

# Year 3 Geography

## Unit 1 – Autumn 2

### Locality of Preston and the Docks area study

#### **Geographical Enquiry**

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images
- Draw and follow routes on digital maps.

#### **Geographical Skills**

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Use 4 figure coordinates to locate features on maps.
- Use plan views.
- Link features on maps to photos and aerial views.
- Make a simple scaled drawing e.g. of the local area around the school.

#### **Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability**

- Name and locate counties and cities of the United Kingdom that are close in locality to area being studied.
- Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- A region of the United Kingdom – Preston/The Lake District

#### **Example activity for 'expected' standard**

Can describe where Preston is in the UK using location terminology, can locate and describe some human and physical characteristics of Preston and the docks area and compare characteristics such as land use of settlements with different functions, e.g. coastal towns, can use four-figure grid references and give direction instructions up to four compass points, can adeptly use large-scale maps outside and can, in a group, carry out fieldwork in the local area selecting appropriate techniques, can make a map of a short route with features in the correct order and in the correct places and can present information gathered in fieldwork using simple graphs. (e.g. Make a reference booklet about Preston and the docks area, showing location, land use, change and fieldwork observations).

Unit 2 – Spring 1  
Volcanoes and Earthquakes

**Geographical Enquiry**

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- View a range of satellite images
- Add photos to digital maps.
- Use presentation/multimedia software to record and explain geographical features and processes.
- Use spreadsheets, tables and charts to collect and display geographical data.
- Make use of geography in the news – online reports & websites.

**Geographical Skills**

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Recognise patterns on maps and begin to explain what they show.
- Recognise that contours show height and slope.
- Use 4 figure coordinates to locate features on maps.

**Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability**

- Describe and understand key aspects of: physical geography: volcanoes and earthquakes

**Example activity for 'expected' standard**

can locate some countries in Europe and North and South America on a map or atlas and can relate continent, country, state and city, can use simple geographical vocabulary to describe significant physical features and talk about how they change, can describe volcanoes and earthquakes in sequence, using appropriate vocabulary, and name some of the processes associated with volcanoes and earthquakes, can understand how physical processes can cause hazards to people and can describe some advantages and disadvantages of living in hazard prone areas. (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts, locate volcanoes and earthquakes zones on a range of maps and produce a guidance leaflet for people living in those areas, investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research)

## Unit 3 – Summer 2

### Regional Study – The Lake District

#### **Geographical Enquiry**

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations.
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images

#### **Geographical Skills**

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Label maps with titles to show their purpose
- Recognise that contours show height and slope.
- Use 4 figure coordinates to locate features on maps.
- Create maps of small areas with features in the correct place.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.

#### **Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability**

- Name and locate some counties and cities of the United Kingdom are close in locality to area being studied.
- Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- A region of the United Kingdom – Preston/The Lake District

#### **Example activity for 'expected' standard**

Can locate the Lake District on a map, using locational terminology (north, south, east, west) and the names of nearby counties. Can locate and describe some human and physical characteristics of the Lake District and describe them, the land use and how they change using key vocabulary, and describe why some regions are different from others, can adeptly use large-scale maps outside with four-figure grid references and up to eight compass points, can make a map of a short route with features in the correct order and in the correct places and present information gathered in fieldwork of the Lake District using simple graphs. (e.g. Children to visit the Lake District and perform fieldwork, produce a map of the route from Preston to the Lake District, make a video advert/powerpoint to encourage tourism to the Lake District)