



South Gosforth First School
Geography – Year 3 Long Term Plan



Purpose of Study

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Our Geography provision allows for the exploration of relationships and connections between people and the environment and the impact they have on each other. Children are encouraged to make links to their prior learning in Geography and other subjects and identify themes and trends that run through their Geography topics. Children are given the opportunity to learn about their own locality and develop a curiosity to find out about different places around the world and the people who live there. They will develop their own lines of enquiry by asking and answering questions based on visual sources such as maps, pictures, photos, diagrams and graphs. They are encouraged to explore the key geographical concepts through creative activities such as discussion and debate and Mantle of the Expert.

Aims

In line with the National Curriculum for Geography it is our aim to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



Autumn	North-East Regional Study	
Key Concepts	Location and Place	
Character Children will consider how the North-East has changed over time, in relation to industry, and how this impacted lives. Culture Children will build on the local knowledge they developed in KS1. Creativity Children will study the landscape of Newcastle city as part of a school trip. Challenge Children will use more complex and detailed sources to support learning.	Prior Learning The children will build on the local knowledge that children have developed in KS1. They already know the countries and capitals of the UK and their local towns and city. They understand the vocabulary of human and physical features and can name some in their local town and city. Children will have varying background knowledge of their wider region.	
	Key Learning Intentions To name and locate the counties, cities and rivers in the North-East and key topographical features of the region. To describe and understand key aspects of physical geography: rivers. To understand the geographical similarities and differences through a study of a region of the United Kingdom and Europe. To identify human and physical characteristics of the North-East (including hills, mountains, coasts and rivers). To use maps, atlases and globes and describe features studied. To use the 8 point compass and 4 figure grid references, symbols and key to build knowledge of the world. To use fieldwork to observe, measure, record the human and physical features in the local area. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies	
	Overview of Geographical Knowledge The children will widen their knowledge of place and location, building on their knowledge of their local area. They will develop their knowledge of our region of the North-East, becoming familiar with the counties, cities, towns and rivers that make up the region. They will be able to describe the key topographical features of the region. They will be able to name major human and physical features of our area. To name and locate riverside and coal mining areas in the North East and understand how some of these areas have changed over time.	Key Vocabulary Region County Population Source/mouth (river) Waterfall Meander Urban Rural Topographical Industry
	Overview of Geographical Skills The children will use a wider range of maps, including those with grid references, to name and locate places in the North East, including counties and cities. The children will use fieldwork to observe, measure and record the human and physical features of the North East. They will begin to look at how places change over time, using visual sources to make comparisons and draw conclusions.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will be able to locate, name and label the counties and major towns and cities of the North-East.	Children use maps and atlases to find, name and label the counties and cities of the North-East. They should mark on the 8 points of the compass and note what can be



	They will be able to use graphs showing the population size in each place to make comparisons.	found to the N/S/E/W of our region ie. Scotland, North Sea, Cumbria and North Yorkshire. Children to show expanding knowledge of place and location with circles of proximity – near to me, my town, city, county and region. They can add their prior learning and own back ground knowledge of each place, noting key landmarks in each place.
	The children will be able to locate, name and label to major rivers of the North-East (Tweed, Tyne, Wear, Tees). They will use directional language to describe where in the region they are. They will be able to describe some of the journey of a river from source to mouth.	Children use maps and atlases to find, name and label the rivers of the North-East. The children match definitions of source, mouth etc. They look at some of the physical features that would be found on the journey of a river from source to mouth. They look at features of rivers across our region and label them with their place name and type of feature eg. High Force Waterfall.
	The children will use fieldwork skills to explore an urban or rural part of the River Tyne – Ingram Valley or Newcastle Quayside. They will identify the features of a river and the human and physical features of the surrounding area.	Field Trip Children will explore either a rural (Ingram Valley) or an urban (Newcastle Quayside) section of the River Tyne and surrounding area. They will observe what they see and record in sketch maps and tables, collecting data from the surrounding area and people visiting the area e.g. human and physical features, land usage.
	The children will develop knowledge of the main human and physical features of the North-East. They will understand that the North-East is a mix of urban and rural parts. They will be able to describe the differences in them.	Provide children with a range of visual images of features of the North East eg. Angel of the North, Cheviot hills, Durham cathedral, High Force, A1, Hadrian's wall. Children to sort in human and physical. Pupils use night aerial photos to identify the urban and rural places in our region. Look at maps and photos of Newcastle and Ingram village in the cheviots – what is the same, what is different to compare rural and urban area.
	The children will develop their knowledge of how our region has changed over time in relation to the industry and work that the people of the region do. They will look at the things that the North-East produces now and describe the changes that have taken place.	Compare maps and images of the Newcastle, Sunderland and Teeside riversides from now and in the past showing the industry of ship building. Compare images of coal sites in Durham and Northumberland in the past and now. What is the same, what is different? Look at industries in the North-East now – how has it changed?
	Assessment Children to create presentation answering the question 'Why is the North-East special?'	
	Enhancements Fieldtrip to Ingram Valley or Newcastle Quayside.	



Spring	The Alps (European study)	
Key Concepts	Location and Place Change Planning and Decision Making	
Character Children will consider the impact tourism has had on the people, land and economy. Culture Children will develop their knowledge of the region of Europe around the Alps. Creativity Children will plan a route from Newcastle to a specific location in the Alps. Challenge Children will use data to draw conclusions.	Prior Learning The children will have an understand of a region being a large area within a location. They have studied their own region of the North East and have drawn conclusions that there can be differing areas such as urban and rural places. They understand that landmarks can become attractions and increase tourists to the area. They have continued to build their skills of using more complex maps and a range of aerial photos and other visual images. The children have looked at weather patterns in this country and understand how to record and describe daily weather patterns.	
	Key Learning Intentions To locate the world's countries using maps to focus on Europe. To understand the geographical similarities and differences through a study of a region of the United Kingdom and Europe To describe and understand key aspects of physical geography: mountains To describe and understand key aspects of human geography: types of settlement and land use and economic activity. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use increasingly complex geographical vocabulary to refer to human and physical features.	
	Overview of Geographical Knowledge The children will widen their knowledge of place and location of the world, looking across at Europe. They will develop their knowledge of the region of Europe around the Alps, becoming familiar with the countries, cities, rivers and mountain ranges that make up the region. They will be able to name major human and physical features in that area. They will draw on their previous learning to make comparisons between our region and that of the Alps	Key Vocabulary Continent Mountain range Tourism Trade Economic activity Climate Impact The Alps
	Overview of Geographical Skills The children will look at a wider range of maps, using topographic maps to identify hills and mountain ranges. They will use the 8 point compass to describe the location of mountain ranges in Europe. They will use statistical data and case studies to examine the impact of tourism in the area.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will use topographic maps to identify the major mountain ranges across Europe. Focussing in on the Alps, they will be able to locate, name and identify the countries in Europe that the Alps covers.	Circle of proximity – include Europe. Shade map of Europe showing the Alps. Label the countries in Europe that the Alps cover. Compare size of region to size of North-East of England.
	The children will develop their knowledge of the Alps by looking at the climate of the area. They will identify the human and physical features of this area.	Show range of images and sort images into human and physical. Give opinions about which they would like to visit – why.
	The children will build on their knowledge of the human and physical features by exploring tourism in the area. They will use data to examine how popular it is, when people go and what people like to do when they are there.	Plan a route from Newcastle to a specific location in the Alps – what transport do you need, how long will it take to get there, which countries do you pass through?



		Use graphs to show amount of tourists visiting the region, what activities people do etc – children to label with statements showing what information they can gather from them.
	Looking at the impact of tourism on the people, land and economy of the area. The children should become more aware of both the positive and negative effects of tourism on an area – 3 areas of economic, social and environmental. Focus on how this has changed the area over time.	Use visual images, videos and case studies to show the impact of tourism in the area. Label images, describing what they see. Sort effects into one of the 3 categories of impact. Decide if each impact is positive or negative – reach conclusion 'is tourism good or bad?'
	Assessment Children combine knowledge from previous unit of work and compare the North-East region to the Alps. They will use the template of same and different to describe key human and physical features.	
	Enhancements Mantle of the Expert – Debate about building of resort in The Alps - link to effects of tourism – Planning and Decision Making Mountain landscapes in Art.	



Summer	Earthquakes and Volcanoes	
Key Concepts	Location and Place Cause and Effect Change	
Character Children will consider the impact earthquakes and volcanoes have on the people, land and economy Culture Children will understand the cause of earthquakes and volcanoes. Creativity Children will create diagrams of volcanoes to show different types Challenge Children will compare life and land before and after earthquakes/ volcanoes.	Prior Learning The children have explored more of Europe and are able to name and locate more countries in this continent. They are aware of a wider range of human and physical features. They have looked at how human and physical activities can change an area, for both positive and negative effects. The children can use topographical maps to show mountains. They can use statistical data to ask and answer questions.	
	Key Learning Intentions To describe and understand key aspects of the physical geography: volcanoes and earthquakes To locate the world's countries using maps to focus on Europe. To locate the world's countries using maps to focus on North and South America. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use increasingly complex geographical vocabulary to refer to human and physical features. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.	
	Overview of Geographical Knowledge The children will learn about the Earth's structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types.	Key Vocabulary Plate tectonics Crust, mantle, core, outer core, Basalt, granite, iron, nickel Erupt Dormant Earthquake Volcano Magnitude Tsunami Epicentre Richter scale
	Overview of Geographical Skills The children will look at a wider range of maps, using topographic maps to identify volcanoes. The children will use a range of methods to present their findings about volcanos and earthquakes. They will use the 8 point compass to describe the location of volcanos, mountain ranges and earthquake areas in Europe and North and South America.	
	Milestones of Learning	Suggested tasks to elicit and assess learning
	The children will develop their understanding of the structure of the Earth. They will be able to name and identify the 4 main layers of the Earth and the different types of crust. They will be able to describe what tectonics plates are and where they are across the Earth.	Match definitions of word to each layer. Use map work to identify tectonic plates. Using atlases, make a list of countries that have a tectonic border running through them. Make links between the location on the Tectonic Plates and eruptions. Create model/collage of the layers of the Earth
	They can describe how mountains and volcanoes are formed. They can describe what fold mountains are and name and describe the 2 types of volcanoes. They will be able to locate the major volcanoes around the world.	Refer back to prior knowledge of the Alps as a mountain range – use maps/atlasses to find other major mountain ranges eg. The Rockies, The Himalayas, The Andes. Use atlases and maps to locate major volcanoes of the world. Create diagrams of volcanoes to show different types.



	They will be able to explain how and why earthquakes happen and how volcanoes erupt. They will understand why we have neither in the UK.	Explore the reasons for why earthquakes happen – making links between the causes for earthquakes and volcanos and the significance of the Tectonic Plates. Use graphs to show increasing strength of earthquakes – Richter scale.
	Using case studies, the children will be able to describe the effects of earthquakes and volcanic eruptions. They will know what people did to deal with an earthquake and volcanic eruption.	Compare size of earthquakes and volcanic eruptions to images of after effects. Explore case studies of volcanoes and earthquakes and their causes and the after effects on the area they took place in. Children to explore reasons why people live near these areas and what the dangers are.
	Assessment Using the template of positive and negative, children to explain the effects of earthquakes and volcanoes.	
	Enhancements Making volcanoes that erupt – Link to Science. Aspirations Week – Geologists, Geographers, People who work in Geography related fields.	