



**Subject: Year 3 Geography—Africa and Egypt**

**Learning Question: Is there more to Egypt than the pyramids? And more to Africa than you think?**

**NC Link: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**

Why do we learn about these places in Year 3?

In Year 2 we learned about the **similarities** and **differences** between Torquay, Nairobi and New York. These places were on different **continents** and we expected them to be quite different. In Year 3, we learn about how different life can be for people living in the same place. We learn that the **human and physical geography** of a place can be quite **diverse**. We also understand that not everyone has the same access to **education, healthcare** and **employment** even if they live very close to each other.

Outcome:

We will be able to talk about the different human and physical geography of Cairo, Egypt.  
We can explain that people living in Cairo can face very different challenges and have very different life experiences. We will reflect on if this is also true in our home town of Torquay too.



Picture 1

Picture 1 shows a sandy landscape with huge pyramid structures built in the distance. In the middle distance, a small group of people ride on donkeys across the bare terrain. In the foreground, donkeys and camels rest, despite having no shade or relief from the hot sun.



Picture 2

Picture 2 shows a young child alone in a quiet street. The boy is not in school, and appears to be collecting scrap materials from the street. Surrounded by debris, livestock other salvaged items, the malnourished boy appears to be dressed in clothes that don't fit him perfectly.



Picture 3

Picture 3 shows a sun-baked metropolis. A built up city with sky-scrappers that have been developed along a wide, meandering river. The buildings on the near side of the image are surrounded by well-kept green spaces and the buildings of the large city stretch as far as the eye can see.

Change and Continuity

People all over the world need support in different ways; how communities provide this can change drastically in different places.

Diversity and Adversity

Not all people across the world have the same access to education, support and opportunities to succeed.

Local Links and Contextual Learning

Does Torquay have anything in common with Cairo? Do people here all have the same opportunities?

Geography that I learnt about **last** year:

**New York, Nairobi and Mt Kilimanjaro**

Geography that I will learn about **this** year:

**The Water Cycle—Coasts—Rivers - Egypt**

Geography I will learn more about **next** year:

**Mountains and Volcanoes**



Subject: Year 3 Geography—Rivers, Coastlines and the Water Cycle

Learning Question: Should we always complain when it rains?

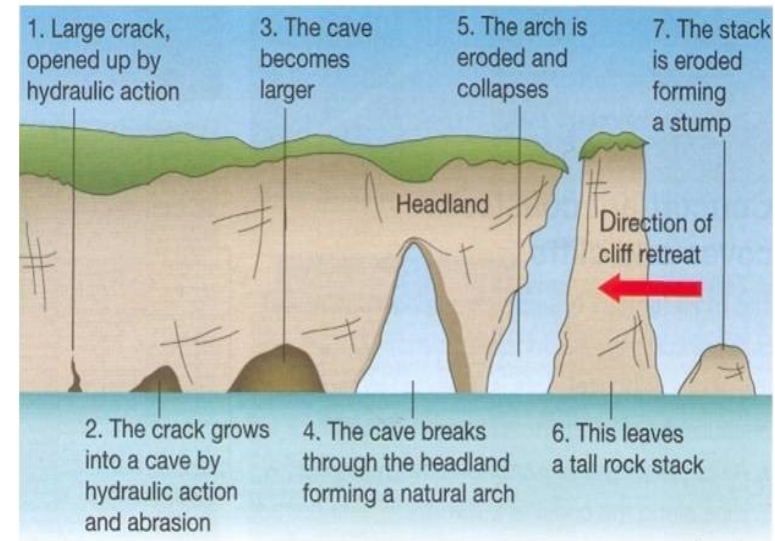
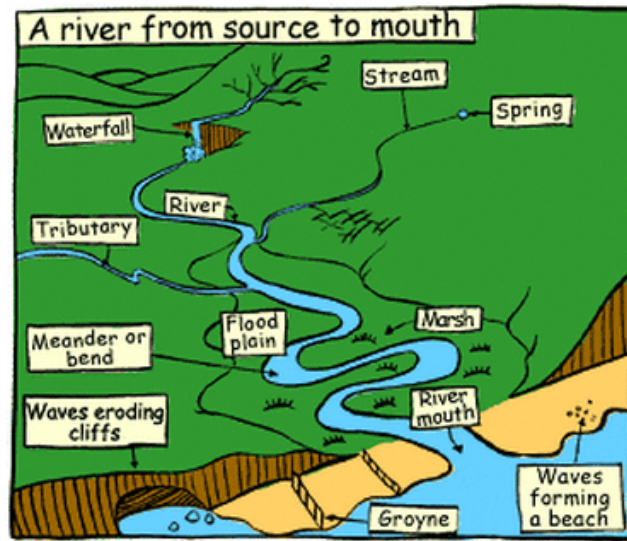
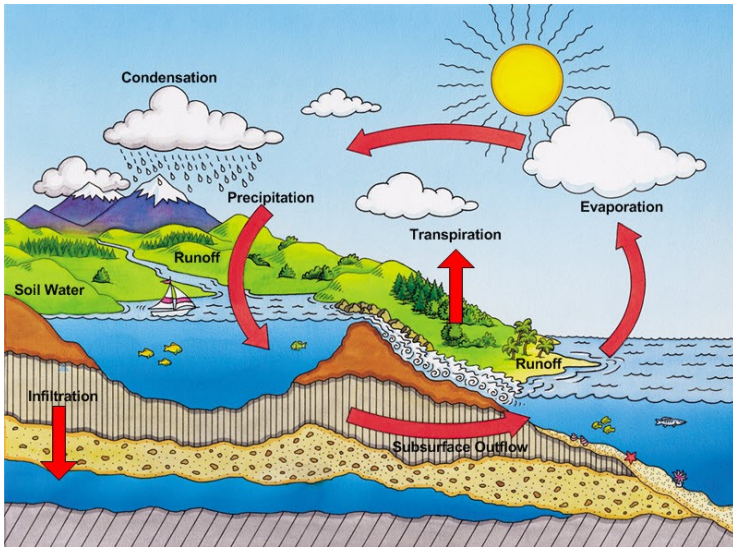
NC Link: Describe and understand key aspects of Rivers, Coastlines and the Water Cycle.

Why do we learn about Coastlines and the Water Cycle?

We understand the importance of understanding the world in which we live. As a school in coastal town, our area has been formed over time by specific parts of the water cycle. This is something we share with many other parts of the world.

Outcome: We will be able to talk about the water cycle including how rivers are formed and evolve.

We will be able to talk about the different stages of coastal erosion and ways that we can protect the coastlines of the Torbay and the UK.



The Water Cycle

The water cycle shows the continuous movement of water within the Earth and atmosphere. It is a complex system that includes many different processes. Liquid water evaporates into water vapor, condenses to form clouds, and precipitates back to earth in the form of rain and snow.

River Formation

Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity. They then flow and bend (meander) as they cross the land or go around objects such as hills or large rocks. They flow until they reach another body of water.

Coastal Erosion

Coastal erosion is the process by which local sea levels rise, strong wave action, and coastal flooding wear down or carry away rocks, soils, and/or sands along the coast. This erosion can cause the formation of arches, caves, stacks and stumps.

Change and Continuity

Water will always be a constant on our planet but the form it takes and the impact it has on human life is ever-changing.

Diversity and Adversity

Many people in the world rely on the Water Cycle in order to survive, however, many people have also found themselves victims of flooding, drought and erosion.

Local Links and Contextual Learning

The children visit our coastline to look at the impact of erosion and learn about sea-defences that protect Torbay from the ocean.

Geography that I learnt about last year:  
Ney York, Nairobi and Mt Kilimanjaro

Geography that I will learn about this year:  
The Water Cycle—Coasts—Rivers

Geography I will learn more about next year:  
Rainforests + Mountains



Year 3 Subject: Geography—Place Knowledge

Previous Learning: UK cities, seas and capital cities.

**NC Link:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Why do we learn this place knowledge?

The counties located at the South of England are completely coastal and link even further to our learning about Mary Anning and Fossils. In KS1, we learned about the countries and capital cities of the UK; we take this learning further to include a number of the countries and capital cities in mainland Europe.

**Outcome:** Children will be able to name the counties that run along the south coast of England. The children will also be able to name and locate many of the countries in mainland Europe, their capital cities and (where appropriate) talk about some of the major differences between these places and Torquay.

*Counties: Devon (+ Exeter and the River Exe, Dartmouth and the River Dart and Torquay), Cornwall (+ Lands End and Truro), Dorset (+ Lyme Regis and Charmouth), Somerset (+ Bath), Hampshire, West-Sussex, East-Sussex and the Isle of Wight. (South Coast of England)*



# Europe



*Countries: UK (+ London and the River Thames), France (+ Paris and the river Seine), Spain (+ Madrid and the river Manzanares), Portugal (+Lisbon) , Belgium (+ Brussels), Netherlands (+Amsterdam and the river Amster), Germany (+Berlin), Italy (+Rome), Switzerland (+Bern), Poland (+Warsaw), Ukraine (+ Kyjiv), Russia (+Moscow)*