Subject: Geography – Year 3 Why do people live near volcanoes?

NC/PoS:

Locational knowledge

- 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)
- 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 UK., 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

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.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America,

Geographical skills and fieldwork

- use world maps, atlases and 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 OS maps) to build their knowledge of the UK and the wider world
- 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.

Prior Learning (what pupils already know and can do)

Children can name and locate the seven continents on a world map. They can locate the North and South Poles, and Equator on a map. They have investigated the weather, writing about it using key vocabulary, and explaining whether they live in a hot or cold

place. They can recognise the features of hot and cold places, and locate some countries with hot or cold climates on a world map. They have looked for features on the school grounds

End Points (what pupils MUST know and remember)

Describe what lines of latitude and longitude are, giving an example
Understand that the Northern and Southern Hemispheres experience seasons at different times.
Define what climate zones are
Understand Antarctica has a polar climate made up of ice sheets, snow and mountains, and describe its location in the far south of the globe.
State that tourism and research are the two main reasons people visit Antarctica
Describe equipment researchers might use and clothes they wear.
List some research carried out in Antarctica
State the outcome of Shackleton's expedition.
Successfully plot four-figure grid references at the point where the vertical and horizontal lines meet.
Describe a similarity and difference between life in the UK and life in Antarctica.
Confidently use the zoom function on a digital map.
Begin to recall the eight points of a compass, following at least four of them
Recognise and describe features on their school grounds from an aerial map
Draw a map of a route they take on an expedition
State one thing that went well on the expedition and one aspect that did not go as hoped.

Key Vocabulary

Climate, climate zone, compass points, direction. drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty

Lesson 1: "How is the Earth constructed?"

- What is inside our Earth?
- How many layers of the Earth are there?
- Which layer is the hottest?
- Which layer is the deepest?
- On which layer do we live?
- What is the layer outside the inner core?
- On which layer would you find tectonic plates?

Vocabulary: Inner core, outer core, crust, magma, tectonic plate.
Lesson 2: "Where are mountains found?" Where are the mountain ranges? Can you add any mountain you missed by shading them on? Can you spot any patterns? Why do you think the mountain ranges are along plate boundaries? What can people do in a mountainous area? Can you explain how mountains are formed? Where do we tend to find mountains? Why are mountains usually on or near plate boundaries? Can you name any mountain ranges and their continents? Vocabulary: tectonic plate, plate boundary, fold mountain, fault-block mountain, volcanic mountain, atlas.
Lesson 3: Vocabulary:
Lesson 4: Vocabulary:
Lesson 5: Vocabulary:
Lesson 6 Vocabulary:

Future learning this content supports: