

Year 3 – The United Kingdom

Key Aim – To develop children’s understanding of their local area and the wider United Kingdom by strengthening their map-reading skills, deepening their knowledge of human and physical geography, and helping them recognise how places relate to one another within the UK and the wider world.

Key facts:

- To identify, name and accurately locate the countries, capital cities and major regions of the United Kingdom using a range of maps and atlases.
- To recognise, describe and compare key human and physical features of places, using maps and other geographical sources to explain how these features shape the landscape.
- To explore patterns of land use and discuss how these have developed and changed over time, considering both natural and human influences.
- To understand the UK’s position in the world by locating the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and explaining what these global lines represent.
- To explain the importance of London in relation to the Prime/Greenwich Meridian and to understand how time zones work, including how day and night occur across the world.
- To describe and develop understanding of key elements of physical geography, including climate zones, mountain environments and the stages of the water cycle.

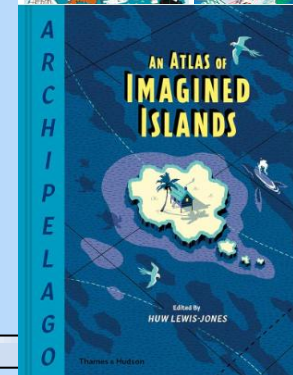
Key Concepts and Skills:

- To broaden our understanding of the world by identifying significant places locally, nationally and globally and recognising how they relate to one another.
- To confidently use the eight points of a compass, alongside four and six-figure grid references, map symbols and keys, to interpret and navigate a wide range of maps, including Ordnance Survey maps.
- To use maps, atlases, globes and digital mapping tools to accurately locate and describe countries, regions, rivers and seas within the United Kingdom, developing confidence in using geographical sources.

Key Vocabulary:

The UK, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, island, sea, Edinburgh, Cardiff, London, Belfast, compass, eight compass points, North, North-East, North- West, South, South East, South West, West, East, atlas, maps, river, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann.

Quality Texts to Inspire Us:



YEAR 3

The United Kingdom

Spring Term - 2026

Outcome: Children will apply their geographical knowledge to design and describe their own imagined country and use their English skills to write a detailed setting description of a real local place.



Hook: An Atlas of Imagined Islands

As **Readers**, we will explore a range of genres, linked to our Writing.

- Listen to and discuss a wide range of non-fiction texts, poetry and playscripts.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that we have read.
- Identify themes and conventions in a wide range of books.
- Check that the text makes sense, discussing our understanding and explaining the meaning of words in context.
- Ask questions to improve our understanding of a text.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussions about books that are read to us and those we can read for ourselves, taking turns and listening to others

Key Texts:

- Oxford Primary Atlas
- The Big book of the UK
- The Big Beach Clean up
- An Atlas of Imagined Islands

As **Writers**, we will:

- Spell an increasing number of homophones.
- Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- Understand how to use the present perfect form of verbs which contrast to the past tense in our writing.
- Know that inverted commas are used to open and close what someone is saying in a text.
- Write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- Be able to use ideas to plan our writing.
- Use adjectives, powerful verbs adverbs to create exciting setting descriptions.
- Group ideas into paragraphs.
- Use an increasing range of sentence structures and richer vocabulary in our writing.
- Edit our own work and that of others and add improvements to the texts.
- Edit written work to improve the use of grammar.
- Read our finished work through to correct spelling and punctuation errors if present.
- Read our writing out to an audience in an interesting and clear manner.

Key Vocabulary:

- Adverb
- Noun
- Adjective
- Conjunction

Must Haves:

- Capital letters
- Punctuation
- Adjectives
- Adverbs

As **Mathematicians**, we will follow the White Rose Scheme of Learning, to learn all about:

- Multiplication and Division
- Length and Perimeter
- Fractions
- Mass and Capacity

Key Vocabulary:

Multiplication: products, groups of, repeated addition
Division: sharing, group of
Fractions: Numerator, denominator, simplify, multiple
Mass, capacity, length, perimeter: litres, millilitres, centimetres, meters, millimetres, kilometres, units

As **Scientists**, we will learn about forces and magnets in our first unit, and then begin to learn about plants:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing
- 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, and room to grow) and how they vary from plant to plant
- Investigate the way in 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.

Key Vocabulary:

Forces: push, pull, magnetic, north and south poles, repel, attract, friction, friction, gravity

Plants: stem, trunk, leaves, flowers, nutrients, growth, pollination, seed dispersal, fertilisation, germination

As **Geographers** we will:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.
- 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 our knowledge of the United Kingdom and the wider world.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Investigate 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.

Key Vocabulary:

- Atlas
- Country
- County
- United Kingdom
- Great Britain
- North
- South
- East
- West

As **Designers and Artists**, we will be focussing on **Still Life**:

Pupils should be taught about the artist Van Gogh and what made his art so special. The children will be taught how to create different forms of using a variety of different artistic techniques. The final outcome is a self portrait using the skills they have learned through the term.

Key Vocabulary:

- Line
- Colour
- Depth
- Texture
- Shadow
- 3D
- Perspective

As **Computer Technologists** we will sequence sounds and learn about data and information:

- Create and refine simple programs that **sequence instructions** to produce specific sound patterns.
- Understand how **order and timing** affect the outcome of a program.
- Use block-based programming tools to **design, test and debug** sequences that control sound.
- Learn how to **sort and classify information** using yes/no questions.
- Create and use **branching databases** to organise data and answer questions about different items.
- Explain how branching databases work and **why classification is useful** in real-world contexts.

Key Vocabulary:

- Sound
- Digital
- Sequence
- Classify
- Data/Database
- Classification

In **PE** we will be focusing on rhythmic gymnastics, yoga and swimming, at the Mount Batten Centre.

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations
- Develop flexibility, strength, technique, control and balance

Key Vocabulary:

- Front crawl
- Back stroke
- Breaststroke
- Flexibility
- Strength
- Core strength

In **PSHE** we will:

- Learn about a community and how what it means to belong to different communities.
- Develop strategies for staying safe, thinking critically and responding responsibly in a digital world.
- Explore where money comes from and how people earn it through different types of work.

Key Vocabulary:

- Community
- Digital
- Money

As **Musicians**, we will:

- Use and understand staff and other musical notations.
- Playing musical instruments with increasing accuracy, fluency, control and expression.

Key Vocabulary:

- treble clef
- control
- recorder
- fluency
- breath