *coastal features* such as:

- *Cracks*
- *Caves*
- *Arches*
- *Stacks*
- *Stumps*



An example of stacks at Old Harry Rocks, Dorset

The *constant erosion* and *abrasion* of a *cliff or headland*, over long periods of time, form *cracks* in the weakest part of the rock.

Over long periods of time of constant *erosion* and *abrasion*, these *cracks* grow wider and deeper; forming a *cave*.

The *cave* will continue to widen and deepen until it becomes an *arch*.

Further *erosion, abrasion* and *weathering* will force the *arch* to *collapse* creating a *stack*.

This will continue and these stacks will eventually form *stumps* before being completely *eroded* in to millions of small deposits – large rocks, small rocks, stones, pebbles and sand.

THINKING POINT:

Name the eight coastal features caused by erosion, abrasion and attrition.



Explain how a crack in the headland, through constant erosion, will eventually become a stump.

Coastal Management and Erosion Prevention:

If left *unmaintained*, our *coastlines* would be very different: *Erosion* would occur at a much faster pace.

To *prevent* the loss of our *coastlines* and maintain the usability of our coasts (*settlement, trade and tourism*), humans have designed ways of *preventing* or slowing coastal erosion (*Coastal management*).

- *Groynes* are wooden or stone structures built to *stop sand and stones* being *carried/moved* by the sea and *deposited in different areas*. This is to *maintain the shape* of the coastline.
- *Gabions* are *metal cages filled with large stones* to act as a *barrier* between the sea and the cliff to *slow down erosion* and *abrasion*.
- *Sea walls* are concrete structures built to act as a *barrier* between the sea and the cliff to *slow down erosion* and *abrasion*.
- *Beach nourishment* is when humans replenish/add more sand to the beaches to maintain the shape of the coastline.



THINKING POINT:

Name four types of erosion prevention.



Why is erosion prevention and coastal management important?

EXIT QUESTIONS:

EXS:

1. Can you describe how the coasts of Poole and Dorset are changing and explain why this happening?

GDS:

1. Why is it important for humans to intervene with the process of erosion and manage the coastlines?

YEAR 3: SPRING 2 – WATER, WATER EVERYWHERE

GEOGRAPHY:

UNDERSTAND, DESCRIBE AND EXPLAIN: THE WATER CYCLE

| Physical Geography: | The Water Cycle | Atmosphere | Evaporation | Water Vapour | Condensation | Precipitation | Rain/Sleet/Snow/Hail | Collection |
|---------------------|-----------------|------------|-------------|--------------|--------------|---------------|----------------------|------------|
|---------------------|-----------------|------------|-------------|--------------|--------------|---------------|----------------------|------------|

Understanding the water cycle

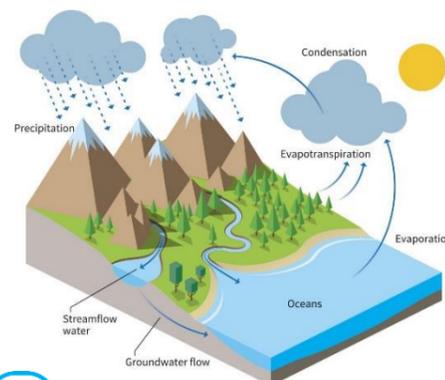
| |
|--|
| Learning links: |
| Geography: |
| Y5: Water Cycle All areas of learning |
| Y5: Rivers Throughflow/ Surface run-off |

| |
|---|
| Learning links: |
| Science: |
| Y4: States of Matter Evaporation/ Condensation/Solid/ Liquid/Gas |
| Y5: Properties of materials Evaporation/ Condensation/ Temperature/Solid/ Liquid/Gas |

Re-visit and revise:
Key concepts: KS1 geographical learning, prior understanding of the water cycle, seasonal and daily weather patterns in the United Kingdom
Key vocabulary: hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, farm, port, harbour

The Water Cycle:

Earth has been **recycling** water for over **4 billion years!** The world's water moves between **lakes, rivers, oceans**, the **atmosphere** and the **land** in an **ongoing cycle** called the **water cycle**. As it goes through this **continuous system**, it can be a **liquid** (water), a **gas** (vapour) or a **solid** (ice). There are **4 stages** of the **water cycle** which **continuously repeats**:



Evaporation:

Energy from the **Sun heats up** the surface of the **Earth**, causing the **temperature** of the **water** in our rivers, lakes and oceans to **rise**. When this happens, some of the water **evaporates** into the **air/atmosphere**, turning into a **gas** called **vapour**.

THINKING POINT:

Summarise the process of evaporation in as few words as possible.



Condensation:

As **water vapour rises up** high into the sky, it **cools** and turns back into a **liquid**, forming **clouds**. This process is called **condensation**. **Air currents** high up in the air **move** these **clouds** around the globe. Depending on the **temperature** and how **quickly** the **vapour condenses** or sometimes **freezes**, the vapour can turn to **rain, sleet, hail or snow**.

THINKING POINT:

What is the word used to describe when the water vapour cools back in to liquid and forms clouds?



Precipitation:

When **too much** water has **condensed**, the **water droplets** in the clouds become too **big and heavy** for the air to hold them. They **fall back down** to **Earth** as rain, snow, hail or sleet, a process known as **precipitation**.

THINKING POINT:

Name the four different forms of precipitation. What do you think determines which is formed in the clouds?



Collection:

The fallen **precipitation** is then **collected** in bodies of water – such as **rivers, lakes and oceans** – from where it will eventually **evaporate** back into the air, **beginning the cycle all over again**. How it is **collected**, depends on **where it lands**:

- Some will **fall directly** into **lakes, rivers or the sea**.
- If the water falls on **plants**, it may **evaporate** from leaves back into the air, or **trickle down into the ground to be absorbed by the plant**.
- In **cold climates**, the **precipitation** may build up on land as **snow, ice or glaciers**.
- Water that **reaches land directly** may flow **across the ground** and **collect in the oceans, rivers or lakes**.

THINKING POINT:

Why is this process called the water cycle?



EXIT QUESTIONS:

| | |
|-------------|-------------|
| EXS: | GDS: |
|-------------|-------------|

Using the given diagrams and key vocabulary, describe and explain the four stages of the water cycle.