

Geography curriculum for Year 3

Place Knowledge & Human & Physical Geography: Whole school theme for 2014-15: 'In a foreign land' (summer term). All Key Stage Two classes to study France, linked to learning the French language.

Locational Knowledge

Revision from KS1- locating UK on different maps/globes, naming and locating capital cities, naming and locating seas around UK. Name and locate the world's seven continents and five oceans. Locating Equator

World Geography

- On a world map locate environmental regions e.g. hot deserts, rainforests, temperate, savannah, coniferous forest, mountainous, polar. Link to type of climate across world.
- Introduce Tropics of Cancer and Capricorn (Lines of Latitude) Arctic and Antarctic circle, Northern and Southern Hemisphere. Consider the countries and climates that surround these lines and discuss the relationship between them. Make predictions about what a place would be like. Study photos of different places – where were they taken? How do you know?
- Link location of places to the Northern or Southern Hemisphere/ Equator /Arctic and Antarctic circle. Make predictions about how they think life will be in the two hemispheres.
- Begin to describe why different regions of the world have different landscapes/climate in relation latitude.
- Identify some of the longest rivers in the world, largest deserts, and highest mountains/mountain ranges, significant volcanoes. Name the continent and countries they are in. Compare to UK.
- Begin to locate other countries/places in the world e.g. ones they have visited/studied/those in the news.

UK Geography

- Know and can explain the different between the UK, Great Britain and England.
- Can locate England, Wales, Scotland and Northern Island on a map of the world/Europe
- Knows and can locate the made cities, rivers and mountains/significant mountain chains of the UK.
- Begin to locate and describe differences in environmental regions/climate in UK.

Map Skills

- To locate places on larger-scale maps (e.g. maps of Europe).
- To follow a route outside on a large scale map.
- To locate photographs of features.
- To locate places on a globe.
- To begin to use oblique and aerial views.
- To draw maps of a short route.
- To know why a key is needed.
- To use standard symbols on a map/including OS symbols.
- To use conventional maps in digital mapping software.
- To use plan view with increasing confidence.
- To use digital mapping software.
- To look at a view from a high place.
- To draw a simple scale plan of a room with whole numbers (e.g., $1\text{cm}^2=1$ square tile on the floor moving on to $1\text{cm}^2=1\text{m}^2$).
- To use scale bar on atlas maps.

<ul style="list-style-type: none">• To use pace or tapes outside.• To begin to match boundaries (e.g. find boundaries of country/county maps).
<ul style="list-style-type: none">• To begin to use atlases maps and globes.• To give maps a title to show purpose.• To use index and contents page in an atlas.• To use map sites in the internet to explore different map types, views and scales.• To begin to identify features on aerial/oblique photographs and satellite imagery (e.g. rivers/mountains, cities).
<ul style="list-style-type: none">• To use large scale OS maps.• To begin to use map sites on the internet.• To begin to use junior atlases.• To begin to identify features on aerial/oblique photographs.
<ul style="list-style-type: none">• To use four point compass points to follow/give directions with confidence.• To use simple grids• To begin to use letter/number coordinates to locate features on a map..
<ul style="list-style-type: none">• To begin to identify significant places and environments stated in KS 2 National Curriculum.