

# YEAR 3 GEOGRAPHY CURRICULUM FRAMEWORK

## Overview of Key Stage 2 Curriculum:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
Tremors	Scrumdidlyumptious	Mighty Metals
<p><b>Ge HP 1</b> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. <b>Ge LK 2</b></p> <p>Children survey the local area to assess how different types of rock are used as well as looking for examples of weathering and erosion.</p> <p>Children use models and diagrams to find out about the Earth's layers, recording their findings through making a labelled model.</p> <p>Children find out what causes a volcano to erupt. They look at diagrams, animations, models and geographical source materials to understand the process, using geographic vocabulary such as lava, vent, magma, force, gas, mantle, crust and eruptions.</p> <p>Children study and discuss a range of images of earthquake damage. Describing what happens during and after an earthquake. How do earthquakes affect</p>	<p><b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Ge HP 1, 2</b></p> <p>Children research the journey taken by a banana from its country of origin to the fruit bowl. They use a range of sources to gather information and plot routes on a world map. Children also use bananas to bake banana related recipes.</p> <p><b>Ge HP 2</b> 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.</p> <p>Children find out about fair trade. They find out what fair trade goods are and why people buy them rather than non-fair trade products.</p>	

<p>people and the environment?</p> <p><b>KS2 Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>Ge LK 1, 2</b></p> <p>Children use world maps, globes and atlases to identify the locations of volcanoes, including the ‘Ring of Fire’, They make their own maps to show locations of volcanoes.</p>		
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
<p><b>Gods and Mortals</b></p> <p><b>Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>Ge LK 1; Ge HP 1, 2</b></p> <p>Children locate Greece on a globe or world map, identifying the continent on which it lays and which countries surround it. They look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements.</p> <p>In addition, children look at maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. They make a simple sketch map to show the states of ancient Greece including important geographical features such as islands, seas and mountains.</p>	<p><b>Predator</b></p>	<p><b>Flow</b></p>

<b>Locational knowledge (LK)</b>	<b>Place knowledge (PK)</b>	<b>Human and physical geography (HP)</b>	<b>Geographical skills and fieldwork (SF)</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• 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 in North or South America</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the 8 points of a compass, 4- and 6-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</li> <li>• 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 technology</li> </ul>