







The Geography Curriculum

Year 3

Intent	<p>At Benjamin Adlard Primary School, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We follow the Rising Stars Geography framework, which provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century.</p>
Implementation	<p>In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as discrete subject, focusing on knowledge stated in the Early Years and National Curriculum. Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. <ul style="list-style-type: none"> • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. <p>Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.</p>

Progression through the National Curriculum				
		EYFS	End of Key Stage One	Key Stage Two
Locational Knowledge		<ul style="list-style-type: none"> - Locate their house from a photograph of their street/Google maps. 	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge		<ul style="list-style-type: none"> - Describe some geographical features of the immediate environment. - eg. house, street, road, garden, garage, trees 	<ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> - 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, and a region within North or South America
Human and Physical Geography		<ul style="list-style-type: none"> - Describe types of weather seen in the local area. 	<ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills & Field work		<ul style="list-style-type: none"> - Use a simple tick sheet to record what has been seen on a walk to the local shopping precinct. - Use computer mapping and Google Street View to locate their street and house. - Survey the traffic that goes past school. 	<ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use 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
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Year 3 – Autumn 1		Unit 1 – Climate and Weather
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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, and a region within North or South America. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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. 		
Cross Curricular links		
<ul style="list-style-type: none"> English: reading factual information; recording factual information in writing, on a diagram; writing a case study, a script discussing ideas and information, practising presentation skills; speaking in an interview. Maths: learning about temperature, including negative numbers measuring in millimetres; using a Venn diagram. Science: researching plant and animal habitats; learning about temperature, including freezing of water, plant and animal life. Art & design: creating a wall display of visual material; an informational poster; painting monochrome images. There are two specific art activities suggested that would complement this unit: Art & Design: after looking at Sebastião Salgado's black and white photographs of the Nenets in Siberia, learn to mix black and white paint to replicate a photograph in shades of grey. Art & Design: after looking at the aerial photographs of the Sahara Desert, learn to mix primary colours to make shades of orange and brown to follow up with work on desert patterns. Computing: using Google™ Earth; making a PowerPoint presentation. History: explorers, especially those associated with the South Pole, Amundsen, Scott and Shackleton and possibly those who adventured in the Tropics, especially Livingstone, Stanley, Speke, Burton and Park. 		
Prior Learning		
Geography Programme of Study	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> Know and locate some major cities, oceans and continents on a UK and world map Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea Know and use a world map atlas or globe to name and locate the seven continents and five oceans. 	<ul style="list-style-type: none"> Know the purpose of an atlas Know, identify and name the relevant countries and oceans know and locate world's highest mountain is called and where it is located. Know and locate local coastal line Know and locate a of the world's major rivers Know, name and locate an 'ancient' old-world wonder Know, name and can locate a 'modern' world wonders.

Place Knowledge	<ul style="list-style-type: none"> - Know and describe in some detail the local area and distant locations' feature. - Know and compare the local area to distant locations in a non-European country and compare human and physical geography. - Know that people do jobs and that where they live (e.g. coastline) might affect this. 	<ul style="list-style-type: none"> - Know and name local area and that they live in the UK - Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.
Human and Physical Geography	<ul style="list-style-type: none"> - Know and describe which continents have significant hot or cold areas and relate these to the poles and equator. - Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Know and use basic geographical vocabulary. 	<ul style="list-style-type: none"> - Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. - Know that weather can be different in different parts of the UK. - Know and give reasons why the UK has the weather it does (e.g. wind). - Know and use basic geographical vocabulary.
Geographical skills and Fieldwork	<ul style="list-style-type: none"> - Know how to use a world map, atlas or globe to recognise to name some continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to study the geography of their school 	<ul style="list-style-type: none"> - Know directional language to describe a natural environment - Know and use basic weather symbols. - Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK. -

By the end of this unit pupils will have the opportunity to:

Year 3 - Locational Knowledge	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones - Know and locate poles, equator and lines of latitude and longitude - Know the position of the Prime/Greenwich Meridian on a map/globe - Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle - Know the names of continents and oceans.
Year 3 - Place Knowledge	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones - Know the characteristics of these zones - Know that these climate patterns are different in different regions of the world. - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles.
Year 3 - Human and Physical Geography	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones - Know what the 'tropical desert climate' and 'tropical desert biome' are.
Year 3 - Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones - Know and locate poles, equator and lines of latitude and longitude - Know the position of the Prime/Greenwich Meridian on a map/globe - Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle

	- Know the names of continents and oceans.		
Next Steps – Progression through the geography curriculum			
Geography Programme of Study	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some countries in Europe, North and South America- Know and locate some states in the North America- Know and locate the River Thames- Know and locate some of the worlds major rivers- Know and describe river and mountain environment- Know and locate some of the world’s main mountain ranges on a map- Identify river features on an OS map- Know and locate some well-know earthquakes and volcanoes	<ul style="list-style-type: none">- Know physical and human characteristics and environmental regions of Europe.- Know and locate several physical environments in the UK.- Know and can locate some key topographical features of the UK.- Know and can locate world’s countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none">- Know and locate cities, countries and regions of South America- Know and describe key physical and human and environmental regions of South America- Know and name types of industry in the area and give reasons why it might change in the future- Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Place Knowledge	<ul style="list-style-type: none">- Know and identify a range of North and South America settlement- Know the characteristics of the settlements- Know the differences and similarities between some regions in North and South America- Know how the human and physical characteristics are connections for one or two regions in North or South America- Know what and where Route 66 is and some of the cities that pass through it- Know and describe the Pacific Ring of Fire	<ul style="list-style-type: none">- Know and locate UKs major urban and rural areas- Know and describe how a local region has changed and how it’s different from another region in the UK- Know that human activity is influenced by climate and weather and can give examples.- Know and describe hazards from physical environments and their management, such as avalanches in mountain regions.	<ul style="list-style-type: none">- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.- Know and illustrate how human activity is influenced by climate and weather.- Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Human and Physical Geography	<ul style="list-style-type: none">- Know significant physical features of rivers and talk about how they change- Know river and mountain environment in the UK- Know the water cycle in sequence- Know and give reasons why physical processes can cause hazards to people- Know and give reasons why people use and change rivers	<ul style="list-style-type: none">- Know a range of key physical processes and the resulting landscape features.- Know how a mountain region was formed.- Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.- Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).	<ul style="list-style-type: none">- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.- Know and describe what the climate of a region is like and how plants and animals are adapted to it- Know and compare the Amazon and Alpine regions, identifying similarities and differences.- Know why the Amazon is important.- Know key hum and physical features of Manaus.- Know and can explain some of the reasons why deforestation is occurring in the Amazon.

	<ul style="list-style-type: none"> - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people 	<ul style="list-style-type: none"> - Know the advantages and disadvantages of tourism in Europe (e.g. the Alps) - Know and describe how food production is influenced by climate. - Know that products we use are imported as well as locally produced. - Know where in the world several different fruits originate. - Know and name our energy sources and natural resources. - Know some ways in which development can be sustainable. - Know that there are advantages and disadvantages to both imported and locally produced products. - Know that there are many routes that products can take before arriving in my home. - Know how regions in the UK (e.g. West Midlands) changed following the Second World War. - Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games. 	<ul style="list-style-type: none"> - Know how the Amazon is being protected and can suggest what else might be done to protect it. - Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe features of an area. - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs. - Understand how and why - Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> - Know, locate and describe several physical environments in the UK. - Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from. 	<ul style="list-style-type: none"> - Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future. -

Unit Overview

In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.

Map Work

Throughout this unit, children will use a variety of styles of maps of the world (accessible on the internet) and interpret them. They will also learn to extract information from geographical photographs. You could use printed copies of the maps and images or display them on the interactive whiteboard. Where it is suggested that children use atlases to locate places, you may choose to use Google Earth instead.

Fieldwork

Try to organise a visit to a deciduous forest or woodland, and find out about the native trees of our temperate forest biome. Try to arrange a talk from a park or countryside ranger to discover more about the issues affecting the flora, fauna and countryside of, or near/nearest to, your local area. In the school environment, extend any work the children have done previously in collecting, analysing and communicating weather data.

Key knowledge acquired throughout this unit

- I know that there is a pattern to weather and seasons in my own and other environments.
- I know that these climate patterns are different in different regions of the world.
- I know where the coldest places on Earth are in relation to the equator and Poles.
- I know and can describe the polar climate, and characteristics of the polar climate zone.
- I know where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles.
- I know what the 'tropical desert climate' and 'tropical desert biome' are.
- I know where (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles.
- I know what 'tropical rainforest climate' and 'rainforest biome' mean.

Key skills acquired throughout this unit

- I can use a map of world, annual average air temperatures and/or a globe to describe the world climate zones from the Poles to the equator.
- I can talk about the animals of the tundra biome.
- I can say what climate zones and biomes are.
- I can describe the seasonal weather associated with a temperate climate (in the UK).
- I can describe some ways in which the temperate climate affects human activities in the UK.
- I can describe some effects of extreme climatic events in the UK.
- I can locate some of the world's climate zones on a globe or map.

Subject knowledge and teaching guidance

These photos of **weather** were taken in the UK.

What do they tell us about our weather?

They tell us that our weather is very varied.

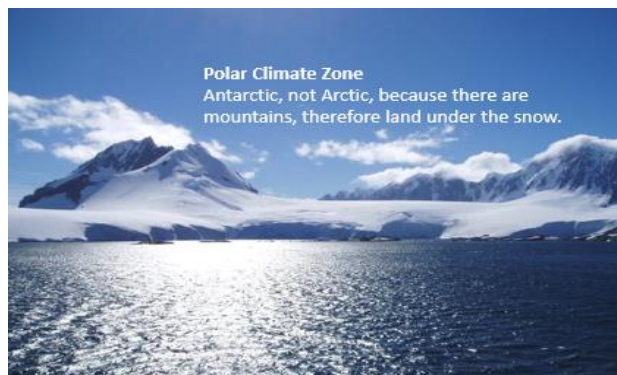
Over a long time, there is a pattern to weather.

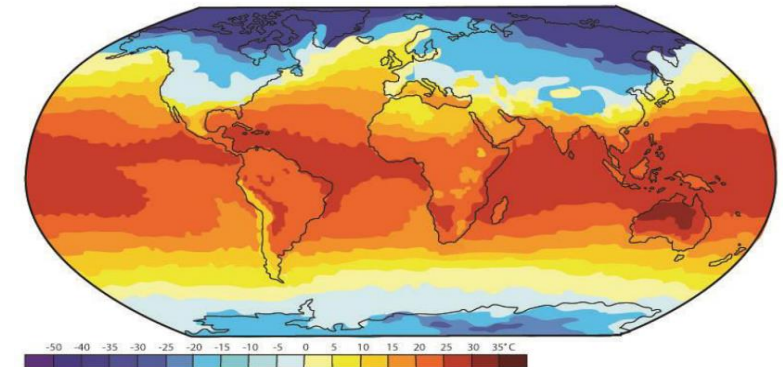
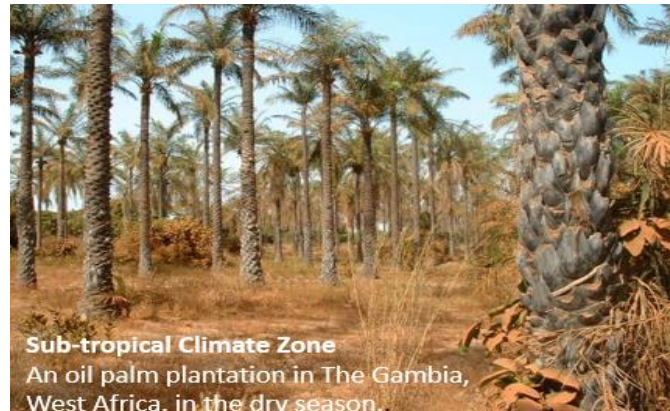
We call this the **climate**.

Ours is a **temperate** climate.



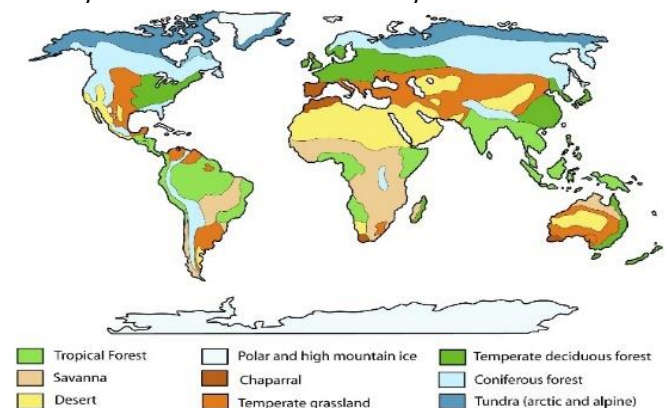
- polar climate zone (very cold),
- temperate climate zone (neither very hot nor very cold).
- sub-tropical zone (hot with wet and dry seasons)
- equatorial, rain forest or tropical climate zone (very hot, wet).
- desert climate zone (very hot, dry).



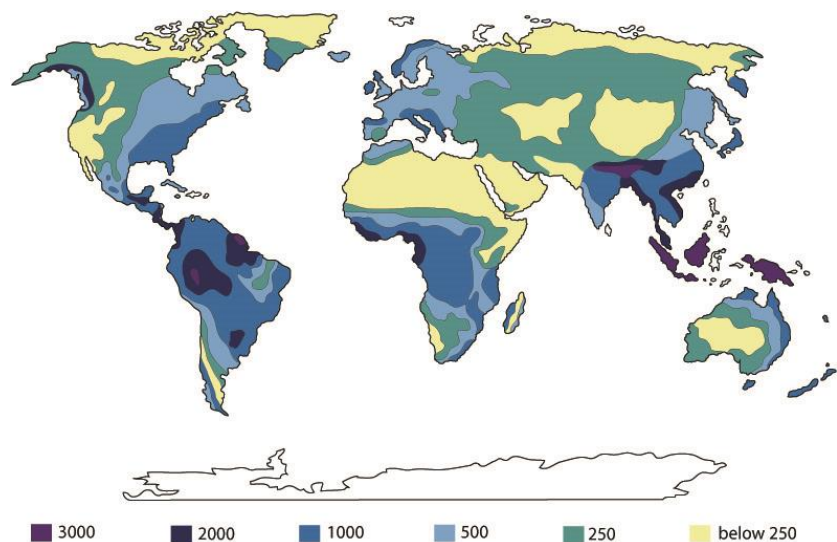


- Arctic is sea surrounded by land
- Antarctic is land surrounded by sea.

Because of this, Antarctica is much colder. (There is virtually no land-based ecosystem in Antarctica; however, it has an extremely rich and diverse marine ecosystem based on krill – little prawns that live off plankton in the sea.)



- Antarctica (Southern Hemisphere) is a continent with land beneath the ice sheet, surrounded by sea.
- Arctic (Northern Hemisphere) is water beneath the sea ice, surrounded by land.
- Polar regions have two seasons: summer (sun does not set) and winter (sun does not rise); Arctic summer (24hrs daylight) is during our summer – ‘Land of the Midnight Sun’; Antarctic summer is during our winter. Ice melts, and water freezes, at 0°C.
- The average annual temperature ranges from about **-10°C** on the Antarctic coast to **-60°C** at the highest parts inland.
- Near the coast the temperature can exceed **+10°C** at times in summer and fall to below **-40°C** in winter.
- The coldest temperature recorded in Antarctica was **-89.6°C** at Vostok station in 1983. The average winter temperature at the South Pole is about **-49°C**. The wind chill factor means that it can feel much colder. (Your home freezer is only about -15°C.)
- With daytime temperatures between **-20°C** and **-5°C**, the polar summer is the only time to travel to Antarctica – the conditions are too bad during the winter months, with extreme cold temperatures, violent storms, continuous darkness and ice-bound seas.



Hot, arid deserts are barren and hostile environments. The tropical desert climate is hot and dry/arid, with very little, if any, rainfall.

From late May to October the Indian monsoon winds blow from the southwest, over the Indian Ocean and Arabian Sea, bringing with them a huge volume of rain. For the rest of the year the wind blows in the opposite direction, so it is a little drier. The advantages of a monsoon are it brings water for irrigation during the dry season, helps crops grow, and provides drinking water.

The UK have a climate that is warm in summer, cool in spring and autumn and cold in winter, with a mixture of wet weather and dry, calm and windy spells. This produces our distinctive soil, flora and fauna and impacts on the way we live.

Key Assessments

- All children can:**
- indicate the tropical and polar climate zones on a globe or map
 - describe the characteristics of these zones using appropriate vocabulary
 - say what a biome is.
- Most children can:**
- indicate the tropical, temperate and polar climate zones on a globe or map
 - describe the characteristics of these zones
 - describe and compare some biomes using appropriate vocabulary.
- Some children can:**
- locate most climate zones on a map or globe
 - describe the characteristics of most zones introduced during the course of the unit
 - explain why there is a relationship between climate and biome using appropriate vocabulary.

Key vocabulary and definitions

Season	Each of the four divisions of the year marked by a particular weather pattern.
Climate	The weather conditions prevailing in an area.
Climate Zone	Are in the world distinguished from a neighbor by a major physical climate characteristic.
Equatorial	At or near the equator.
Tropical	Regions of the Earth surrounding the Equator

Biome	A large naturally occurring community of flora and fauna occupying a major habitat.
Fauna	The animals of a particular region or habitat.
Flora	The plants of a particular region or habitat.
Vegetation	Plants considered collectively, especially those found in a particular habitat.
Sub-tropical	Relating to the characteristics of the regions adjacent to or bordering on the tropics.
Monsoon	A season prevailing wind in the region of the South and SE Asia, blowing from the south west between May and September and bringing rain from the north-east between October and April.
Deciduous	A tree that loses its leaves in Autumn.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To recap weather, and start to learn about climate, climate zones and biomes.	To find out about the polar climate zone, and to learn about the tundra biome.	To find out about the hottest, driest places on Earth and the tropical desert climate zone.	To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome	To learn about the temperate climate zone and the deciduous forest biome.	To produce a report based on how climate and biome affects lives

Year 3 – Spring 1		Unit 2 – Our World
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 		
Cross Curricular links		
<ul style="list-style-type: none"> English: writing text for a picture book, or to recount as a story without words; listening to how John Harrison solved the problem of longitude. Maths: learning about scale direction and compass points (Weeks 1–6); learning about properties of a sphere; time and the 24- hour clock; angles. Science: seeing the Earth from space , our solar or planetary system. Art & Design: making a papier-mâché globe (before and throughout the unit); making a 'world map' Computing: Use of Google™ Earth; preparing Index for 'World map' Design & Technology: making a papier-mâché globe (before and throughout the unit); making a 'world map' 		
Prior Learning		
Geography Programme of Study	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> Know and locate some major cities, oceans and continents on a UK and world map Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea Know and use a world map atlas or globe to name and locate the seven continents and five oceans. 	<ul style="list-style-type: none"> Know the purpose of an atlas Know, identify and name the relevant countries and oceans know and locate world's highest mountain is called and where it is located. Know and locate local coastal line Know and locate a of the world's major rivers Know, name and locate an 'ancient' old-world wonder Know, name and can locate a 'modern' world wonders.
Geographical skills and Fieldwork	<ul style="list-style-type: none"> Know how to use a world map, atlas or globe to recognise to name some continents and oceans. Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Know how to use a wall map or atlas to locate and identify countries taught in the unit. Know about the local area and can name and locate key landmarks. Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. Know how to devise a simple map with a key. Know and use simple fieldwork and observational skills to study the geography of their school 	<ul style="list-style-type: none"> Know directional language to describe a natural environment Know and use basic weather symbols. Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK.
By the end of this unit pupils will have the opportunity to:		

Year 3 - Locational Knowledge	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know and locate poles, equator and lines of latitude and longitude- Know the position of the Prime/Greenwich Meridian on a map/globe- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle- Know the names of continents and oceans.- Know why the IDL is located in the Pacific Ocean.- Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.		
Year 3 - Human and Physical Geography	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones- Know what the ‘tropical desert climate’ and ‘tropical desert biome’ are.		
Next Steps – Progression through the geography curriculum			
Geography Programme of Study	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some countries in Europe, North and South America- Know and locate some states in the North America- Know and locate the River Thames- Know and locate some of the worlds major rivers- Know and describe river and mountain environment- Know and locate some of the world’s main mountain ranges on a map- Identify river features on an OS map- Know and locate some well-know earthquakes and volcanoes	<ul style="list-style-type: none">- Know physical and human characteristics and environmental regions of Europe.- Know and locate several physical environments in the UK.- Know and can locate some key topographical features of the UK.- Know and can locate world’s countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none">- Know and locate cities, countries and regions of South America- Know and describe key physical and human and environmental regions of South America- Know and name types of industry in the area and give reasons why it might change in the future- Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Geographical skills and fieldwork	<ul style="list-style-type: none">- Know how to use give directional instructions up to eight compass points- Know how to make a map of a route with features in the correct order- Know appropriate techniques to carry out fieldwork in a local area	<ul style="list-style-type: none">- Know, locate and describe several physical environments in the UK.- Know and locate the UK's major rural and urban areas.- Know how to use maps to locate the Alps and identify the physical features of the region.- Know how to use base maps to create their own maps of the Alpine region.- Know how to use maps to locate places and countries that locally available products come from.	<ul style="list-style-type: none">- Know and locate Brazil and the Amazon Basin and River and describe features studied.- Know and locate national and global environmental issues.- Know and recognise things that can be preserved in the local environment for the future.
Unit Overview			
In an earlier unit, the children used several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.			
Map Work			

This unit focuses on the use of digital/internet and paper maps, atlases and globes with an opportunity for making a map in the Big Finish. Children will be comparing how globes and different types of map represent our world, and see how 3-D reality can become distorted in 2-D representations.

Fieldwork

Fieldwork is not a natural element of this unit. However, classes within reach of London could visit the Prime Meridian at Greenwich (Week 4), which could include a visit to John Harrison's longitude clocks (Week 6). All children could use maps, GPS or satnav to plan the route, whether walking or driving (for the coach driver) for any planned out-of-school activities, using as many forms of address as appropriate (e.g. street, settlement, county names, postcodes and compass directions), and then follow them during the journey.

Key knowledge acquired throughout this unit

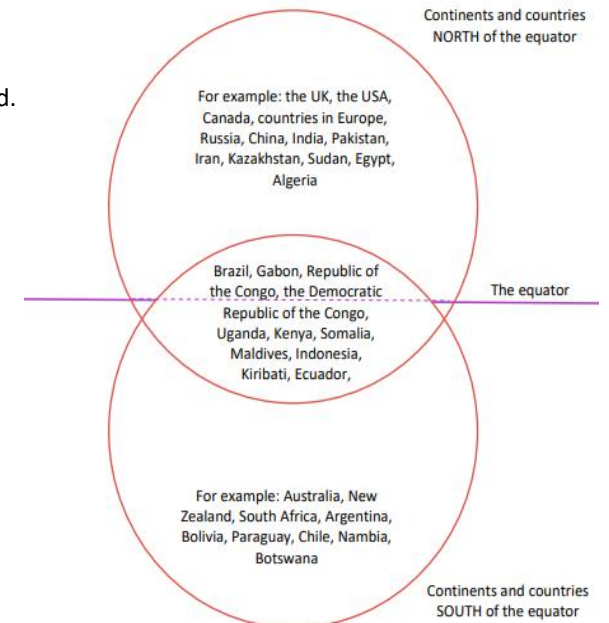
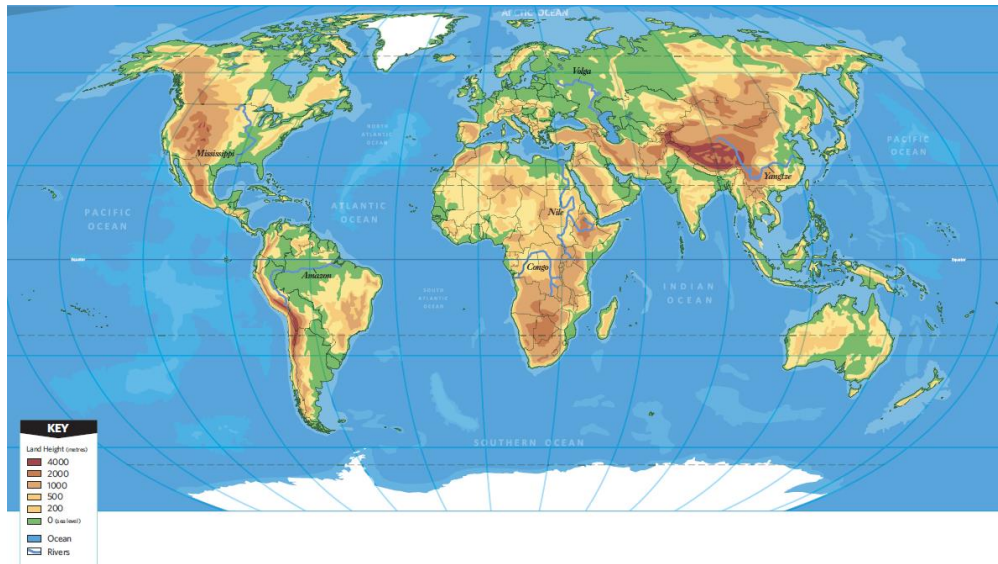
- I know that the world is a sphere.
- I know the differences between globes and maps.
- I know and can locate the Equator and know the names of continents and oceans.
- I know and understand my address and appreciate that each line of it 'zooms out' to a new scale.
- I know and can locate and name the key circles or lines of latitude on both world map and globe.
- I know the features of the zones marked by the main lines of latitude.
- I can understand how day and night are caused as the Earth rotates on its axis.
- I know the location and name of the Greenwich/Prime Meridian and the $\pm 180^\circ$ E-W lines of longitude.
- I know why the IDL is located in the Pacific Ocean.
- I know why the IDL zigzags and does not exactly follow the 180° E-W line of longitude.

Key skills acquired throughout this unit

- I can turn my 'globe' into my own 'map' of the/a world.
- I can locate lines of longitude.
- I can locate and name the $\pm 180^\circ$ E-W line of longitude and the International Date Line (IDL).
- I can practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studies.

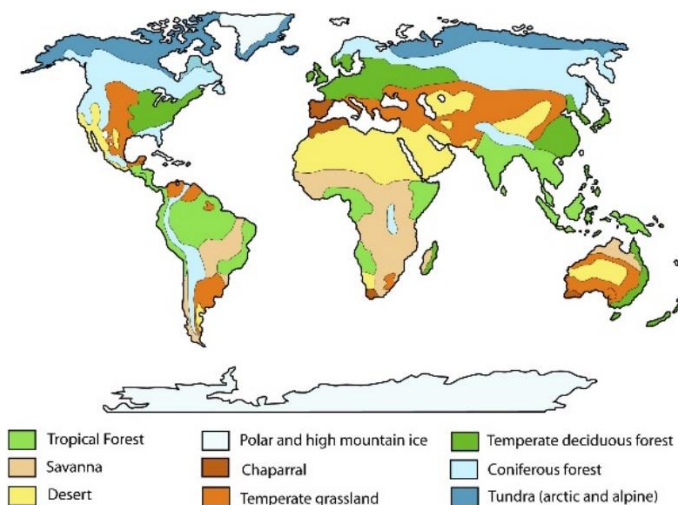
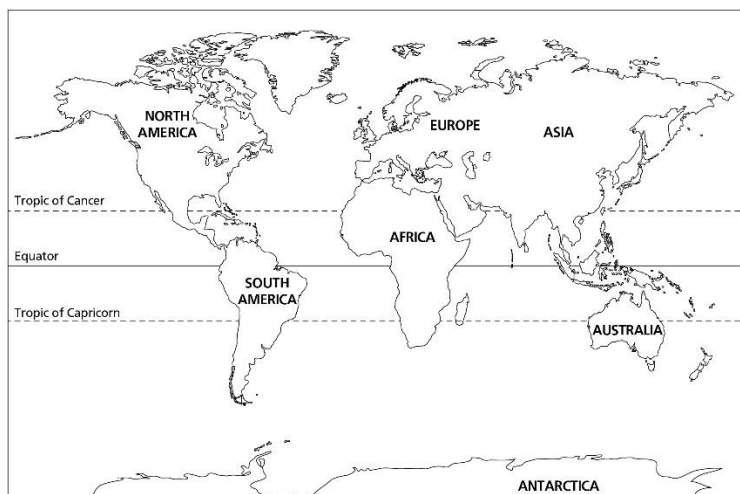
Subject knowledge and teaching guidance

- Lines of latitude run parallel to the Equator and decrease in length towards the Poles.
- The Equator is the latitude 'baseline', the 0° line from which latitude North and South is measured.
- Lines of longitude are all the same length and go from Pole to Pole.
- The Prime or Greenwich Meridian is the longitude 'baseline', the 0° line from which longitudes East and West are measured.

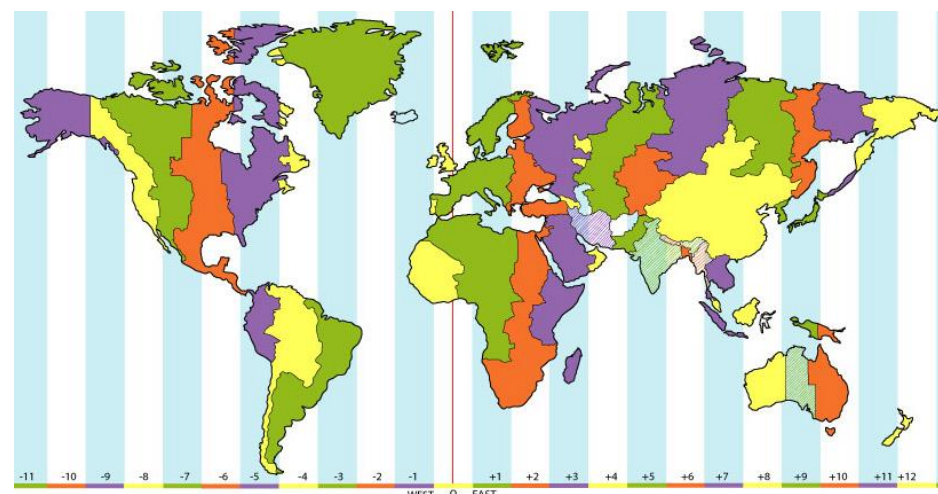
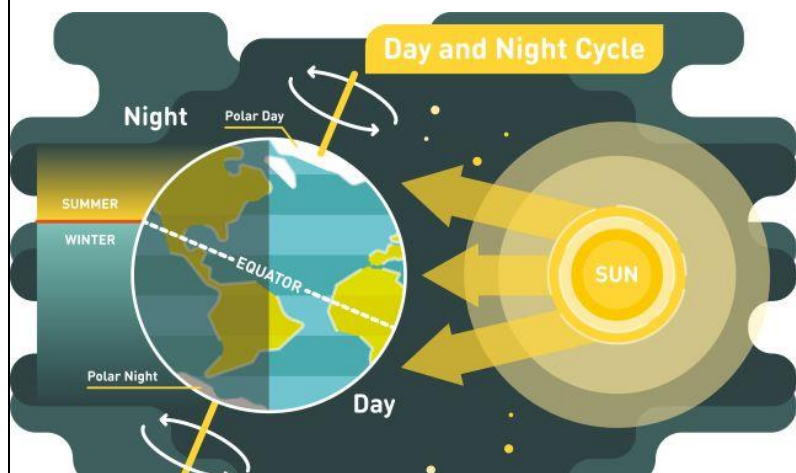


Representing a 3-D globe as a 2-D map involves distortion. This is seen in the different map projections used on maps and in atlases.

- The two Tropics are 23.5° N and S of the Equator, the Arctic and Antarctic Circles are 66.5° N and S of the Equator. This can be shown on Google™ Earth, with 'Grid' and 'Place' activated.
- Lines of latitude are horizontal circles that decrease in size towards each Pole.



- The imaginary lines are called lines of longitude, are 'drawn' from Pole to Pole. They are used to measure E–W position on the Earth (latitude measures N–S position). Display this using the globe and torch. To describe a location on the Earth's surface, we need both an E–W and N–S position, and a starting point to measure from. The line of longitude that passes through the Royal Observatory at Greenwich, London, was chosen as the E–W position starting point or zero. This is called the Prime (or Greenwich) Meridian and lies at 0° E/W. Help children to locate the Prime Meridian on maps, globes and/or Google™ Earth, using London as a clue. (The Equator is the N–S position starting point and lies at 0° N/S.)



- As Earth's rotation every 24 hours causes day and night, parts of the world are having daytime while others are having night. When it is daytime in the UK, it is night-time in Australia; when it is afternoon in the UK, it is morning in the USA.
- The International Date Line, which was established in 1884, roughly follows the 180° longitude N/S line. It is located halfway round the world from the Prime/Greenwich Meridian, the 0° longitude, which was established at Greenwich, London, in 1852.



- Alpha-numeric grids, locations expressed in longitude and latitude, The Equator is 0°N/S, the Tropics are 23.5°N/S, the Polar Circles are 66.5°N/S and the Poles are 90°N/S.

Key Assessments

All children can:

- use world maps, atlases, globes and digital/computer mapping
- describe the relationship between globes and world maps
- locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes
- correctly use some of the key vocabulary.

Most children can:

- explain the relationship between globes and maps
- understand the significance of longitude and latitude
- locate the Prime/Greenwich Meridian on a globe and world map
- describe day and night in relation to the Earth's rotation on its own axis
- correctly use most of the key vocabulary.

Some children can:

- understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian
- locate the International Date Line on a globe
- understand day and night
- describe and explain time zones

Key vocabulary and definitions

Globe	A spherical representation of the earth.
Map	A diagram representation of an area of land or sea showing physical features.
Equator	A line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres.

North Pole	Either the two locations on the surface of the earth which are the northern and southern ends of the axis of rotation.
South Pole	Either the two locations on the surface of the earth which are the northern and southern ends of the axis of rotation.
South Hemisphere	Half of the earth that is south of the equator.
Tropic of Cancer	The parallel of latitude 23 26 north or south of the equator.
Tropic of Capricorn	The parallel of latitude 23 26 north or south of the equator.
Artic Circle	One of the two polar circles.
Antarctic Circle	One of the two polar circles.
Longitude	The angular distance of a place east or west of the Greenwich meridian.
Meridian	A circle of constant longitude passing through a given place on the earth's surface.
Axis	An imaginary line about which the Earth rotates.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world.	To demonstrate the relationship between maps and globes.	To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles.	To learn more about longitude, and about the Earth's daily rotation and its effects.	To learn more about longitude, and about the Earth's daily rotation and its effects.	To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface.

Year 3 – Summer 1		Unit 3 – Coasts
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> 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, and a region within North or South America. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, 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 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. 		
Cross Curricular links		
<ul style="list-style-type: none"> English: developing vocabulary; using descriptive language; using persuasive writing; reporting; labelling, annotating and writing succinctly (a postcard); giving and justifying opinions; presenting and argument. Science: learning about beach, cliff and sea habitats; forces (bridges); identifying and naming animals and plants in a marine environment (rock pools); fossils; the variety of rock types, especially by colour; recognize that environments change. Art & Design: drawing picture postcards; designing and creating posters and presentations to promote a coastal location; designing and making a classroom display; modelling a rock pool. Computing: using Google™ Earth to explore the world. Music: singing a song about the seaside; sea shanties; creating the sound of the sea. History: change (harbours, ports and docks to marinas; change of miners' cottages into tourist accommodation), heritage (Jurassic Coast, Tin mining, fishing industry). PE, Dance: movement to reflect the tides, set to music. 		
Prior Learning		
Geography Programme of Study	Year 1	Year 2
Place Knowledge	<ul style="list-style-type: none"> Know and describe in some detail the local area and distant locations' feature. Know and compare the local area to distant locations in a non-European country and compare human and physical geography. Know that people do jobs and that where they live (e.g. coastline) might affect this. 	<ul style="list-style-type: none"> Know and name local area and that they live in the UK Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country.
Human and Physical Geography	<ul style="list-style-type: none"> Know and describe which continents have significant hot or cold areas and relate these to the poles and equator. Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles Know and use basic geographical vocabulary. 	<ul style="list-style-type: none"> Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Know and give reasons why the UK has the weather it does (e.g. wind). Know and use basic geographical vocabulary.

Geographical skills and Fieldwork	<ul style="list-style-type: none"> - Know how to use a world map, atlas or globe to recognise to name some continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to study the geography of their school 	<ul style="list-style-type: none"> - Know directional language to describe a natural environment - Know and use basic weather symbols. - Know and use an atlas, globes and maps to name and locate on a map different continents, countries and cities outside the UK. -
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By the end of this unit pupils will have the opportunity to:

Year 3 - Place Knowledge	- Know and can name some localities around the coast of the UK, and the activities that occur in them.
Year 3 - Human and Physical Geography	<ul style="list-style-type: none"> - Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. - Know describe the characteristics of (UK) settlements with different functions - know and can name and describe activities that families and others enjoy at the coast.
Year 3 - Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know and locate some coastal places on a map of the UK. - Know and can locate and name the main British seaside locations and know how they have changed over time.

Next Steps – Progression through the geography curriculum

Geography Programme of Study	Year 4	Year 5	Year 6
Place Knowledge	<ul style="list-style-type: none"> - Know and identify a range of North and South America settlement - Know the characteristics of the settlements - Know the differences and similarities between some regions in North and South America - Know how the human and physical characteristics are connections for one or two regions in North or South America - Know what and where Route 66 is and some of the cities that pass through it <p>Know and describe the Pacific Ring of Fire</p>	<ul style="list-style-type: none"> - Know and locate UKs major urban and rural areas - Know and describe how a local region has changed and how it's different from another region in the UK - Know that human activity is influenced by climate and weather and can give examples. - Know and describe hazards from physical environments and their management, such as avalanches in mountain regions. 	<ul style="list-style-type: none"> - Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. - Know and illustrate how human activity is influenced by climate and weather. - Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Human and Physical Geography	<ul style="list-style-type: none"> - Know significant physical features of rivers and talk about how they change - Know river and mountain environment in the UK - Know the water cycle in sequence - Know and give reasons why physical processes can cause hazards to people - Know and give reasons why people use and 	<ul style="list-style-type: none"> - Know a range of key physical processes and the resulting landscape features. - Know how a mountain region was formed. - Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. - Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). 	<ul style="list-style-type: none"> - Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. - Know and describe what the climate of a region is like and how plants and animals are adapted to it - Know and compare the Amazon and Alpine regions, identifying similarities and differences. - Know why the Amazon is important. - Know key hum and physical features of Manaus. - Know and can explain some of the reasons why

	<ul style="list-style-type: none"> - change rivers - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people - 	<ul style="list-style-type: none"> - Know the advantages and disadvantages of tourism in Europe (e.g. the Alps) - Know and describe how food production is influenced by climate. - Know that products we use are imported as well as locally produced. - Know where in the world several different fruits originate. - Know and name our energy sources and natural resources. - Know some ways in which development can be sustainable. - Know that there are advantage and disadvantages to both imported and locally produced products. - Know that there are many routes that products can take before arriving in my home. - Know how regions in the UK (e.g. West Midlands) changed following the Second World War. - Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games. 	<ul style="list-style-type: none"> - deforestation is occurring in the Amazon. - Know how the Amazon is being protected and can suggest what else might be done to protect it. - Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe features of an area. - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs. - Understand how and why - Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.
Geographical skills and fieldwork	<ul style="list-style-type: none"> - Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> - Know, locate and describe several physical environments in the UK. - Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from. 	<ul style="list-style-type: none"> - Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues. - Know and recognise things that can be preserved in the local environment for the future. -

Unit Overview

In this unit, children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that ‘a picture is worth a thousand words’ – as primary geography is such a visual subject. Children need to be able to visualise what they are learning about not just know its ‘word label’. If field visits are not possible, the photographs can extend the children’s ‘virtual’ experience. Many children will have been to the seaside, and may have enjoyed playing on the beach, although many might only have experienced a hotel pool. There is plenty of scope for building on their natural enthusiasm, especially if field work at the coast is possible. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and

presenting an argument. There is a great deal of material in this unit so, even if you are selective because of time, you could still deliver stimulating and challenging geography

Map Work

The children should use a wide range of maps wherever possible, from informal maps in tourist attractions and brochures to OS 1:50 000, atlases, Google Earth as appropriate to the task, making their own decisions about which to choose.

Fieldwork

This unit includes opportunities for fieldwork such as a fieldtrip to a coastal area, possibly as an extension, if access to the coast is a possibility for your school.

Key knowledge acquired throughout this unit

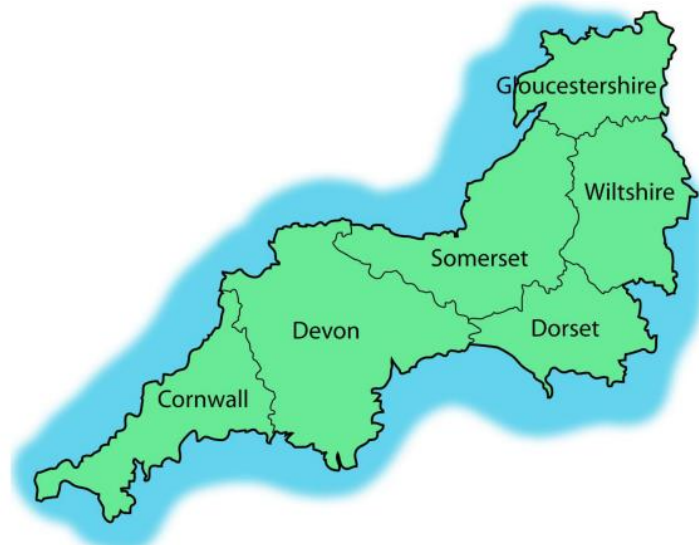
- I know and locate some coastal places on a map of the UK.
- I know and can locate South West England on a map of the UK.
- I know can locate and name the counties of Cornwall, Devon, Dorset and Somerset.
- I know and can name some of the coastal places.
- I know the effects of the sea and tide.
- I know and can name some localities around the coast of the UK, and the activities that occur in them.
- I know and can name and describe activities that families and others enjoy at the coast.

Key skills acquired throughout this unit

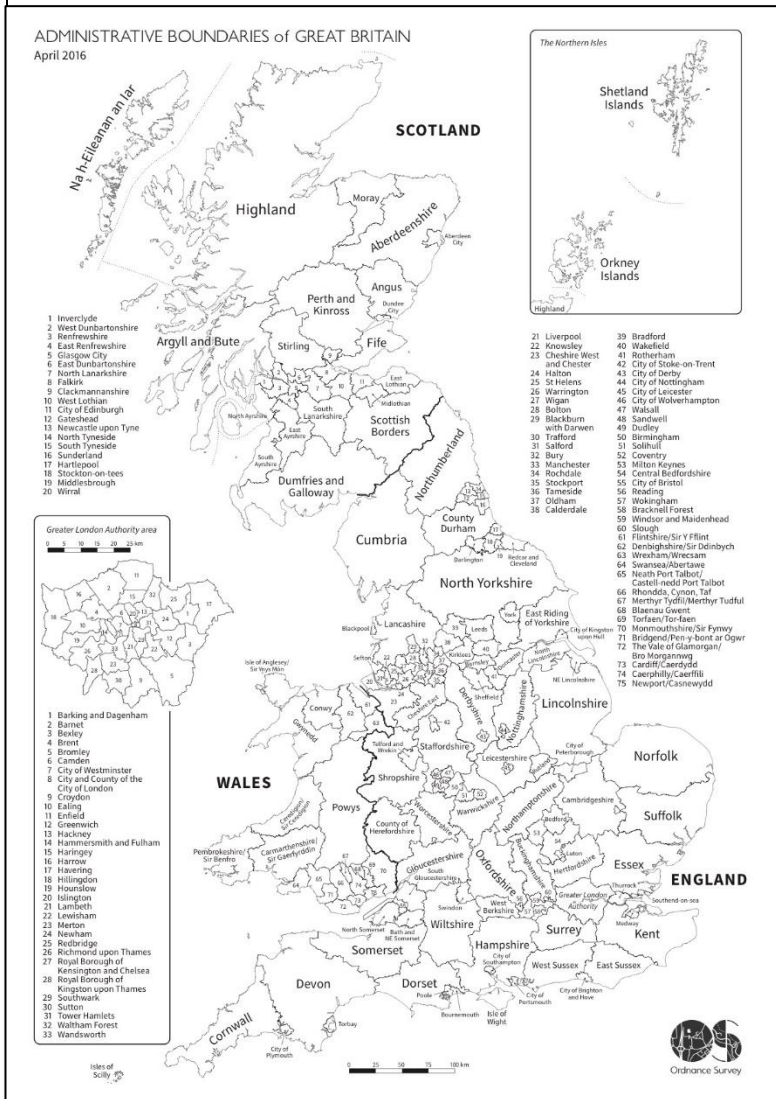
- I can talk about coastal places I have visited.
- I can use geographical vocabulary to describe the coast.
- I can use geographical vocabulary to describe built coastal features.
- I can research the coastal location that I have selected.

Subject knowledge and teaching guidance

- The economy of the SW peninsula – Cornwall, Devon, Somerset, Dorset – is based on tourism and agriculture. Along its many miles of coastline are the city of Plymouth, a few large towns, some small towns and many villages. In the past the focus has been on fishing, but many harbours are now marinas. Its history of tin and China clay mining (although the latter is still active) have led to Mining Heritage tourist attractions. The peninsula's past is now forming a major part of its present tourist industry. Inland Exmoor and the granite moors of Dartmoor, Bodmin Moor and the Land's End point provide additional tourist attractions. Fishing was the main economic activity in the harbours of the many small towns and villages in SW England. In the UK, and especially in SW England, the fishing industry has been in decline (partly due to EU policies) so alternatives have had to be developed to sustain the economy of a historically poor region. The primary alternative is tourism and heritage tourism, based on the archaeology of tin mining and the quaint fishing settlements.



- I know some coastal locations in the UK
- England: Blackpool, Brighton, Bamburgh, Wells-next-the-Sea, Southend
- Scotland: Arinagour (Katie Morag's Struay) Isle of Coll, Inner Hebrides, Aberdeen
- Wales: Gower Peninsula, Caernarvon, Aberystwyth
- Northern Ireland: Portrush, Belfast



- The Great Barrier Reef Foundation gives the main threats to the future of the reef as:
- climate change, leading to coral bleaching, more extreme weather events and ocean acidification
- poor water quality, from land-based run-off (including from coal mining) leading to impacts like outbreaks of crown-of-thorns starfish
- coastal development, producing damaging urban run-off and litter, especially plastics

- fishing, especially impacts of illegal fishing and poaching.
- Bleaching and pollution are possibly the greatest threats as they lead directly to the death of the corals.
- Benidorm is on the Costa Blanca, on the Mediterranean coast of eastern Spain, in the province of Alicante (see link in Resources). In 1925 its port was extended and the first hotels were built, making it a tourist destination within Spain. The real "boom" of Benidorm as a coastal resort started in the 1950s, when it became a famous summer destination for people coming from inland Spain, especially Madrid. Today it's famous for its hotels, beaches and skyscrapers and receives as many foreign tourists as Spanish ones. Tourism has changed the coast dramatically.
- Beaches are produced by erosion, transportation and deposition of material by the sea and, in most cases, this is a finite resource. Many places forbid removal of beach material as it cannot be replaced quickly. Beach material – e.g. sand or pebbles – reflects the nature of the source and the effects of the sea. In winter, storms often remove beach material but changing currents, wind directions, and the changing power of the sea can return it in summer.
- Tides: there are two High and two Low tides every 24 hours, with continuous change between them. They are caused by the combined gravitational pull effects of the Moon and the Sun which makes the water in the oceans bulge. The tides with the greatest difference between high and low water are called 'Spring tides', while 'Neap tides' have the least difference. Spring tides occur every month when the sun and moon are aligned. Neap tides occur every month when the sun and moon pull in different directions.

Grey Jurassic cliffs west of Lyme Regis

Soft, fossiliferous limestones and mudstones are eroded fairly equally, leaving an almost vertical cliff face. This forms a sheltering headland, protecting the beach and calm sea.



Slabs on beach, Sidmouth, Devon

Red sandstone blocks have fallen from the eroded cliff behind onto the beach. As the cliffs have been eroded the softer rocks were worn away first, undercutting hard rocks which eventually fall, so great slabs of the hardest sandstone rock are left on the beach.



Sea just entering rock pool, Porth Nanven, Cornwall

At low tide the water in the foreground was a rock pool. Now the incoming tide is refreshing the water in the rock pool. The rock pool is cut off at low tide but completely covered at high tide. The prominent rocks, the Brisons, form two islands in the distance



Key Assessments

- All children can:
- locate and describe a coastal environment in the UK
 - use appropriate geographical vocabulary to describe significant human and physical coastal features
 - talk about how coasts change • identify human coastal activities.
- Most children can:
- locate and describe several coastal environments in the UK and in other continents
 - describe and explain how coasts change
 - describe economic and leisure activities associated with the coast
 - identify and explain some advantages and disadvantages of living by the coast.
- Some children can:
- locate, describe and compare several coastal environments in the UK and elsewhere
 - describe how and explain why the physical features of coasts change
 - describe how coastal economic activities have changed
 - identify some coastal hazards and how we can respond to them now and should in the future

Key vocabulary and definitions

Coastline	The land along a coast.
Strandline	A mark left by a high tide.
Tourism	The operation of holidays and visits to places of interest.
Harbor	A place on a coast where ships may moor in shelter.
Erosion	Rock or land gradually worn away by natural agents.
Resistance	The refusal to give in or to make something slow down or prevent something.
Port	A town or city with a harbor.
Dock	An enclosed area of water in a port for the loading, unloading and repairing of ships.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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To discover how much we know about, and have experienced, the seaside, and to locate UK coastal places on a map.	To introduce a region of the UK, and discover how varied its coastline is	To describe, compare and contrast natural features found at the coast	To introduce family and economic activities that occur around the coast of the UK.	To research and present about a coastal location in the UK.
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