

**Year 3 Geography: Comparing North East England to a European Region (Newcastle/Marseille)
Autumn term**

How does life compare from Newcastle to Marseille?

Geographical Skills:

- To use appropriate geographical vocabulary, e.g. *to extend use of geographical terms such as the eight compass points. Begin to use terms such as temperature, transport, industry.*
- Ask geographical questions during research to further their understanding- e.g. *what is this landscape like? What do I think about it?*
- To analyse evidence and draw conclusions, e.g. *make comparisons between locations using temp/populations.*
- To use a key accurately.
- To use large scale OS maps.
- To recognise some common OS symbols.
- Begin to use charts, graphs and tables to record information.
- To use more complex letter and number coordinates to locate features on a map confidently, and to use aerial and satellite images.
- To describe route and direction, linking N/S/E/W with degrees on the compass
- To begin to use 8 compass points

Fieldwork:

Google Earth

Prior Learning:

My Country, My School; Beside the Seaside; My Locality; Around the World

Curriculum Skill(s)

Learning Intention

Knowledge and Key Vocabulary

Locational Knowledge:

- To identify where places are (e.g. *countries, towns, villages and more specific locations*) through use of maps, atlases and globes.
- To know the specific location and environments of places they study.

Where in the world are we?

Re-cap prior learning from KS1. Name and locate England/Scotland/Wales/Ireland/Northern Ireland on a map. Name and locate the continents of the world, the five major oceans and seas and oceans that surround the British Isles. Locate Whickham and London on a map of the UK and state whether they are towns or cities. Where is the nearest city to us? Locate Newcastle on a map and talk about distance from Whickham in comparison to London. Look at aerial maps of Whickham and Newcastle to compare differences, pointing out human and physical features. Look at a political map of the

Knowledge:

- Name and locate countries that make up the UK
- Know that the UK is in the Northern Hemisphere
- Name and locate the continents of the world and know that we are part of Europe
- Name and locate the five major oceans of the world
- Name and locate seas and oceans that surround the British Isles.
- Know that we live in Whickham (or surrounding areas) and that it is a town.

	<p>UK pointing out borders, regions and counties (specific to the north east).</p>	<ul style="list-style-type: none"> • Know that the capital city of England is London. • Know that the nearest city to us is Newcastle. • Recall and talk about differences between a town and a city and the differences between Newcastle and Whickham e.g. land mass, population, buildings, roads, green space etc. • Know that we are in the North East region of the UK and that this is split into counties called Northumberland, Tyne and Wear, County Durham and Cleveland.
<p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • To use secondary sources to further understand and compare contrasting localities. • To describe where these places are- e.g. <i>region, country, proximity to rivers or hills etc.</i> • To recognise how places are linked to other places in the world. 	<p>Why visit Newcastle? To research the history of Newcastle, why people settled here, the tourist attractions and what Newcastle is famous for. How has Newcastle changed over time?</p> <p>Why visit Marseille? To look at the location of Marseille on a map and identify the country and continent it is in. To research the history of Marseille, why people</p>	<p><u>Vocabulary:</u> England; Scotland; Wales; Ireland; Northern Ireland; UK; Europe; North America; South America; Africa; Asia; Antarctica; Australasia/Oceania; North Sea; English Channel; Irish Sea; Atlantic Ocean; Northern Hemisphere; Pacific Ocean; Indian Ocean; Southern Ocean; Arctic Ocean; London; capital city; town; city; population; land mass; human features; physical features; North East; region; county; borders; political map</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Know that Newcastle was originally a fort used by the Romans • Newcastle grew as a city over time due to its position by the river Tyne and trade links such as exporting wool and coal and industry such as ship building and steam trains • Know some of the famous landmarks of Newcastle such as Grey's Monument,

	<p>settled here, the tourist attractions and what Marseille is famous for. How has Marseille changed over time?</p>	<p>Theatre Royal, Tyne Bridge, Millennium Bridge, Newcastle Castle, St. James' Park, Great North Museum</p> <ul style="list-style-type: none"> • Know that Marseille is a French city and locate it on a map • Know that Marseille was originally founded by the Greeks and independent until the Romans invaded • Marseille is the oldest city in France • It grew as a key trading port due to its location on the Mediterranean • Know some of the famous landmarks of Marseille such as Notre-Dame De La Garde basilica, Le Vieux port, Cathedral of Saint Mary Major, Mucem museum, Calanques National Park. <p>Vocabulary: River Tyne; trade; industry; landmarks, Mediterranean sea; port</p>
<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • To identify and explain different views of people, including themselves. • To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. <i>in terms of weather and jobs.</i> • To recognise and explain patterns made by individual physical and human features in the environment- e.g. <i>where front forms in the playground, distribution of hotels along the seafront.</i> 	<p>What are the similarities and differences of Newcastle and Marseille?</p> <p>Discuss similarities and differences of the two cities. Look at a range of maps such as atlases, A-Z maps, google earth, OS maps etc. to compare human and physical features. Look at population levels, land mass, land use, language, currency, transport links, climate, buildings and landmarks, coastlines, nearest mountain ranges, biomes etc.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Begin to understand four and six figure grid references • Begin to talk about the locations of Newcastle and Marseille in terms of an eight-point compass • Can give key similarities of Newcastle and Marseille e.g. same biome, similar population, located near a coast, similar land use, both have important ports for trade • Can give key differences of Newcastle and Marseille e.g. Marseille has more land mass, different language, different currency, Newcastle has more green

		space and a major river, Marseille is generally warmer and drier
		<u>Vocabulary:</u> Points of a compass; grid references; terrain; biomes; mountain range; rainfall; weather; climate; temperature; population; language; currency; urban; port; trade; coastline; land mass; landmarks; human features; physical features
<u>Geographical enquiry</u> <ul style="list-style-type: none"> Using: maps, counts, photographs, graphs, measurements, films and reports Researching secondary sources Engaging with people, communities, views and opinions Tackling issues and relevant events Proposing outcomes and taking actions Working at different scales of enquiry e.g. local, regional, global but in connected ways To recognise and explain patterns and changes. 	Where is the best place to live – Newcastle or Marseille? To give opinions and reasons why they think one city would be better to live in than the other using reasons such as climate, employment, housing, crime rates, things to do, location in the world, schools, hospitals, shops, cost of living etc. To create a travel guide for their chosen city to attract tourists.	<u>Knowledge</u> <ul style="list-style-type: none"> Know that photographs, postcards, tourist information guides etc. are secondary sources of information Can use a variety of sources to research a place e.g. books, accounts, maps, reports, travel guides, the internet
		<u>Vocabulary:</u> Secondary sources; travel guide; climate; population; employment; prospects; housing; crime rates; attractions; amenities
Thinking Deeper: Set up links with a school in Marseille with a class of similar aged children.		
Links to other subjects: <ul style="list-style-type: none"> Subject Specific links – Maths - reading co-ordinates, looking at data e.g. temperature, rainfall, population, land mass; History – looking at how Newcastle and Marseille became cities and how they have developed over time; English – Non-chronological reports and looking at a range of sources for information and data; ICT – developing use of technology to aid research and use of interactive maps Personal Development – Developing interest in the world around them SMSC – Citizenship and regional identity; being proud of where they come from 		

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| • Cultural Capital – What is the north east famous for? |
| • Careers – Travel agent, tour guide |
| • British Values – Developing understanding of how people in other countries live and how countries differ |
| • Equality- Although the UK is split into different counties and regions, we all live under the same rights and laws |