Year 3 Geography Amazing Archaeologists

Assessment Questions

- *Where are some famous prehistoric sites in the UK? Show me on a map (Skara Brae, Malvern Hills, Stone Henge). What do the terms **population**, **settlement** and **land-use** mean? Describe how settlement and the way people lived changed from the Stone Age to the Iron Age.*
- *Why did the Celts build Hillforts? How did they use the land? Describe the human and physical geography of a hillfort.*

Know	Do	Understand
Locational Knowledge I know where Skara Brae, Stonehenge and theMalvern Hills are on a map of the UK. **Human and Physical Geography** I know that Stone Age people were hunter/gathersthat moved from place to place. They eventually created tools, built canoes and slowly formed farming communities, growing crops and rearing animals for food. I know that the Bronze Age saw the development ofmore sophisticated tools and weapons made from bronze. In the Iron Age people began to form tribesfor community and protection. Hill forts were created. I know that by the Iron Age, people would build the walls of their homes using wattle and daub. Vocabulary **Stone age, Bronze Age, Prehistory, hunter gatherer,settlements, Paleolithic, Mesolithic, Neolithic, artefacts, tribes, clans, druids, tools, hill forts, Skara Brae, Stonehenge, Malvern Hills** **Geography Core Concepts:** Settlement (compare Stone Age nomads to Celtic Hillfort settlements) Environment Population Land-Use	**Locational knowledge** **NC 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** Locate and label prehistoric sites in the UK (Skara Brae, Stonehenge, The Malverns, as well as Birmingham and London on a map of the UK. Explain topographical features of these sites, using maps. **Human and Physical Geography** **NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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.** Explain how settlements changed in Britain from theStone Age to the Iron Age. Give reasons why hill forts were so effective atkeeping enemy tribes out during the Iron Age. Comment on whether hill forts were natural ormanmade structures. **Geographical Skills and Fieldwork** **NC:** • **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.** Use photographs and evidence from the trip to theMalvern Hills to explain why Celtic tribes formed settlements at the top of hills. Observe and comment on the physical features of the Malvern Hills using maps of the area and aerial photographs. **Fieldwork Opportunities** Trip to the Malvern Hills to visit the British camp Iron Agehill fort. Use google earth to track route from Birmingham to theMalvern Hills.	In this topic the children, develop their locational knowledge of the UK, revising the four countries and their positions in relation to one another. They become more familiar the UK'S position within Europe and in turn, the world. The children develop an understanding of how the earliestpeople lived as lone hunter/gatherers and how this evolved over thousands of years through the development of skills and resources so that people beganto live more successfully in community settlements. As their knowledge of human and physical geography grows, the children will be able to explain why the British Camp hill fort was built where it was and the benefits of building forts where hills were naturally found. Children will visit the Malvern Hills to experience its vastly differing landscape in comparison to their immediate local area.

Year 3 Geography Feel the Force

Assessment Questions

- *What are the 4 compass points? What do they tell us? Why do we have a North and South Pole? What is the True North?*
- *Show me some cities that are North/West/East/South of Birmingham on a UK map.*
- *Show me some countries in the world closer to the North Pole then some that are closer to the South Pole.*

Know

Geographical Skills and Fieldwork

I know that compass points tell us the position of places in relation to one another and I can label North, South, East and West on a compass.

I know that the earth has a magnetic field, which is why we have a North Pole and a South Pole.

The geographic North Pole is the end of the Earth's rotation axis and is the North on geographic maps. This pole lies in the middle of the Arctic Ocean.

The magnetic North Pole is the point where the lines of force of the Earth's magnetic field converge.

Vocabulary

North, South, East, West, compass point North Pole, South Pole

Geography Core Concepts: Environment
Climate

Do

Locational Knowledge

NC:

- **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)**

Find a country that is North, South, East and West ofthe UK on a globe or a World map (relate to the NORTH and SOUTH pole).

Find the position of latitude, longitude, equator, Northern and Southern Hemisphere with reference to the North and South poles and mark on a world map.
Explain the difference between the geographical and magnetic North Pole.

Geographical skills and fieldwork

NC:

- **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**

Explain that compass points tell us the position of places in relation to one another.
Label North, South, East and West on a compass.

Fieldwork opportunities

Go outside and find physical landmarks in the park that are north, south, East or west of the school/ a child/ a fixed pointetc.

Understand

Feel the Force is a predominantly science-based topic but does cover some geography in relation to the teaching of the four compass points.
By revising the cities of the UK or countries in Europe whilst teachingthe four compass points, children are given opportunities to deepen their locational knowledge of the UK and the wider world.

Year 3 Geography Genius Geologists

Assessment Questions

- *To geographers, what are physical processes? Why do we study them?*
- *Where in the world are some famous mountain ranges? Where are the highest ranges in the UK? How are mountains formed?*
- *How is a volcano formed, what happens when it erupts? Why do some people like living near volcanoes? Can you name some famous volcanoes?*
- *Where do the most powerful earthquakes in the world tend to happen? Why? What happens when an earthquake takes place?*

Know

Human and Physical Geography

I know how mountains are formed over millions of yearsand can name some different types of mountains.

I know that the earth's crust is divided into plates, which are continually moving together/apart.
I know how earthquakes/tsunamis occur in relation totectonic plates.

I know that scientists/geologists have ways of predictingearthquakes and engineers try to protect people living inthese areas when designing buildings/structures. (See Expresso natural disasters)

I can give reasons as to why people still choose to livenext to volcanoes.

Vocabulary

Physical processes Mountains, mountain range, fold mountains, tectonic plates, Mid Atlantic Ridge, earthquakes, plate boundaries, tremors, epicentre, Richter scale, volcano,active, dormant, lava, magma, vent, magma chamber

Geography Core Concepts: Physical Processes Environment Climate Land – Use (farmers living near volcanoes)

Do

Locational Knowledge

NC:

- **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**

Use a map to find mountain ranges within the UK (Snowdon, Skarfell Pike and Ben Nevis) and understand that landheight and mountains can be marked on maps with contour lines/colours etc.
Find other mountain ranges across the world and label on aworld map, including the Mid Atlantic Ridge.

Locate some of the world's major plate boundaries. I can name some places in the world where earthquakes happenfrequently and why this is.
Label some of the world's most famous volcanoes on a map e.g. Mount Vesuvius.

Human and Physical Geography

NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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.

Explain how mountains are formed over millions of yearsand can name some different types of mountains.
Explain how the earth's crust is divided into plates, which are continually moving together/apart.
Explain how a volcano is formed and what happens when it erupts.
Explain the correlation between plateboundaries and occurrence of major earthquakes.

Geographical skills and fieldwork

NC :use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Fieldwork Opportunities

Alongside the historical study of Pompeii, children could alsolook at places in the world which have suffered devastating earthquakes, for example – Haiti.
Watch news reports of the recent events in Haiti – look where it is on a map of the world and why it has so many earthquakes.

Understand

In this topic, children explore and learn about many aspects of physical geography in far greater depth than ever before. They learnabout the formation of mountains, volcanoes, earthquakes and Tsunamis and how each of these occur because of plate boundaries in the earth's crust. The children's locational knowledge is once again deepened by looking at the positionof plate boundaries throughout the world. Some children will be able to explain why earthquakes and volcanoes are very rare in places such as the UK. Children will also find out how geologists and scientists' study and can predict theoccurrence of earthquakes and volcanic eruptions.

Year 3 Geography Gods and Heroes

Assessment Questions

- *Where in the world is Greece? Show on map. In which continent is Greece? What is the capital city? Describe some physical features of Greece? What are some biomes?*
- *How is Greece's climate different to Britain's? Why is this? Describe some human features of Greece (landmarks, population, tourism etc) Why do people want to visit?*
- *What are differences between maps of Ancient Greece and modern-day Greece?*

Know

Locational Knowledge

I know that Greece is in Europe and is closer to the equator than the UK.

Human and Physical Geography

I know some physical features of the country and can state how it is different to England (mountainous, coasts, beaches, climate, crops, rainfall)

I can name what kind of biome's are mostly found inGreece. Inland is mostly, forest, woodlands and scrub) due to very hot, sunny summers and mild, rainy winters.

Vocabulary

Greece, Athens, Greek islands, Europe, Mediterranean Sea, climate, equator, Mount Olympus, inhabited, population, northern hemisphere, southern hemisphere biomes landmarks

Geography Core Concepts:

Landmarks Settlement Climate Population Environment (BIOMES)

Do

Locational Knowledge

NC:

- **locate the world's countries, using maps to focus on Europe 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)**

I can find Greece and some Greek Islands on a map of theworld and can explain why it is a popular holiday destination due to its climate and position on the earth.

Using a map of Europe, I can find countries which borderGreece and explain what a peninsula is (Bulgaria, Macedonia, Albania) or are situated nearby.

Place knowledge

NC: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Human and physical geography

NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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.

Compare climate, weather patterns, biomes, land form, vegetation and animal life of Greece to that of UK.

Describe aspects of human geography of Greece (tourism, trade links, types of settlement now and in Ancient Greece).

Geographical Skills and Fieldwork

- **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**

With support, use eight compass points to state Greece's position in relation to the UK.

Understand

This unit is predominantly historical, with the children learningall about Ancient Greece. However, it does provide some opportunities for the children to increase their locational knowledge of the world and revise the names continents and oceans of the world.

They will also look at Greece's position in relation to the equator, in contrast to England, and will be able to explore the some of the physical differences in the land andclimate. Children should know some basic facts about the Greece,for example its capital city, population, climate, highest mountain, names of some Islands.

They could also look at how you could get to Greece form England.

Year 3 Geography The Empire Strikes Back

Assessment Questions

- *Where in the world is Italy? Show on map. In which continent is Italy? What is the capital city? Which seas/oceans are near Italy?*
- *Describe some physical features of Italy? What are some **biomes**? What kind of **climate** exists in the north v the south of the country?*
- *Describe some human features of Italy (landmarks, population, tourism) Why do people want to visit? Name some countries that Roman Empire invaded and occupied.*
- *What kind of settlements did Romans build? How were they more sophisticated than Iron Age Hillforts?*

Know	Do	Understand
Locational Knowledge I know that Rome is the capital city of Italy and Italycan be found in Europe (makes links with Greece from previous topic) **Human and Physical Geography** I know that Italy is a peninsula – a large section of land that juts out to sea, which is mostly surrounded by water. I know which borders Italy shares I can explain the difference between human and physical geography, giving examples (natural features, biomes, climate, land height/ population, settlement, tourism) I know that the north of the country has a different climate from the south of the country and I can name plants and vegetation which grows in both places. I can name some of the countries that Rome invaded. Vocabulary **Rome, Italy, Europe, peninsula, border Human and Physical Geography, population, biomes, climate, land – use** **Geography Core Concepts:** Landmarks Settlement Climate Land-use Population Environment (BIOMES)	**Locational knowledge** • **locate the world's countries, using maps to focus on Europe 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** Find Italy and main cities on various maps. With support, locate the names of Italy's surroundingseas on a map of Europe. Track the route Roman soldiers would have taken, when invading other countries (including the UK) on a mapof Europe/ I can mark the Roman Empire on a map. Locate and name some towns in the UK on a map that Romans founded and named. **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 ♣ 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** Using previous knowledge of Europe and Greece and theequator, comment on the climate in Italy (with reference to the equator). Research human (population, landmarks in Rome, tourism) and physical features (vegetation, climate, soils for wine, land forms), comparing the different biomes and climates between the north and south of Italy. Compare settlements of Celts in Iron Age Hillforts (link to history/geography studied in Amazing Archaeologists) with Roman villas. **Geographical Skills and Fieldwork** • **use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**	This unit is predominantly historical, with the children learningabout the rise of the Roman Empire and why it was so successful in invading and conquering other countries. It provides the children with further opportunities to deepen their locational knowledge of Europe as well as making comparisons between the climate and biomes of Greece (studied in a previous topic) Children also consider reasons why The Romans invaded other countries and learn more about the sophisticated settlements built by them - Roman villas, Roman towns and Roman roads – many of which are still used today.