

Pudsey Bolton Royd Primary School Geography Long-Term Plan

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
		How are mountains formed?
Outcomes		
		Information poster/leaflet about mountains
Linked Texts		
Linked Experiences		
Overview		
		As part of this unit the children will learn what a mountain is and the main four different types, including their features and how to distinguish between them. Children will use different sources to research and locate different mountains and their ranges across the world including the Seven Summits, UK's highest mountains and The Himalayas. Children will learn what the climate is like at different points on a mountain and imagine what the advantages and disadvantages would be to live on or near a mountain, including economic activity
Knowledge and/or Skills Covered		
		<p><u>Graphicacy skills</u> <u>Keys and Symbols</u> Use keys to build knowledge/ research. Use complex keys to build knowledge e.g. size of symbol for quantity Start to understand contour lines.</p> <p><u>Digital maps</u> Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text.</p> <p><u>Academic skills</u> <u>Discern relevance</u> Select information according to relevance (i.e. spot the 'main' landmarks)</p>

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National Curriculum Attainment Targets

Locational knowledge

-Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),

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

Important Vocabulary

Mountain, slope, hill, summit, mountain range, landform, tectonic plates, mantle, valley, fold, dome, climate, equator, avalanche, environment, 3 Peaks challenge, mountaineers, region

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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
How different is St Lucia to the UK?	What is the UK like?	
How do bananas get to our supermarkets?	Does the school ground have suitable soil for vegetation?	
Outcomes		
A poster describing the journey of a banana.	Double page spread about the UK	
A letter to persuade parents to buy fairtrade goods.	Draw a map of the school and identify areas where there is suitable soil.	
Linked Texts		
Linked Experiences		
Overview		
<p>North America – St Lucia</p> <p>During this unit the children will study the continent of North America, with a particular focus on St Lucia. Children will begin the topic by locating North America and St Lucia on a map and identify some of its key physical and human features using maps, atlases, and globes. The country of St Lucia will be studied and used to compare and contrast with the UK. They will then investigate St Lucia main export and how their life is connected, through trade, and consider how changes they might make in their life could affect different jobs and people in St Lucia in the future.</p> <p>Fairtrade</p> <p>In this unit children will explore and follow the journey of banana from plant to the supermarket. They will understand the economic activity including trade links, and the distribution of natural resources and the supply and demand for it across the world. There will be a big emphasis on fair trade.</p>	<p>In this unit children will locate the four countries of the United Kingdom and looks at key physical and human features of each UK country. Children will explore the regions of the UK and the location of cities and capital cities. Physical features of the UK, including mountain ranges, rivers and coastlines will be explored.</p> <p>Plants link - During this unit the children will be finding out about different soils and identifying them within our school grounds. The children will draw a map of the school to locate areas to investigate. The children will plot the areas on a map and navigate their way to each destination. This will explore the soil and make an observation of the type and soil and it's suitable for vegetation.</p>	
Knowledge and/or Skills Covered		
<u>Graphicacy skills</u> <u>Read maps</u>	<u>Graphicacy skills</u> Work out simple distances from a map (eg aerial distance, or along a straight road).	

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<p>Use maps [atlases, and globes] to locate and to start to describe features.</p> <p>Use 4 figure grid references to build knowledge (i.e. research)</p> <p>Work out simple distances from a map (eg aerial distance, or along a straight road).</p> <p><u>Digital maps</u></p> <p>Start measuring distance on Digimaps.</p> <p>'Zoom' for a purpose and explain the scale.</p> <p>Annotate digital maps with text.</p> <p><u>Use images</u></p> <p>Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic).</p> <p><u>Academic skills</u></p> <p><u>Ask questions</u></p> <p>Start to frame questions and answers in geographically valid ways (eg about change/difference).</p> <p><u>Discern relevance</u></p> <p>Select information according to relevance (i.e. spot the 'main' landmarks)</p> <p><u>Present information:</u></p> <p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.</p>	<p><u>Draw maps / plans:</u></p> <p>Create a sketch map - e.g., of a short route, or a building plan with simple symbols.</p> <p><u>Read maps</u></p> <p>Use maps [atlases, and globes] to locate and to start to describe</p> <p><u>Digital maps</u></p> <p>Start measuring distance on Digimaps.</p> <p>'Zoom' for a purpose and explain the scale.</p> <p>Annotate digital maps with text.</p> <p><u>Fieldwork</u></p> <p><u>Use a compass</u></p> <p>Start to use eight points of a compass - and link to magnets and poles (Science).</p> <p><u>Observe/measure</u>-Start to evaluate own observations, and compare them with others'.</p> <p><u>Locate:</u> Secure use of left and right from any perspective (eg with an upside-down map).</p> <p><u>Record:</u> -Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc.</p> <p><u>Academic</u></p> <p><u>Ask questions</u> - Start to frame questions and answers in geographically valid ways (eg about change/difference).</p>	
National Curriculum Attainment Targets		
<p>Locational knowledge</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>- identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Place knowledge</p>	<p>Locational knowledge</p> <p>Name and locate countries 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-patters; and understand how some of the aspects have changed over time.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p>	

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<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 and physical geography 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> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical skills and fieldwork Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods including sketch maps and plans.</p>	
Important Vocabulary		
Fairtrade, economy, trade	Soil, natural resources, vegetation	