



Cross-Curricular Geography Year 3

SMSC

Spiritual – Enjoyment and fascination developed by exploring a range of diverse areas, developing a sense of belonging and enquiry

Moral – Understanding importance of conservation and why it is needed

Social & Relationships – Considering different communities in Modern Britain and other destinations studied; identify and respect similarities and differences; recognise and challenge stereotypes about localities studied

Cultural & Wider World – Research, debate and discuss topical issues linked to localities studied and conservation; understand local and global communities; appreciate the range of identities and different values

Health & Well-Being – Recognise, predict and assess risks linked to fieldwork and local environment

SEN

Inclusive learning environment – resources clearly labelled; geographical vocab on display; word mats

Multi-sensory approach – writing scaffolds; use of photographs, images, videos, audio; alternatives to recording written work; 3D models (globes); use of ICT

Communication – make links to children's prior knowledge; plan immersive experiences; pre-teach new vocab; visual aids for new concepts

CAREERS

Careers opportunities linked to localities studied (Egypt, Roman settlements)

Environmental workers and conservation officers

Importance of tourism – impact on communities and economy

Transport worker, landscape architect

MATHS

Number and calculations – Calculations linked to features of areas; numbers linked to population, climate; make comparisons

Fractions – Make links to physical/human geography and map work

Data – Displaying data about human and physical geography using bar charts and tables; analyse graphs of human data; display data linked to fieldwork

Geometry – Positional and directional language linked to map work (8 compass points)

Measurement – Length and distance linked to map work; money linked to human geography; perimeter and area linked to settlements;

LITERACY

Reading – Develop vocabulary linked to new topic-related words; word-reading of key geographical vocabulary; inference about choices of settlements and conservation; retrieval of key facts/data linked to locations; sequencing of changes in geography of Roman settlements; understanding symbols in a key

Writing – Narrative about Egypt to include key human/physical geographical vocab; explanation and information texts about Egypt/volcanoes; recording of fieldwork;

Speaking & Listening – Discussion and persuasion linked to conservation; debates about choices made by Roman, Egyptian and British settlements

COLLABORATION

Community links developed through fieldwork trips

Science work linked to habitats

RE work linked to religions/beliefs in locations studied; link geography to faith founders and spread of religions across the world

History work on Romans, Pre-historic Britain and Egyptians closely linked to geography