


Cycle A Geography Year 3/4

	Topic	Curriculum Links	Aims/Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn	<p>There's no place like home! The region where I live (UK) OS Mapwork and fieldwork in local area</p>	Science	<p>Investigate our local area by: -using maps, aerial photos and satellite imagery. -knowing where we are in the world. -describing a range of physical and human features of their locality. -realising that different maps will not always show the same features. -carrying out fieldwork.</p>	<ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom. ▪ A region of the United Kingdom. ▪ Describe and understand key aspects of physical and human geography, including: types of settlement and land use. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. 	<ul style="list-style-type: none"> ▪ I can explain that different maps will not always show the same features. ▪ I can carry out fieldwork in my local area. ▪ I can describe key human and physical features of my locality including: <ul style="list-style-type: none"> - tourist attractions - farms - Pendle Hill - caravan parks - eating establishments - shops and services - Churn Clough reservoir - River Ribble & Hodder 	<ul style="list-style-type: none"> ▪ Fieldwork ▪ Coordinates ▪ Physical geography ▪ Human geography ▪ Symbols ▪ Grid reference ▪ contours ▪ reservoir ▪ hill ▪ canal ▪ river ▪ county

				<ul style="list-style-type: none"> ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Relate measurement on large scale maps to measurements outside. Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features 	<ul style="list-style-type: none"> - Leeds & Liverpool Canal - names of surrounding towns ▪ I can use maps at more than one scale. ▪ I can make and use simple route maps. ▪ I can use 4 figure coordinates. ▪ I can recognise standard OS symbols. 	
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				<p>and situations e.g. a proposed local wind farm.</p> <ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. Add photos to digital maps. Draw and follow routes on digital maps. 		
Spring	<p>Iron Man Key aspects of volcanoes and earthquakes</p>	<p>Science English</p>	<p>Investigate earthquakes and volcanoes within a region of North or South America (eg Mount St Helens): -what they are -why they happen -how they affect the landscape and human activity</p>	<ul style="list-style-type: none"> Locate the world's countries . Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. A region within North or South America (Mount St Helens). Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including volcanoes and earthquakes. human geography, including types of settlement and land use. Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps at more than one scale. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Link features on maps to photos and aerial views. Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes 	<ul style="list-style-type: none"> I can describe what volcanoes and earthquakes are, why they happen and how they affect the landscape and human activity. I can use Geography in the news to deepen my knowledge. I can use a wide range of maps, atlases and globes to locate North America and specific areas studied. I can use the index and contents page of an atlas. 	<ul style="list-style-type: none"> Volcano Earthquake Tectonic plates Magma Eruption Dormant Extinct Active Northern & Southern hemisphere Latitude Longitude Equator atlas

				<ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ View a range of satellite images ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Make use of geography in the news – online reports & websites. 		
Summer	<p>How does your garden grown? A region in the UK (Lake District)</p>	Science	<p>A regional study of the Lake District which includes:</p> <ul style="list-style-type: none"> -comparing geographical features of their own locality with that of the Lake District -studying key physical and human aspects of the Lake District 	<ul style="list-style-type: none"> ▪ A region of the United Kingdom. ▪ Name and locate counties and cities of the United Kingdom. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: vegetation belts, rivers, mountains. ▪ 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. ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. 	<ul style="list-style-type: none"> ▪ I can locate the Lake District National Park on a map. ▪ I can compare the Lake District with my own locality. ▪ I can describe a current environmental issue or a theme linked 	<ul style="list-style-type: none"> ▪ Vegetation belt ▪ Lake District ▪ Settlement ▪ Mountain ▪ National park ▪ Tourism ▪ mountain ▪ valley ▪ tarn ▪ lake

			<p>-picking an environmental issue to explore or investigating a theme (choose something topical at the time).</p>	<ul style="list-style-type: none"> ■ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ■ Use maps at more than one scale. ■ Recognise that larger scale maps cover less area. ■ Make and use simple route maps. ■ Recognise patterns on maps and begin to explain what they show. ■ Use the index and contents page of atlases. ■ Label maps with titles to show their purpose ■ Recognise that contours show height and slope. ■ Use 4 figure coordinates to locate features on maps. ■ Create maps of small areas with features in the correct place. ■ Use plan views. ■ Recognise some standard OS symbols. ■ Link features on maps to photos and aerial views. ■ Use a scale bar to calculate some distances. ■ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ■ Make links between features observed in the environment to those on maps and aerial photos. ■ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes 	<p>to the Lake District.</p> <ul style="list-style-type: none"> ■ I can express personal views about the environmental issue. ■ I can describe some key physical and human features of the Lake District: <ul style="list-style-type: none"> ■ where the Lake District is. ■ the human geography of the Lake District (Types of settlement and how the Lake District makes money ie farming and tourism). ■ the physical geography of the Lake District (rivers, mountains, lakes, reservoirs, tarns, forests). ■ I can create maps of small 	<ul style="list-style-type: none"> ■ reservoir ■ settlement ■ tourism
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