Subject Area – Geography Year Group - 3

	Term 1	Term 2	Term 3
Unit of work	**Latitude and Longitude**	**Rivers**	**Mountains**
Link to programme of study	Key stage 2 - 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.		
Composite Knowledge	**What is the significance of the key invisible lines on Earth?**	**How do rivers, people and land affect each other?**	**How do mountains and people affect each other?**

Component knowledge (building blocks)	**Locational knowledge:** -What is latitude and longitude? -How is it possible to find the exact location of a place on Earth? -What are the Tropics? -What is the equator? -What are the geographical features of the Arctic and Antarctic circle? -How does latitude affect local weather conditions? -What is the importance of the Prime Meridian? **Human and physical geography:** -What are the key aspects of physical geography locally, nationally and globally? -What are some of the similarities between the settlements found locally, nationally and globally? **Skills and fieldwork:** -To use maps and atlases to locate countries and describe features studied -To use the eight points of a compass, four and six-figure grid references, symbols and key -To use fieldwork to observe, measure, record and present the human and physical features in the local area	**Human and physical geography:** -How do rivers get their water? -What is the water cycle? -How do rivers shape the land? -Why do people use rivers to create settlements? -What impact does flooding have on settlements in the UK? -What impact have rivers had on the United Kingdom? -How are rivers used in modern day Britain? **Locational knowledge:** -Where are some of the major rivers of the United Kingdom? **Place knowledge:** -Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. -Depth focus: River Severn: builds sense of place **Human and physical geography:** -How were rivers formed? -What is a river? -What impact do humans have on these? -How does the weather impact on the regions surrounding rivers? **Skills and fieldwork:** -Planning a coastal trip to Southend -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Locational knowledge** -What is the highest mountain in each of the four countries of the UK. -Why do people live on mountains? -What is the relationship between mountains and weather? -What is the relationship between mountains and people? **Locational knowledge:** - Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. **Place knowledge:** - Depth focus: Andes and terraced farming - Depth focus: Snowdonia **Skills and fieldwork**: -To use a maps, atlas and globes to locate countries and describe features. -Use an eight-point compass and 4/6 grid references to describe locations.
National Curriculum KS2	Pupils should: **<u>Locational knowledge</u>** ♣ 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 ♣ 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		

	♣ 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) **Place knowledge** ♣ 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 within North or South America **Human and physical geography** describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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 **Geographical skills and fieldwork** ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-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 ♣ 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.		
Links to prior knowledge (refer to year group planning)	Year 1: -Around the world Year 2: -United Kingdom and Jamaica	Year 1: Edmonton and St Ives Year 2: -Town and Country	Year 2: - United Kingdom and Jamaica Year 3: -Rivers