

• Geography: Year 3

National Curriculum links:

- **Locational Knowledge** - 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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).
- **Place Knowledge** – Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- **Human and Physical geography** – Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.
- **Geographical skills and fieldwork** – Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe 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 their knowledge of the United Kingdom and the wider world.

Sequence of lessons:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Why do people live near volcanoes? (Fieldwork -school grounds)	Are all settlements the same? (Fieldwork – Huyton village)	Who lives in Antarctica? (Fieldwork – school grounds)
How is the Earth constructed? To name and describe the layers of the Earth.	What is a settlement? To describe different types of settlements.	What is climate? To understand the position and significance of lines of latitude.
Where are mountains found? To explain how and where mountains are formed.	How is land used in my local area? To identify the human and physical features in the local area.	Where is Antarctica? To describe the location and physical features of Antarctica.
Why and where do we get volcanoes? To explain why volcanoes happen and where they occur.	<u>Fieldwork:</u> Can I explain the location of features in my local area? To discuss why physical and human features are in particular locations.	Who lives in Antarctica? To describe the human features of Antarctica.
What are the effects of a volcanic eruption? To recognise the negative and positive effects of living near a volcano.	How has my local area changed over time? To describe how land use in the local area has changed.	Who was Shackleton? To use four-figure grid references to plot Shackleton's route to Antarctica.
What are earthquakes and where do we get them? To explain what earthquakes are and where they occur.	How is land used in New Delhi? To identify land use in New Delhi.	Can we plan an expedition around school? To plan a simple route on a map using compass points.
<u>Fieldwork:</u> Where have the rocks around school come from? To observe and record the location of rocks around the school grounds and discuss findings.	How does land use in New Delhi compare with my local area? To compare land use in two different locations.	<u>Fieldwork:</u> How did our expedition go? To follow instructions involving compass points and map a simple route.

Key vocabulary:

Active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs,

Agricultural, land, capital city, commercial, land, compare, country, border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential, land, settlement, transportation.

Climate, climate zone, compass, points, direction, drifting, ice, hemisphere, ice, sheet, ice, shelf, iceberg, lines of latitude, lines of longitude, treaty.