

Geography Curriculum Coverage: Year 3

Expected Vocabulary. NC Objectives. Intended activities.

	National Curriculum Objective	Knowledge/Activity	Vocab
Autumn When was the stone age?	<p>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</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Review knowledge of 4 countries in UK and surrounding seas and oceans, locating key stone age human geographical features Skara Brae, Stonehenge and Cresswell Craggs</p> <p>visit to Cresswell Craggs</p> <p>Link to science rock topic - Look at local quarries (Matlock, Cromford) Use different maps to show distribution of natural resources e.g different types of rock and metals in UK. Look at how stone age people used their environment. Link to Stone age settlements (where were the natural resources etc?)</p>	Settlement , United Kingdom, natural resources, minerals, fieldwork

<p>Spring</p> <p>Where in the world is the UK? (local area study)</p>	<p>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.</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • Locate seas and oceans around UK • Investigate similarities and differences between the physical geography of Cresswell craggs and Shirland focussing on hill lines etc by creating side by side labelled posters • Introduce coordinates on ordinance survey maps, looking at Shirland map in preparation for fieldwork visits (4 figure grid references, 4 points of the compass and use of symbols and key on a map) • Identify boundary counties to Derbyshire using atlases including peak district and compare and name highest mountains in UK • Investigate land use (farming) of Shirland and how that has changed over time by looking at historical sources • Local area visit <p>Focus on local area, with creation of large map / guide</p> <ul style="list-style-type: none"> • Where is Shirland geographically • Investigate minerals through change of use from mining to golf course • Change of land use from old school to housing and green fields to new housing developments • Settlement growth over time • Identify amenities and suggest further amenities • Fieldwork investigating current amenities and discussing need • Investigate local transport links - where can you reach without a car from Shirland (bus / train links) 	<p>land use, pollution, erosion, compass</p>
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<p>Summer</p> <p>Why did the Ancient Egyptians build the pyramids?</p>	<p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Review 7 continents from KS1, focussing on location of Africa in relation to UK and Europe</p> <ul style="list-style-type: none"> • Use google earth and globe to look at various continents . countries, seas that are around Egypt • Colour code on world maps • Learn the continents song and be able to identify which continents contain Egypt, UK • Shared poster making of Egypt today in teams looking at their environmental regions, key physical and human characteristics, countries and major cities • Identification and labelling of River Nile, key river vocab dictionary • Look at desert biomes • Vegetation belt around River Nile 	<p>Globe</p> <p>Continents - Africa</p> <p>River Nile, desert, biome</p>