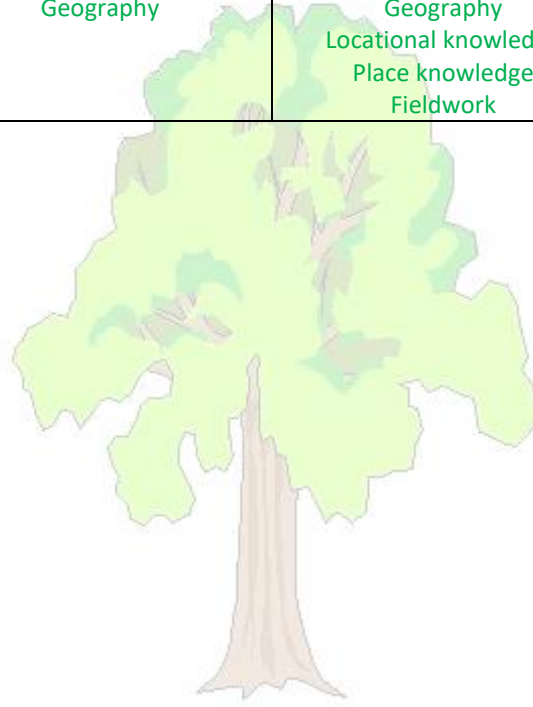


### Year 3 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>What is our planet made of? (Scientific and geographical enquiry)</p> <p>Human and Physical Geography</p>	<p>What is the climate in the UK and how does it compare to the rest of the world? (Geographical enquiry)</p> <p>Human and Physical Geography Locational knowledge Place knowledge Fieldwork</p>	<p>What is near our school? Human and Physical Geography Fieldwork</p>	



Seneca Wood Primary School

## Year 3 Geography Medium Term Plan

Term 3 Geography- <b>What is our planet made of?</b>		
National Curriculum Links	Key Vocabulary	Pupil Offer
<b>Geography</b> describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: mountains, volcanoes and earthquakes.</li> </ul>	crust, outer core, inner core, mantle, tectonic plates, pressure, lava, magma, crater, vent, extinct, dormant, active.	Building erupting volcanoes

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p style="color: red; text-align: center;"><b>What is beneath my feet?</b></p> <p style="color: green; text-align: center;"><b>Physical Geography</b></p> <p>In this lesson, pupils will learn about the layers of the Earth. They will be able to label the layers and identify some of their characteristics.</p> <p style="color: red; text-align: center;"><b>Could we dig to the other side of the Earth?</b></p> <p>Pupils will learn that the Earth consists of a layer of hard rock called the crust. Then under the crust lies the mantle, outer core and the inner core. Each layer is very thick and extremely hot.</p>	<p style="color: red; text-align: center;"><b>Why do Earthquakes happen?</b></p> <p style="color: green; text-align: center;"><b>Physical Geography</b></p> <p>Pupils will be introduced to the idea that the Earth's crust is like many smaller jigsaw pieces that fit together called tectonic plates.</p> <p>Pupils will watch a video explaining what causes an earthquake</p> <p>Look at the world map of earthquakes between 1963 and 1998. Can Pupils spot a pattern? Most earthquakes occur on or around the fault lines between earthquakes.</p>	<p style="color: red; text-align: center;"><b>What is a volcano and why do they erupt?</b></p> <p style="color: green; text-align: center;"><b>Physical Geography</b></p> <p>Pupils are introduced to a range of vocabulary linked to volcanoes in this lesson.</p> <p>Each new vocabulary term will have definition. Pupils will need to work out how to label a diagram of the volcano using the definitions to help them.</p> <p>Introduce three different types of volcano to pupils:</p> <ul style="list-style-type: none"> <li>- shield volcano</li> <li>- cinder cone volcano</li> <li>-lava dome volcano</li> </ul>	<p style="color: red; text-align: center;"><b>Retrieval- BIG QUESTION</b></p> <p>In this lesson, pupils will create their own volcano.</p> <p>Using knowledge from the previous lesson, children will choose one of the three different types of volcano that we have learnt about.</p> <p>Pupils will use clay to create their own volcano shape and then will use baking soda and vinegar to cause a chemical reaction akin to a volcanic eruption.</p>	<p style="color: red; text-align: center;"><b>Where do volcanoes happen?</b></p> <p style="color: green; text-align: center;"><b>Human and Physical Geography Locational Knowledge</b></p> <p>Pupils will think about the locations of active volcanoes across the world using maps. Pupils will need to spot patterns using the maps and then think about why these patterns occur.</p> <p>Pupils should use their knowledge from week 2 to explain why volcanoes might happen at the edge of tectonic plates.</p> <p>Pupils to identify a ring of active volcanoes around the Pacific Ocean.</p>
Geography Knowledge	<p>I can describe and show an understanding of volcanoes and earthquakes</p>	<p>I can describe and show an understanding of volcanoes and earthquakes</p> <p>I can present information using a range of writing genres.</p>	<p>I can describe and show an understanding of volcanoes and earthquakes</p>	<p>I can describe and show an understanding of volcanoes and earthquakes</p>	<p>I can describe and show an understanding of volcanoes and earthquakes</p>
Organisation & Communication	<p>A labelled diagram of the Earth with sentence stems for pupils to write a characteristic about each layer.</p>	<p>Pupils write a short explanation text about how earthquakes happen.</p>	<p>A labelled diagram of a volcano with a short sentence to explain why volcanoes erupt.</p>	<p>Photos and videos of volcanoes created by pupils.</p>	<p>Annotated map showing active volcanoes with highlighted patterns that pupils have spotted plus a brief explanation as to why volcanoes appear in this pattern on the map.</p>
Famous People					

**Term 4 Geography- What is the climate in the UK and how does it compare to the rest of the world?**

National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>Geography</b>  <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe...</li> <li>Name and locate counties and cities of the United Kingdom</li> </ul> <p><b>Place Knowledge</b></p> <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...</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones...</li> </ul> <p><b>Geography Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <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 technologies.</li> </ul>	<p>climate &amp; climate zones, border &amp; border lines, countries, continents, counties, cities, polar, temperate, Arid, tropical, Mediterranean, mountain, equator,</p>	<p>A nature walk to identify green spaces around our school.</p>

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Lesson Overview including Substantive knowledge</b></p>	<p><b>The United Kingdom</b></p> <p><b>KS1 Retrieval</b> Pupils will be recapping previous locational knowledge of the UK.</p> <p><b>Locational knowledge</b> Pupils will then, through use of maps and atlases, identify major cities in the UK. They will then develop their local geography knowledge by identifying borders of counties in the South East of England.</p>	<p><b>Exploring Europe</b></p> <p><b>Year 2 Retrieval</b> Pupils will be recapping prior learning about the continents and the equator.</p> <p><b>Locational Knowledge</b> Children will predict an area's climate by looking at its location on a globe. Children will then use maps to name and locate different countries around Europe, which will include but not be limited to France, Spain, Portugal, Germany, Italy, Norway, Sweden and Russia.</p> <p><b>Place Knowledge</b> Pupils will explore the similarities and differences between Norway (Polar climate) and Spain. They will compare the human geography of the two countries and then focus on the differences in physical geography. This will include looking at graphs for average temperatures and precipitation.</p>	<p><b>Climate Zones</b></p> <p><b>Physical Geography</b> Pupils will first be taught what a climate zone is and then using maps they will need to identify 6 different climate zones around the world using a simple key to show where the different climate zones are.</p> <p>Pupils will use their knowledge of the equator and different climates in relation to the equator, to describe the journey of Roald Amundson from the North Pole to the South Pole. The exact routes that they take will be plotted using digital maps and will form the basic plan of their writing. This will be completed in English Lessons but children will need to draw upon their knowledge of climate zones to produce an accurate description of the climate encountered in different zones/countries</p>	<p><b>Climate Zones</b></p> <p><b>Physical Geography</b></p> <p><b>Retrieval- BIG QUESTION</b> Matching Activity: Pupils will complete a matching activity where they will be provided an assortment of descriptions of different climate zones. They will need to match each description to each climate zone.</p> <p>Using their knowledge of climate zones, Pupils will then write a short paragraph answering the big question by describing the climate in the UK and comparing it to climates in other countries around the world.</p>	<p><b>Research Project</b></p> <p><b>Fieldwork</b></p> <p><b>A study of the green spaces near us.</b></p> <p>Pupils will use their understanding of a temperate climate zone (within which we live) to identify green spaces around our school that they think are suitable for local wildlife. This will include fieldwork sketches of Senacre Woods and making a map of a short route from the woods back to our classroom. Pupils will then be asked as part of their homework for this term to complete a fieldwork sketch of a different green space near to where they live and to compare both locations.</p>
<p><b>Geography Knowledge</b></p>	<p>I can use a map to find and name different locations. I can use a map key to identify land borders.</p>	<p>I can use a map to find and name different locations. I can suggest sources of evidence to research specific geographical areas</p>	<p>I can interpret diagrams and keys I can use digital maps to locate countries and describe features studied.</p>	<p>I can communicate geographical knowledge to answer the big question.</p>	<p>I can complete simple fieldwork sketches. I can draw a simple map of a short route.</p>
<p><b>Organisation &amp; Communication</b></p>	<p>Completed maps of the UK and South East of England with labels of locations and borders.</p>	<p>A written comparison of two European countries based upon research</p>	<p>Completed maps showing climate zones with a colour coded key. Descriptive accounts of a journey through all different climate zones.</p>	<p>Matching activity (Assessment opportunity) Concluding paragraph</p>	<p>Fieldwork sketches, route maps and comparisons of two different locations.</p>
<p><b>Famous People</b></p>			<p>Roald Amundson</p>	<p>Roald Amundson</p>	

**Term 5 Geography- What is near our school?**

National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>Geography</b>                      I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.                      I can make more detailed fieldwork sketches and make comparisons between two locations.                      I can make a map of a short route.</p>	commercial, residential, agricultural, health, property, rural, urban, birds-eye view, location, human geography, physical geography, settlements, city, town, village, hamlet, industrial.	Exploration of the local area

Term 5	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	<p><b>Prior Unit Retrieval (History &amp; Geography)</b>                      Pupils have been learning about settlements within historical enquiries. They have also been learning about green spaces in the local area.</p> <p><b>Human and physical geography</b>                      Pupils will investigate different types of settlement using Google Earth. These include, cities, towns, villages, hamlets.</p> <p><b>KS1 Retrieval</b>                      Year 1 have located capitals of UK and Year 2 have focused on London and Peru</p> <p>First, they will use the ‘satellite’ setting to find some of the world’s largest cities. They will then need to try and find some of England’s large towns including Maidstone.</p> <p>Pupils will find examples of each type of settlement that they are able to find and screenshot them.</p>	<p><b>Year 2 Retrieval</b>                      In Year 2, pupils studied the human and physical features linked with London and Peru.</p> <p><b>Human and physical geography</b>                      Pupils will use a map of the UK to identify urban and rural areas of the country.</p> <p>We will then look in greater detail at the different types of land use that we might see.</p> <p>Pupils will go on a short walk in the local area.</p> <p>They will be looking for examples of different land use and taking photographic evidence.</p> <p>Pupils will then evaluate what type of land use they think is most common in our local area.</p>	<p><b>KS1 Retrieval</b>                      Pupils have previously made sketches (based on KS1 curriculum) of the local area.</p> <p><b>Fieldwork</b>                      Pupils will sketch a map that includes a short route around the school. They will be given a location near the school gates and then a location on the school field.</p> <p>Pupils can use Google Earth images of the school to support their map sketches and will need to show a route from the first location to the second.</p> <p>Pupils will need to think of sketching from a birds-eye viewpoint.</p>	<p><b>Fieldwork</b>  <b>Human and physical geography</b></p> <p>Pupils will be shown how to complete fieldwork sketches and how to label their sketches accurately.</p> <p>Pupils will be given the opportunity to visit two contrasting locations near to the school grounds. We will go to Senacre Woods and then visit a more residential area along Graveney road. In both areas pupils will complete detailed fieldwork sketches of what they can see looking for specific aspects of human and physical geography which they will need to label.</p> <p>They will then compare their two sketches and using the geographical vocabulary that we have used so far in the unit to make their comparisons. For example, settlements vocabulary and the type of land use.</p>	<p><b>Human and physical geography</b></p> <p>Pupils will be provided with a list of vocabulary that we have used so far in this unit. They will need to think of a definition for each term that is clear and concise.</p> <p>Pupils will then create a glossary of geographical terms that we have used so far in this unit.</p> <p><b>Retrieval- BIG QUESTION</b>                      Pupils consider everything that they have learnt about our immediate local area. They are to combine everything that they have learnt to produce a small presentation about our local area in small groups.</p>
	<p><b>Geography Knowledge</b></p>	I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.	I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.	I can make a map of a short route.	I can make more detailed fieldwork sketches and make comparisons between two locations.
<p><b>Organisation &amp; Communication</b></p>	Use maps to locate each type of settlement in our local area and present printed examples in books.	A short evaluation of the land use in our local area.	An accurate map of the school grounds with a clear route.	Two contrasting fieldwork sketches with geographical terminology used when labelling.	A completed glossary of terms for this unit of work.  A short presentation about our local area.
<p><b>Famous People</b></p>					