

Y3 - The United Kingdom and Migration

<p>Inspiration Culture – the characteristics of the UK</p>	<p>Partnership with parents Place and belong – tolerance</p>	<p>Key Questions</p> <ul style="list-style-type: none"> - What is the United Kingdom? - What is the topography and land use of the UK? - How are the regions of the UK the same and different? - How have the cities of the UK changed? - How are Blackpool and Birmingham different? - What is the heritage of Britain’s population today? 	<p><i>Also covered in:</i> Y2 – Locational knowledge Y4 –Local study</p>
<p>Concepts</p> <ul style="list-style-type: none"> - Migration - Change - Place 		<p>By the end of this Unit, children will be able to:</p> <ul style="list-style-type: none"> - Describe the constituent countries of the UK, their national emblems, population data and characteristics and cultural characteristics including language, traditions and ways of life. - Describe the regional geography of the UK; using aerial photographs and topological mapping to investigate key physical and human features - Describe the spatial distribution and historical development of settlements within the UK through ‘football teams and cities’. - Use Ordnance Survey maps, digital data sources, archive materials and simple fieldwork methodologies to look at the emergence, growth and economic and social challenges facing two contrasting cities (Birmingham and Blackpool). - Describe multi-culturalism and ‘British values through a study of London and migration into the UK. 	
<p>Skill Development</p> <ul style="list-style-type: none"> - There are some good examples of geographical questions about the characteristics of a location. - When prompted, views about a location are generated with some use of geographical vocabulary to explain them. - Some fieldwork techniques are applied when investigating the local area. - There is an awareness of the range of resources that can be used to investigate a place and identify its characteristics. - With some support from the teacher, knowledge of the countries and cities of the UK is revised and built upon and some of the key features of its regions are explored. - With support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified. - There is some awareness of the terms that can be used to describe geographical patterns. - With support from a teacher, similarities and differences between countries are identified. - With support of a teacher, some of the changes to the locality of the school over time are identified and described using geographical language. - With guidance from a teacher, some terminology is used to describe locations geographically - With guidance from a teacher, position and direction is described using some detail and reference to the UK 			

Knowledge see www.rgs.org The United Kingdom

- The United Kingdom of Great Britain and Northern Ireland refers to the political union between England, Wales, Scotland and Northern Ireland
- Great Britain is the official collective name of England, Scotland and Wales and their associated islands. It does not include Northern Ireland
- The British Isles refers to the islands of Great Britain and Ireland – including the Republic of Ireland and is a geographical term
- The population of the UK is approximately 66 million
- The main cities, rivers, mountain ranges and landmarks of the UK
- Land use in the UK varies
- Climate, soil and historical factors have influenced the farming practices of the UK including the production of certain foods in different regions
- Many cities were built around a particular industry eg Sheffield and steel
- Population and industry change over time in response to different factors
- Ethnic diversity in the UK has increased over time and different groups are represented

<p>Topic Specific Vocabulary Migration, topography, region, economic, mountain, coast, ethnic group, diversity, landmarks, population, land use, agriculture, industry</p>	<p>NC Subject content Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use and understand how some of these aspects has changed over time Describe and understand key aspects of physical geography including climate zones, rivers, mountains and human geography including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water Use maps and describe features studied Use the eight points of a compass, symbols and keys</p>
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Subject Specific/Academic Vocabulary
This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
Area, cultural, economic, features, identified, impact, income, physical, region, source	consequences, labour, significant, survey, resident	Analyse, considerable, distribution, export, locate,	Affect, constant, factors, policy, proportion

We are geographers
Writing to inform – information report on the UK for a visitor from Overseas