


Cycle B Geography Year 3/4

	Topic	Curriculum Links	Aims/Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn	Sparks might fly Rubbish and recycling an environmental study	English Science RE	An environmental study including of a region in the United Kingdom: -importance of taking care of the environment -consider environments at a range of scales from their classroom to the whole world -include issues around litter and waste -begin to identify and explain differing views that people have about topical environmental and geographical issues.	<ul style="list-style-type: none"> ■ A region of the United Kingdom: human geography, including types of 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. recycling/ waste site maps and plans from the local Council website ■ Use maps at more than one scale. ■ Recognise that larger scale maps cover less area. ■ Recognise patterns on maps and begin to explain what they show. ■ Use 4 figure coordinates to locate features on maps. ■ Use plan views. ■ Recognise some standard OS symbols. ■ Link features on maps to photos and aerial views. ■ 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. 	<ul style="list-style-type: none"> ■ I can describe types of land use for the region studied. ■ I can understand the importance of taking care of the environment. ■ I can consider issues at different scales eg classroom to the whole world. ■ I can identify and explain differing views that people have about topical environmental issues. ■ I know: <ul style="list-style-type: none"> - where our local recycling centre is. - where our landfill sites are located. - where our rubbish goes in Lancashire. - the local arrangements for 	Environment Recycling Reducing Reuse Landfill Fly-tipping Waste/ rubbish Land use environment

				<ul style="list-style-type: none"> ▪ 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. ▪ 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 and situations. ▪ 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. ▪ View a range of satellite images ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites. 	<p>recycling eg which bins, which products.</p> <p>- about local initiatives to look after our environment.</p>	
--	--	--	--	--	---	--

<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Passport to Europe European region</p>		<p>Investigate a region in a European country, for example a region of Italy eg Sicily:</p> <ul style="list-style-type: none"> -locate the country, including which continent. -explore similarities and differences with the region studied and regions of the UK we are familiar with -describe key physical and human geographical features, including why settlements have developed in the region, travel and tourism, economic activity, trade links, how location and climate impact upon economic activity - 	<ul style="list-style-type: none"> ▪ Locate the world’s countries, using maps to focus on Europe (including the location of Russia). ▪ A region in a European country. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, vegetation belts, rivers and 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. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Use the index and contents page of atlases. ▪ Link features on maps to photos and aerial views. ▪ Use a scale bar to calculate some distances ▪ Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes ▪ Make comparisons with their own lives and their own situation. 	<ul style="list-style-type: none"> ▪ I can locate the countries of Europe on a map. ▪ I can describe the human and physical features of the region studied, including: <ul style="list-style-type: none"> - capital city and other key cities - key rivers - key mountain ranges - economic activity eg tourism - settlement types - climate ▪ I can describe how settlements have grown in this region. ▪ I can describe the impact of tourism on the region. ▪ I can ask searching geographical questions (how, what, why, where?). ▪ I can describe similarities and differences between my own 	<p>Europe European Union Settlements Economy Tourism Capital Settlement Climate</p>
---	--	--	--	--	---	---

				<ul style="list-style-type: none"> ▪ Show increasing empathy and describe similarities as well as differences. ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS. ▪ 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. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites. 	locality and the region studied.	
Summer	<p>Water, water, everywhere Key aspects of rivers</p>	Science	<p>Learn about rivers including:</p> <ul style="list-style-type: none"> -the water cycle -local river study (fieldwork) and/ or key aspects of the main rivers in the UK and wider world. -river features and river formation (source, channels, tributaries, mouths, flow into a lake or sea) 	<ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) (<i>within context of rivers</i>) ▪ Name and locate counties and cities of the United Kingdom (<i>within context of rivers</i>). ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including rivers and the water cycle. human geography, including: types of settlement and land use, economic 	<ul style="list-style-type: none"> ▪ I can explain how a river is formed. ▪ I can explain the journey of a river from source to sea and identify features along the way. ▪ I can explain the water cycle, using specific vocabulary. 	<p>River</p> <p>Source</p> <p>Water cycle</p> <p>Channels</p> <p>Tributary</p> <p>Mouth</p> <p>Evaporation</p> <p>Precipitation</p> <p>Run-off</p> <p>Transpiration</p>

				<p>activity including trade links, and the distribution of natural resources including energy, food, minerals and water (<i>focussing on aspects relating to rivers</i>).</p> <ul style="list-style-type: none"> ▪ 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. ▪ Label maps with titles to show their purpose ▪ 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 ▪ 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 and situations. 	<ul style="list-style-type: none"> ▪ I can name and locate key rivers in the United Kingdom eg River Thames, River Severn. ▪ I know the names of my local rivers eg River Ribble and River Hodder. ▪ I can use the eight points of a compass. 	<p>Erosion Deposits Ox-bow lake/ waterfall compass</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.■ Use spreadsheets, tables and charts to collect and display geographical data.		
--	--	--	--	---	--	--