



Y3 Geography overview 2023-24

| Geography Activity | Building Skills and Disciplinary Knowledge | Approaches to Developing Skills and Disciplinary Knowledge | Building Substantive Knowledge and Understanding | Approaches to Developing Substantive Knowledge and Understanding | Curricula Materials | Assessed through (T1 T2 T3) | | |
|-------------------------------|---|---|--|--|---|---|---|--|
| | | | | | | Geographical Enquiry | Physical Enquiry | Human Geography |
| Geographical Enquiry | <ul style="list-style-type: none"> Can collect information using correct geographical words and vocabulary Can use mapping skills to identify key features of a locality by using a map Can work out how long would it take to get to a given destination Can use measurements – accurate measurements within 100km <ul style="list-style-type: none"> using different types of maps and atlases comparing distances plot 8 points on a compass plot S, W, E and N on a map accurately basic scale knowledge | <ul style="list-style-type: none"> Model use of geographical tools and skills to enhance their locational and place knowledge | <ul style="list-style-type: none"> Pupils develop knowledge about the world, Europe and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography Pupils will understand the value of map use Pupils will extend their knowledge and understanding beyond the local area to include a contrasting locality This will include the location and characteristics of a range of the world's most significant human and physical features. | <ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research opportunities Modelled strategies relating to research Field studies off-site Visits to centres of geographical interest Planned opportunities for use of and access to varied resources | TERM1: Mapping Adventures Countries and Capital Cities of Europe | Most children will be able to... (working at) | Some children will not yet be able to...(working towards) | Some children are confidently able to... (exceeding) |
| Physical Enquiry | <ul style="list-style-type: none"> Can compare physical features of different places Can describe features of a place Can locate places on a map Can use maps and atlases appropriately by using contents and indexes Can explain how volcanoes and earthquakes have been created Can explain why the Mediterranean is a popular holiday destination | <ul style="list-style-type: none"> Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques | <ul style="list-style-type: none"> Pupils will understand how Geography reflects a community/ culture Pupils will understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing. Pupils will understand how human activity impacts an environment | | | | | |
| Human Geography | <ul style="list-style-type: none"> Can compare of human features Can suggest ideas to improve on environment/manage an area Can explain phenomena (how, why) –how volcanoes had an impact on people's lives Can analyse data Can interpret data Can present findings – for example explain why the people in the Mediterranean live a different life | <ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria | | | TERM2: - | | | |
| Geographical Knowledge | <ul style="list-style-type: none"> Can locate and naming places and buildings –name places on the Northern Hemisphere Can locate hemispheres, lines of latitude, longitude, famous volcanoes Can locate different biomes Can name the two largest seas around Europe Can name and locate European countries and cities Can investigate weather patterns in a place (Europe) | <ul style="list-style-type: none"> Modelled analysis of maps Planned opportunities to investigate different types of map, both in books and digitally | | | | | | |
| Maths links | <ul style="list-style-type: none"> Can convert km into m, cm into mm Can compare temperatures in different places (negative/ positive numbers) | <ul style="list-style-type: none"> Observational opportunities to be part of each lesson | | | | | | |
| SMSC | <ul style="list-style-type: none"> Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 geography curriculum Can resolve conflicts and differing opinions should these arise Can reflection on choices Can investigate and offering views on ethical issues in topics studied Can shows a willingness to explore and understand cultures from various parts of the world Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about people of all cultures involved in research, visiting museums and exhibitions and undertaking field trips | <ul style="list-style-type: none"> Plan for field trips and opportunities to investigate with a partner/group Plan for real experiences in centres of geographical interest | | | TERM3: Rainforests of the World | | | |