



## Geography Curriculum: Year 3

*What are the aims and intentions of this curriculum?*

That children:

- Are allowed to explore and discover the geography in the world around them.
- Develop knowledge of locations, places and their features, human and physical processes and key terminology.
- Can understand similarities and differences, and the interaction of people, processes and places.
- Children can work like a geographer using maps, atlases and globes, and use fieldwork and observational skills to observe, measure and record.

Term	Topic	Knowledge	Skills	Specific field work and mapping skills	Assessment
Autumn and Spring – extended unit	Bouncing Around Britain: Is the UK the same everywhere ?	<p>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.</p> <p>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.</p> <p>Describe and understand key aspects of:</p> <p>a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>a human geography, including: types of settlement and land use, economic activity</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>	<p><u>Gather information</u>  <i>Ask geographical questions.            Use a simple database to present findings from fieldwork.            Record findings from fieldtrips.            Use a database to present findings.            Use appropriate terminology.</i></p> <p><u>Sketching</u>  <i>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</i></p> <p><u>Audio/Visual</u>  <i>Select views to photograph.            Add titles and labels giving date and location information.            Consider how photos provide useful evidence use a camera independently.            Locate position of a photo on a map.</i></p> <p><u>Using maps</u>  <i>Follow a route on a map with some accuracy            Locate places using a range of maps including OS</i></p>	



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		including trade links, and the distribution of natural resources including energy, food, minerals and water.		<p><i>&amp; digital.</i>  <i>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</i>  <i>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</i></p> <p><u>Map knowledge</u>  <i>Locate the UK on a variety of different scale maps.</i>  <i>Name &amp; locate the counties and cities of the UK.</i></p> <p><u>Making maps</u>  <i>Try to make a map of a short route experiences, with features in current order.</i>  <i>Create a simple scale drawing.</i>  <i>Use standard symbols, and understand the importance of a key.</i></p>	
Summer	Landmarks	<p>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.</p> <p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p>	<p><u>Gather information</u>  <i>Ask geographical questions.</i>  <i>Use appropriate terminology.</i></p> <p><u>Audio/Visual</u>  <i>Locate position of a photo on a map.</i></p> <p><u>Using maps</u>  <i>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</i></p> <p><u>Map knowledge</u>  <i>Locate the UK on a variety of different scale maps.</i>  <i>Name &amp; locate the counties and cities of the UK.</i></p> <p><u>Making maps</u>  <i>Create a simple scale drawing.</i>  <i>Use standard symbols, and understand the importance of a key.</i></p>	



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		<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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.</p> <p>Describe and understand key aspects of:</p> <p>a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>a 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.</p>			
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