

Subject: Geography –

Year 3 Where does our food come from?

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 night and day)
- 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.

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 or South America.

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.

Geographical skills and fieldwork

- use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.

Prior Learning (what pupils already know and can do)

Children can name and locate the seven continents and five oceans. They know the four capital cities of the UK, can name some of their characteristics, and locate them on a map. They can recognise and describe human and physical features, and know some of these features of the UK.

End Points (what pupils MUST know and remember)

Name the four layers of the Earth.

Explain one or more ways a mountain can be formed.

Explain three ways in which volcanoes can be classified.

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?" (Including UK mountains)

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: "Why and where do we get volcanoes?" (Including Scotland and Edinburgh)

What is a volcano?

What are the two main types of volcano?

How are these volcanoes formed?

Can you name any features of a volcano?

Where are volcanoes found globally?

In which three ways can volcanoes be classified?

How does the location of volcanoes link to the location of mountains?

Vocabulary: composite, shield, magma chamber, vent, pyroclastic flow, active, dormant, extinct.

Lesson 4: "What are the effects of a volcanic eruption?"

Where is Mount Etna?

What negative consequences did Mount Etna have on the community around it?

What other reasons might people choose not to live near a volcano?

What positive consequences can a volcano have?

Why do people live near volcanoes?

Vocabulary: climate change, fertile soil, geothermal energy, minerals, positive/negative effects, volcanic springs

Lesson 5: "What are earthquakes and where do we get them?"

What is an earthquake?

How do they happen?

Where do earthquakes happen?

What are the negative consequences of earthquakes?

How can people prepare for earthquakes?

Vocabulary: earthquake, tsunami, fault line, epicentre, seismic waves

Lesson 6: "How do tsunamis change places where people live?"

Where in the world do tsunamis happen most?

How does the land change after a tsunami?

How do people keep safe during a tsunami?

Why don't tsunamis happen everywhere?

Vocabulary: tsunami, wave, flood, evacuate, rescue, damage

Future learning this content supports: