

Geography in year 3

Topics: Land Use and the UK (Term 1 and 2), The Amazon – Equator, Tropics of Cancer and Capricorn, European Countries and Rivers

Land Use and the UK

National Curriculum Statements:

- Locational Knowledge:
 - 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.
- Human and Physical Geography:
 - Describe and understand key aspects of human geography, including types of settlements 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 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.

Knowledge and Understanding:

Locational and Place Knowledge:

- Where are countries within the UK?
- What are their key features?
- What are the similarities and differences between places explored?

Human and Physical Geography:

- What are the different weather patterns and conditions around the UK?

Geographical Skills and Fieldwork:

- Can you see how land is used differently from a aerial photos, maps, pictures?

Key Skills

Locational and Place Knowledge:

- Identify where countries and counties are within the UK and know their key topographical features (eg: towns, cities, mountains, cities, rivers, lakes, etc.)
- Show an awareness of how places relate to each other within the UK and beyond

Human and Physical Geography:

- Identify physical and human features of countries and counties in the UK

Geographical Skills and Fieldwork:

- Ask and respond to geographical questions, use a wide range of geographical terms and use basic geographical vocabulary.

Assessment Questions:

- Can children identify the countries in the UK and identify at least one county in each?
- Are children able to identify at least one major river in each country?
- Can the children describe two topographical differences between two places?
- Can they use a range of sources to identify differences in land use (eg photos, maps, digital maps, etc.)?
- Can they use basic geographical terms and vocabulary to compare two different places and their land use?

Learning Opportunities:

The Amazon Rainforest

National Curriculum Statements:

- Locational and Place Knowledge:
 - Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on 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, 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 in a European country, and a region within North or South America.
- Human and Physical Geography:
 - Describe and understand key aspects of human geography, including types of settlements and land-use, economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water.
 - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Geographical Skills and Fieldwork
 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Knowledge and Understanding:

Locational and Place Knowledge:

- Can they locate North and South America as well as the UK?
- What are the key features of South America and how does it compare to UK?
- Why is the Rainforest and Amazon different to the UK?

Human and Physical Geography:

- How are weather patterns different in the Rainforest?
- How is land used in the rainforest?

Geographical Skills and Fieldwork:

- What are the key features of the Amazon region and wider South America?
- Can they use a map to identify at least two countries in South America?

Key Skills

Locational and Place Knowledge:

- Show an awareness of how places within the UK compare to the Amazon regions
- Know the key topographical features of the rainforest

Human and Physical Geography:

- Identify physical and human features of the rainforest and wider South America

Geographical Skills and Fieldwork:

- Ask and respond to geographical questions, use a wide range of geographical terms and use basic geographical vocabulary.
- Use a range of sources to find out about the rainforest and make comparisons with their own locality.

Assessment Questions:

- Can children identify where South America is in relation to themselves?
- Are children able to identify at least five key features within South America (eg rivers, rainforests, mountains, cities, etc.)?
- Can the children describe two topographical differences between South America and the UK?
- Can they use a range of sources to identify differences in land use (eg photos, maps, digital maps, etc.)?
- Can they use basic geographical terms and vocabulary to compare two different places and their land use?

Learning Opportunities:

- Identify the Amazon's location in relation to continents, oceans, the Equator, and time zones
- Use digital maps to locate other major rainforests globally (e.g., Congo, Southeast Asia)
- Conduct a local mini-biome study to compare local habitats with the Amazon

European Countries and Rivers

National Curriculum Statements:

- Locational and Place Knowledge:
 - Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.
 - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.
- Human and Physical Geography:
 - Describe and understand key aspects of human geography, including types of settlements and land-use, economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water.
 - Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.
- Geographical Skills and Fieldwork
 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Knowledge and Understanding:

Locational and Place Knowledge:

- What are some of the countries within Europe?
- What are some of their key features?
- What are the similarities and differences between places explored in Year 3?

Human and Physical Geography:

- What are the different weather patterns and conditions around Europe (eg: between Northern and Southern Europe?)
- How is land used differently in one European country (eg: Italy) compared with the UK?

Geographical Skills and Fieldwork:

- Can you identify individual countries and major rivers within Europe?

Key Skills

Locational and Place Knowledge:

- Identify where countries are within Europe and know the key topographical features of Italy
- Show an awareness of how places relate to each other within the UK and beyond

Human and Physical Geography:

- Identify physical and human features of countries studied in Year 3

Geographical Skills and Fieldwork:

- Ask and respond to geographical questions, use a wide range of geographical terms and use basic geographical vocabulary.

Assessment Questions:

- Can children identify five countries within Europe?
- Are children able to identify at least one major river in each of the five countries?
- Can the children describe two topographical differences between two places (eg: the UK and Italy)?
- Can they use a range of sources to identify differences in land use (eg photos, maps, digital maps, etc.)?
- Can they use basic geographical terms and vocabulary to compare two different places and their land use?

Learning Opportunities: