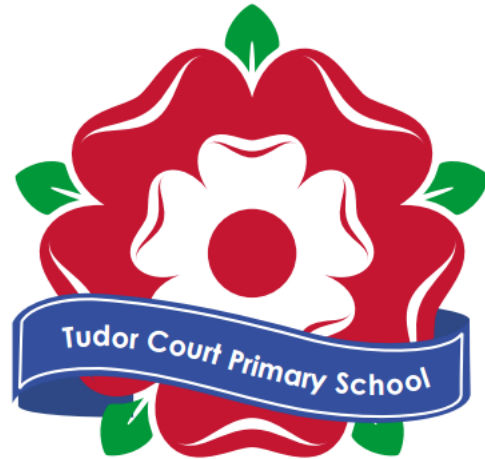


Tudor Court Primary

Curriculum Map – Cycle 4

12th May 2025 – 22nd July 2025



Learning Power Focus: Collaboration

Year 3

Inspire – Challenge - Succeed



Key Knowledge:

- A settlement is a place where people live permanently. Settlements can be rural or urban. Rural settlements are small in area and population. They include hamlets and villages. Urban settlements are larger than rural settlements. They include towns and cities. Settlements very often grow and change over time.
- The United Kingdom is divided into counties. Some are ancient counties. Some are smaller, administrative areas which have been created more recently as more people have come to live in towns and cities. Schools, policing, and many other important services are organised on a county basis.
- A region is an area or part of the world which has similar characteristics. To help understand life in the UK, it is often divided into twelve regions (nine in England plus Scotland, Wales, and Northern Ireland). Scotland can be divided into regions in different ways. The Southeast is a region of England, and the Highlands is a region of Scotland.
- The physical landscape of the UK varies as it changes in height. Upland areas are high above sea level. They are often, but not always, mountainous. Lowland areas are not very high above sea level. They are often flat. The shape of the landscape is largely determined by rivers and glaciation.
- The way people use land depends on many factors, including the climate of a region and its physical landscape. Examples of land use include housing, farming, and industry.
- On a map, a grid reference is a set of numbers that describes a position. Map symbols are pictures that represent physical and human features. Hills, slopes, and mountains are represented on a map using contour lines. By studying the contour lines on a map, you can work out the topography of an area.

Overall Outcome:

Children will create a poster or a simple booklet comparing land use and settlements in the **Southeast of England** and the **Scottish Highlands**. It should include labelled pictures, a map showing where each region is in the UK, drawings or photos to show different types of land use (e.g., farming, housing, industry, forests), Descriptions of what types of settlements are found (e.g., cities, villages, towns) and Sentences explaining why land is used differently in each area (e.g., weather, population, landscape). Children can work independently or in pairs. They will draw on a range of sources of information to support their ideas, including OS Maps.

Topic: Settlements and Land Use: South-east England and Scottish Highlands.

Enquiry Question: Is everywhere in the UK the same?

Key Concepts: space, place, scale, communities, connectedness, physical and human processes

Community and Local Links:

- Visit to local settlements of different sizes – a village, town and city
- Explorations of different types of land use, e.g., visit to a farm, housing/industrial estate etc.
- Exploring the regional identity of the local community/members of the school community/children's families.
- Investigating land use locally, as above

Key Vocabulary (New in bold):

Settlement, hierarchy, hamlet, government, statistics, rural, urban, county/counties, administrative area(s), service(s), landmark(s), population density, topography, Ordnance Survey, grid, coordinates, upland, lowland, landscape, glaciation, industry

Village, town, city, facilities, transport, symbol, key, farming, housing

Coherence

Links to prior geography knowledge

- Our School and Our Area (Y1)
- Coastal Comparison (Y2)
- Rivers and the Water Cycle (Y3)

Links to future geography topics

- European Region (Y4)
- Trade (Y5)

Links to other subjects

- Science – plants and animals including humans.
- History – Romans, Anglo-Saxons, and Vikings
- Mathematics – grids, coordinates

Significant individuals and events:

- 5 June 2025: World Environment Day - # **BeatPlasticPollution**
- June 2025: National Festival of Fieldwork – **Fieldwork for Everyone**

Learning Power Focus: Collaboration

Year 3

Inspire – Challenge - Succeed



Writing:

Narrative:

- Snack Attack

Non - Fiction:

- The Ground Beneath my Feet

Book study:

- The Last Bear – *Hannah Gold*

Reading:

- Various reading texts

Music:

- Second Part: Bringing us together
- Reflect, rewind and replay

Art:

- Painting

Computing:

- Coding

PE:

- Athletics 1
- Dance

Topic: Settlements and Land Use: South-east England and Scottish Highlands.

Enquiry Question: Is everywhere in the UK the same?

Key Concepts: space, place, scale, communities, connectedness, physical and human processes

RE:

- Believing: What do different people believe about God today?

PSHE:

- Relationships
- Changing Me

Maths:

- Unit 8: Fractions (Fractions)
- Unit 9: Non-unit fractions (Fractions)
- Unit 10: Parallel and perpendicular sides in polygons (Geometry)
- Unit 11: Time

Science: Animals, including humans

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.
- Investigate the way which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the sizes of shadows change.