

Year 3 Scheme of Work – Geography

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: <u>Y2 – Locational Knowledge</u>				Previous learning: <u>Y2 – Place Knowledge</u>			
Previous learning: <u>Y2 – Human and Physical Geography</u>				Previous learning: <u>Y2 – Geographical Skills and Fieldwork</u>			
3.2 Why do people live near volcanoes?	5	<ul style="list-style-type: none"> To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings. 	<ul style="list-style-type: none"> Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. 	<ul style="list-style-type: none"> - Modelling - Practical activities 	<ul style="list-style-type: none"> Continuous throughout. Observations. Discussions. 	<p>To describe and understand key aspects of physical geography.</p> <p>Geographical skills and fieldwork</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Science – layers of the earth, volcanoes, earthquakes, tsunamis, tornadoes</p> <p>Physical education</p> <p>Pupils should be taught to:</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>

Year 3 Scheme of Work – Geography

<p>3.4 Who lives in Antarctica?</p>	<p>5</p>	<ul style="list-style-type: none"> To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route. 	<ul style="list-style-type: none"> Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped. 	<p>- Modelling</p> <p>- Practical activities</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p> <p>Maps</p>	<p>Geography Locational knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). <p>Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Science - farming</p>
<p>3.6 Are all settlements the same?</p>	<p>5</p>	<ul style="list-style-type: none"> To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are in particular 	<ul style="list-style-type: none"> Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. 	<p>- Modelling</p> <p>- Practical activities</p>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p> <p>Maps</p>	<p>Geography Locational knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> Articulate and justify

Year 3 Scheme of Work – Geography

		<p>locations.</p> <ul style="list-style-type: none"> To describe how land use in the local area has changed. To identify land use in New Delhi. To compare land use in two different locations. 	<ul style="list-style-type: none"> Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area. 			<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. <p>Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> 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>y answ ers, argu men ts and opini ons.</p>
<p>Next learning: Y4 – Locational Knowledge</p>							