



Geography – Year 3 – Medium Term Plan
Autumn 1, Unit 1: Why do people live near volcanoes?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: How is the Earth constructed?	To name and describe the layers of the Earth.	<ul style="list-style-type: none"> - I can name and order the four layers of the Earth. - I can state a fact about each layer of the Earth. - I know what a tectonic plate is. 	Human and physical geography <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<ul style="list-style-type: none"> - Inner core - Outer core - Crust - Magma - Tectonic plate 	<ul style="list-style-type: none"> - Sticky notes - Pre-cut circles for children need support with fine motor skills. - Glue sticks - Scissors - Handwriting pens - Extra paper
Two: Where are mountains found?	To explain how and where mountains are formed.	<ul style="list-style-type: none"> - I can explain that a mountain is formed by tectonic plates. - I know that most mountains are found on or near plate boundaries. - I can name a mountain range and state which continent it is in. 	Locational Knowledge <ul style="list-style-type: none"> - 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. Human and physical geography <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Tectonic plate - Plate boundary - Fold mountain - Fault-block Mountain - Volcanic mountain - Atlas 	<ul style="list-style-type: none"> - Whiteboard and pen - Atlases - Colouring pencils
Three: Why and where do we get volcanoes?	To explain why volcanoes happen and where they occur.	<ul style="list-style-type: none"> - I can explain how volcanoes form and describe their features. - I can describe where to find volcanoes globally. - I can list the three ways volcanoes can be classified. 	Locational Knowledge <ul style="list-style-type: none"> - 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. Human and physical geography <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork <ul style="list-style-type: none"> o Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Composite volcano - Shield volcano - Magma chamber - Vent - Pyroclastic flow - Active volcano - Dormant volcano - Extinct volcano 	<ul style="list-style-type: none"> - Laptops, iPads or computers

<p>Four:</p> <p>What are the effects of a volcanic eruption?</p>	<p>To recognise the negative and positive effects of living near a volcano.</p>	<ul style="list-style-type: none"> - I can describe the negative and positive effects of living near a volcano. - I can summarise why people live near volcanoes. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Negative effects - Positive effects - Fertile soil - Climate change - Volcanic springs - Geothermal energy - Index 	<ul style="list-style-type: none"> - Blank piece of paper (1 each) - Atlases
<p>Five:</p> <p>What are earthquakes and where do we get them?</p>	<p>To explain what earthquakes are and where they occur.</p>	<ul style="list-style-type: none"> - I can state what an earthquake is. - I can describe where earthquakes happen. - I can describe the negative effects of earthquakes. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. 	<ul style="list-style-type: none"> - Earthquake - Tsunami - Fault line - Epicentre - Seismic waves - Focus 	<ul style="list-style-type: none"> - Scrap paper or whiteboard
<p>Six:</p> <p>Where have the rocks around school come from?</p>	<p>To observe and record the location of rocks around the school grounds and discuss findings.</p>	<ul style="list-style-type: none"> - I can observe different rocks and record them digitally. - I can use a symbol on a map to show where I found the rocks. - I can identify the types of rocks and discuss where they have come from. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - 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. 	<ul style="list-style-type: none"> - Natural rock - Man-made rock - Igneous rock - Sedimentary rock - Metamorphic rock 	<ul style="list-style-type: none"> - A selection of rocks - Map of school grounds added to activity: Map of school grounds. - Camera - Clipboards - Magnifying glasses

Assessment:

1. On which layer of the earth do we live?
2. Which layer of the Earth is made of magma?
3. Tectonic plates are...
4. What is a plate boundary?
5. What could you find at a plate boundary?
6. What type of mountain is the diagram showing?
7. What are the main types of volcano?
8. What is an extinct volcano?
9. What is an earthquake?
10. How can people prepare for earthquakes?



**Geography – Year 3 – Medium Term Plan
Spring 1, Unit 2: Who lives in Antarctica?**



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is climate?	To understand the position and significance of lines of latitude.	<ul style="list-style-type: none"> - I can identify significant lines of latitude. - I can begin to explain why we have different seasons in each hemisphere. - I can describe the global climate zones. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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). <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Lines of latitude - Lines of longitude - Hemisphere - Climate - Climate zone 	<ul style="list-style-type: none"> - Atlases - Globes - Option: A chocolate orange globe. - Torches - Blank paper
Two: Where is Antarctica?	To describe the location and physical features of Antarctica.	<ul style="list-style-type: none"> - I can describe the weather and landscape in Antarctica. - I can use an atlas and globe to locate Antarctica. - I can describe the physical features of Antarctica. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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. - 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). <p>Place knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Desert - Treaty - Scale bar - Cross-section - Ice shelf - Ice sheet - Drifting ice - Iceberg 	<ul style="list-style-type: none"> - Atlases - Globes - Calculators

<p>Three: Who lives in Antarctica?</p>	<p>To describe the human features of Antarctica.</p>	<ul style="list-style-type: none"> - I can state who visits and lives in Antarctica. - I can explain how people adapt to life in a polar climate. - I can describe what research is done in Antarctica. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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. - 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). <p>Place knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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. 	<ul style="list-style-type: none"> - Adaptation - Tilt - Wilderness - Research - Tourism - Mapping 	<ul style="list-style-type: none"> - Pre-written question on a large piece of paper. - Coloured pens - Lined paper
<p>Four: Who was Shackleton?</p>	<p>To use four-figure grid references to plot Shackleton's route to Antarctica.</p>	<ul style="list-style-type: none"> - I can explain who Shackleton was and describe his expedition. - I can use four-figure grid references to plot a route. - I can discuss similarities and differences between Antarctica and the UK. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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. - 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). <p>Place knowledge</p> <ul style="list-style-type: none"> - 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Explorer - Four-figure grid reference - Plot - Similarity - Difference - Intention - Expedition 	<ul style="list-style-type: none"> - Audio: Shackleton's expeditions

<p>Five:</p> <p>Can we plan an expedition around school?</p>	<p>To plan a simple route on a map using compass points.</p>	<ul style="list-style-type: none"> - I can zoom in and out of a digital map. - I can give instructions using the points of a compass. - I can identify human and physical features on a map. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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>Place knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Four points of the compass - Eight points of the compass - Route - Direction - Destination - Comparing 	<ul style="list-style-type: none"> - Laminate and stick up each compass point from the activity, ensuring each sheet is in the correct direction. - A basic, black and white, digital or hand-drawn outline of the school building and perimeter from an aerial perspective added onto the activity. - Lined paper - Laptops
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<p>Six:</p> <p>How did our expedition go?</p>	<p>To follow instructions involving compass points and map a simple route.</p>	<ul style="list-style-type: none"> - I can begin to follow instructions using the eight points of a compass. - I can map the route taken on a map. - I can evaluate my expedition. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Evaluate - Magnetic - Magnetic field - Improvement 	<ul style="list-style-type: none"> - Stick up each compass point in an outdoor area. - Compasses - Expedition instructions which the children wrote the previous lesson. - A basic, black and white, digital or hand-drawn outline of the school building and perimeter from an aerial perspective, added onto activity. - Clipboards
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Assessment:

1. Which line of latitude is shown on the diagram?
2. When it is summer in the Northern Hemisphere...
3. What is the polar climate zone like?
4. Where is Antarctica located?
5. Who lives in Antarctica?
6. What is the main purpose of the Antarctic Treaty?
7. Why is Ernest Shackleton a famous Antarctic explorer?
8. Which direction is marked by the question mark on the compass?
9. What feature can you see at grid reference 39 23?
10. Why does nobody permanently live in Antarctica?



Geography – Year 3 – Medium Term Plan
Summer 1, Unit 3: Are all settlements the same?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>What is a settlement?</p>	<p>To describe different types of settlements.</p>	<ul style="list-style-type: none"> - I can locate some cities in the UK. - I can list the different types of settlements. - I can identify settlements on aerial photographs and OS maps. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Settlement - Land use - Capital city - Linear - Nucleated - Dispersed - Urban - Rural 	<ul style="list-style-type: none"> - The words 'urban' and 'rural' displayed at opposite ends of the classroom.
<p>Two:</p> <p>How is land used in my local area?</p>	<p>To identify the human and physical features in the local area.</p>	<ul style="list-style-type: none"> - I can recognise features on an OS map. - I can create a simple key to show land use on a map. - I can use compass directions to describe the location of features on a map. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Agricultural land - Commercial land - County - Legend - Recreational land - Residential land - Transportation 	<ul style="list-style-type: none"> - Colouring pencils - Access to a device - Links to google earth and Ordnance Survey Legend.

<p>Three:</p> <p>Can I explain the location of features in my local area?</p>	<p>To discuss why physical and human features are in particular locations.</p>	<ul style="list-style-type: none"> - I can follow a route on a map. - I can take photos of human and physical features identified on a map. - I can suggest reasons for the location of the features. - 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Agricultural land - Commercial land - Landmark - Place of worship - Recreational land - Residential land - Transport - 	<ul style="list-style-type: none"> - A pre-prepared list of groups and supervising adults. - Pencils - Clipboards - A device to take pictures.
<p>Four:</p> <p>How has my local area changed over time?</p>	<p>To describe how land use in the local area has changed.</p>	<ul style="list-style-type: none"> - I can locate some of the geographical regions of the UK. - I can identify how land use in my local area has changed. - I can discuss why land use may have changed. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Compare - Human Features - Local physical features - Population - Region - 	<ul style="list-style-type: none"> - Sticky notes - Magnifying glasses - Ordnance Survey Legend (see link)

<p>Five:</p> <p>How is land used in New Delhi?</p>	<p>To identify land use in new Delhi.</p>	<ul style="list-style-type: none"> - I can describe New Delhi's location. - I can recognise human and physical features in New Delhi. - I can discuss how land is used in New Delhi. - I can locate features on a map. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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>Place knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Country border - Facilities - Human feature - Index - Memorial - Metro - Monument - Physical feature 	<ul style="list-style-type: none"> - Whiteboards - Access to a device - Atlases (1 between 2)
<p>Six:</p> <p>How does land use in New Delhi compare with my local area?</p>	<p>To compare land use in two different locations.</p>	<ul style="list-style-type: none"> - I can state some similarities between features in New Delhi and my local area. - I can state some differences between features in New Delhi and my local area. - I can describe the ways settlements and land use can be different. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> - 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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. 	<ul style="list-style-type: none"> - Compare - Differences - Similarities - Unique 	<ul style="list-style-type: none"> - The mind map about land use in new Delhi. - Sticky notes - Glue sticks

Assessment

1. What is the largest type of settlement?
2. What settlement pattern is shown in the picture?
3. A benefit to living in an urban area is that...
4. A benefit to living in a rural area is that...
5. Which of the following is an example of a physical feature?
6. In which compass direction is the location of the windmill?
7. Residential land use is...
8. Where is New Delhi located?
9. What type of settlement is New Delhi?
10. What human and physical features might you find in a city?

