



# Y3 Geography overview 2019-20

Geography Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Geographical Enquiry	Physical Enquiry	Human Geography
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>collecting information using correct geographical words and vocabulary</li> <li>mapping skills –identify key features of a locality by using a map</li> <li>work out how long would it take to get to a given destination</li> <li>measurements –accurate measurement within 100km               <ul style="list-style-type: none"> <li>using different types of maps and atlases</li> <li>comparing distances</li> <li>plot 8 points on a compass</li> <li>plot S, W, E and N on a map accurately</li> <li>basic scale knowledge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Model use of geographical tools and skills to enhance their locational and place knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>They should understand basic subject-specific vocabulary relating to human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> </ul>	<b>TERM1:</b> Atlases and maps  Countries and capital cities of Europe  The UK	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)
<b>Physical Enquiry</b>	<ul style="list-style-type: none"> <li>comparison of physical features</li> <li>describing features of a place</li> <li>locating places on a map</li> <li>using maps and atlases appropriately by using contents and indexes</li> <li>explain how volcanoes and earthquakes have been created</li> <li>explain why the Mediterranean is a popular holiday destination</li> </ul>	<ul style="list-style-type: none"> <li>Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques</li> </ul>	<ul style="list-style-type: none"> <li>Understand value of map use</li> <li>Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality</li> </ul>	<ul style="list-style-type: none"> <li>Field studies off-site</li> <li>Visits to centres of geographical interest</li> </ul>				
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>comparison of human features</li> <li>suggesting ideas to improve on environment/manage an area</li> <li>explaining phenomena (how, why) –how volcanoes had an impact on people’s lives</li> <li>analyse data</li> <li>interpret data</li> <li>present findings – explain why the people in the Mediterranean live a different life</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>	<ul style="list-style-type: none"> <li>This will include the location and characteristics of a range of the world’s most significant human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM2:</b> Rainforests			
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>locating and naming places and buildings –name places on the Northern Hemisphere</li> <li>locating hemispheres, lines of latitude, longitude, famous volcanoes</li> <li>locating different biomes</li> <li>name the two largest seas around Europe</li> <li>naming and locating European countries and cities</li> <li>be aware of different weather in Europe</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>	<ul style="list-style-type: none"> <li>Understand how Geography reflects a community/ culture</li> <li>Understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing.</li> </ul>		<b>TERM3:</b> Mapping Rainforests on the world map  World map  Human Activity and Environment			
<b>Maths links</b>	<ul style="list-style-type: none"> <li>converting km into m, cm into mm</li> <li>comparing temperatures in different places (negative/ positive numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>	<ul style="list-style-type: none"> <li>Understand how human activity impacts an environment</li> </ul>					
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 geography curriculum</li> <li>Resolve conflicts and differing opinions should these arise</li> <li>Reflection on choices</li> <li>Investigating and offering views on ethical issues in topics studied</li> <li>Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds enjoyment and relaxation study of Geography can offer (field trips, outdoor excursions, investigating with a team, knowledge of wider world)</li> </ul>	<ul style="list-style-type: none"> <li>Plan for field trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of geographical interest</li> </ul>						