

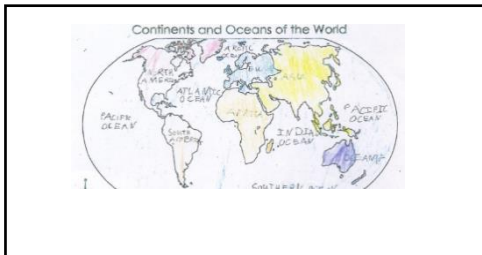


Jerry Clay Academy

Subject Knowledge Organiser Subject: Geography Year Group: 3 Term: Spring

Theme: What is community?

Main strands within this Geography unit



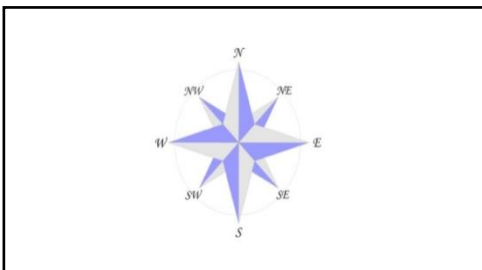
Locational knowledge – children continue to learn about countries of Europe and the World. They will locate villages in Wakefield and Leeds.



Place knowledge – children will focus on Wrenthorpe and Leeds. How have these changed over time?



Human geography – children will focus on people within the community e.g. what jobs they do, houses they live in etc



Map skills – children will create and look at maps of the local area and surrounding areas e.g. Leeds. They will look at how these have changed over time.



Transport – children will collect data on transport used in area. Can you plan a trip using local transport/ maps to create a route?



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Core Learning of This Unit:

- Recap of where we live (village, city, country, continent). What are some different countries and cities that we have visited? Locate on maps, globes, atlases.
- Locate counties, towns, villages, cities in Yorkshire. Look at aerial maps to see physical and human features of these.
- Look at physical and human features of Wrenthorpe. Use 6 figure grid maps and ordnance surveys to plan a route for a local trip. What activities could be carried out? E.g. Amount of shops? Amount of cars? Farms? (Reminder: Children will have carried out a local trip in KS1 so you will need to build upon and extend their knowledge).
- Children draw their own sketch map of Wrenthorpe using their knowledge, maps and photographs. This should include a key and geographical language.
- Use maps and resources to identify human and physical features of Leeds, UK including Roundhay Park, Leeds Minster, Grand Theatre, Leeds Civic Hall.
- How has Leeds changed over time? Compare e.g. skylines and data. Why has it changed? Why do cities change?

Prior Learning:

KS1: Children will have studied the UK and local area surrounding the school. They should be able to describe features of a location using geographical vocabulary.



National Curriculum Statements:

Locational knowledge

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

Human and physical geography

types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Skills and fieldwork

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.

Key Vocabulary:

City - A large town that usually has a cathedral.

Country - A large area of land where people live under the same Government.

British Isles - Great Britain, Ireland and all nearby islands.

United Kingdom - England, Scotland, Wales and Northern Ireland.

Coast - The land next to the ocean.

Capital city - The main city in a country, usually where the Government is located.

Region - A large area of land that is different from other areas of land

Continent - very large landmasses found on Earth

Compass - An instrument used for navigation and orientation that shows direction relative to the geographic cardinal directions (or points).

Landscape - the visible features of an area of land, its landforms, and how they integrate with natural or man-made features.

Community - a group of people living in the same place or having a particular characteristic in common.

Settlement - A place, typically one which has previously been uninhabited, where people establish a community.

Significant information

Pottery has played an important role in Wrenthorpe's history, building from the presence of a few potters in the 15th century, to a thriving cottage industry that peaked in the 17th century, before declining over the course of the 18th. The village became known as "Potovens," attributed to the kilns used to fire finished pottery. Reminders of this heritage can be found in local names, such as "Potovens Lane" and the remains of pottery that can be found in the soil. As the potteries declined, coal mining, already present on a smaller scale providing fuel for the potters' kilns, expanded to meet the needs of the Industrial Revolution. Agriculture also grew more important to the area.