

Subject: Geography Year 3

What are the aims and intentions:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Ask geographical questions [i.e. 'What is it like to live in this place?]
- Observe and record [i.e. identify buildings in street and complete a chart]
- Express their own views about people, places and environments
- Communicate in different ways including through numerical/quantitative skills, maps and pictures.
- Communicate understanding through writing at length.
- Use geographical vocabulary
- Use fieldwork skills [i.e. recording info on a school plan or local area map]
- Use globes, maps, plans at a range of scales [i.e. following a route on map]
- Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- Make maps and plans [i.e. a pictorial map of a place in a story].

Links to previous Learning:

- Name and locate the 7 continents and 5 oceans of the world
- Use simple compass points (N, E, S, W)
- Identify basic human and physical features of a location

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Where Shall We Go?	<ul style="list-style-type: none"> • 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 • Understand geographical similarities and differences through the study of human and physical geography of regions of the United Kingdom, 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass to build their knowledge of the United Kingdom 	<ul style="list-style-type: none"> • Can you name the countries that make up the United Kingdom? • What is the capital city of each country in the UK? • Which town/city do we live in and where is it located? • Which county do we live in? • Which rivers would you find in the UK? • Which mountain ranges would you find in the UK? • How has London changed over time? • How is London different and similar to St Helen Auckland?

	Key Vocabulary	compass, North, North East, East, South East, South, South West, West, North West, sea, ocean, county, landmark, landscape, weather, river mountain		
		Cultural Capital: Visit/ Locate nearest river (River Wear), Mountain Range (Pennines)		
Spring	It's About to Erupt	<ul style="list-style-type: none"> Identify physical geography of a location including volcanoes and earthquakes. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> How is a volcano formed? Where are most volcanoes located? Can you name a volcano? What does extinct, active and dormant mean? What causes an earthquake? What is the environmental impact of an earthquake/volcano? What is the physical/ human impact of a volcano/earthquake?
	Key Vocabulary	weather, climate, equator, volcanoes, earthquake, tsunami, tectonic plates, lava, erupt, extinct, active, dormant		
		Cultural Capital: Making and erupting a volcano (Design Technology Link), Links to science topic (Rocks and Soils)		
Summer	How Does Your Garden Grow?	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> What is a continent? What countries are found in South America? What is the climate in South America? Can you name some famous features of South America (natural and man-made)? Can you name any rivers in South America? Can you name any mountains in south America? Describe the Amazon Rainforest? Which plants/creatures would you find in the Amazon rainforest?
	Key Vocabulary	continent, vegetation, weather, climate, polar, equator, tropical, longitude, latitude, environment, rivers, mountains, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic, Antarctic circle		
		Cultural Capital: Visit to the Botanic Gardens in Durham (Rainforest section)		