



# *Geography Medium Term Planning*

*Year 3*

## Key Concept Overview

It is important to recap previous content and geographical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key concept, showing where and when each has been previously considered. Where a concept is first visited, it will need to be introduced to explain what this key area of learning means in order for the children to see the

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;"><b>Navigation</b></p>	<p>To be able to talk about where I live.</p> <p>To know that places can be represented on a map.</p> <p>To know the name of my street and of Bricknell Avenue.</p>	<p>To be able to create a simple map, use photographs and use the 4 main directions on a compass. To identify features of my school</p> <p>To be able to name the 4 countries of the United Kingdom and the waters which surround them.</p> <p>To know my own address.</p> <p>To locate Hull, London (as the capital) and the 4 countries on a UK map.</p> <p>To be able to use a globe to locate the north/south poles and equator.</p>	<p>To be able to look use photographs to find landmarks in my area and create basic maps using a key.</p> <p>To be able to use simple compass directions and directional language to find locations on a map.</p> <p>To be able to name the capital cities of the countries in the UK.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to use the 8 points on a compass to create maps and plan routes.</p> <p>To be able to use various sources to identify locations around the world.</p> <p>To be able to locate major countries and understand how they are separated by borders.</p> <p>To be able to find where the Arctic and Antarctic Circles would be on a map.</p>	<p>To be able to plan a journey from my city using the 8 points of a compass.</p> <p>To be able to use ordnance survey maps for Hull and identify key features.</p> <p>To be able to identify the Equator, Northern and Southern hemispheres on a globe.</p> <p>To be able to find the countries and main cities in the UK and to explain the difference between the British Isles, Great Britain and the UK.</p>	<p>To be able to use 4 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to use digital mapping technology to find physical features of an area.</p> <p>To be able to understand scale factor.</p> <p>To be able to identify the position of the Northern and Southern Hemisphere, Equator, Tropic of Cancer and Capricorn.</p> <p>Using a map, I can locate the world's countries of Europe, North and South America.</p>	<p>To be able to use 6 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to read and calculate distances from a scale factor.</p> <p>To be able to use longitude and latitude to help me understand time zones.</p> <p>To be able to recognise environmental regions including the key physical and human features of European and North and South American countries.</p> <p>To be able to locate countries using digital mapping.</p>
 <p style="text-align: center;"><b>Fieldwork</b></p>	<p>To know how to work collaboratively.</p> <p>To be able to use evidence and photos from books.</p> <p>To be able to use my senses to explore the world.</p> <p>To be able to talk with and listen to others about what I have noticed.</p>	<p>To be able to use my own words to express my ideas and what I can observe (see).</p>	<p>To be able to look use photographs to find landmarks in my local area and create basic maps using a key.</p>	<p>To be able to follow a structure for presenting fieldwork investigations, present my findings using graphs/charts and explain them.</p>	<p>To be able to observe, measure, and record physical features around where I live.</p> <p>To be able to explain trends or patterns by making comparisons and considering cause and consequence.</p>	<p>To find out about human and physical features using different types of fieldwork to observe, measure and record.</p> <p>To be able to use observations and data from fieldwork to draw conclusions supported by what I know.</p>	<p>To be able to collect and measure information accurately (rainfall, temperature, wind speed.) and to be able to present my findings with appropriate vocabulary, graphs and tables to help me to draw conclusions,</p>

## Key Concept Overview

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Economic Activity</b></p>					<p>To be able to describe how the land use in my local region and how the physical features of landscape has impacted this.</p> <p>To describe the key features of different settlements, compare them and explore how they have changed over time.</p> <p>To explain the importance of ports and how they impact trade around the world.</p>	<p>To be able to explain why most cities are situated by rivers.</p> <p>To be able to understand food miles and their impact on the environment.</p>	
 <p><b>Tectonic Activity</b></p>			<p>To be able to name and locate the continents on a map, globe and atlas.</p>	<p>To be able to understand the structure of the earth and tectonic plates.</p> <p>To be able to understand how volcanoes work and where some of the most famous ones are.</p> <p>To be able to describe and understand what happens during earthquakes.</p>			
 <p><b>Human Features</b></p>	<p>To be able to talk about how I travel to school and what I pass on my journey.</p> <p>To be able to point out interesting features on a walk.</p> <p>To know that people live in other parts of the city, country and world.</p> <p>To know that people have different jobs</p> <p>To know that there are lots of different people and respect the differences.</p> <p>To pick out some man-made features in the school grounds</p>	<p>To be able to describe some of the human features around me and explain whether I like it or not.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to describe what a village, town, and a city may need and to say why.</p>	<p>To be able to compare how places within the UK are similar or not based on their human features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their human features.</p>	<p>To be able to compare places in relation to their human features (including within an area European country).</p> <p>To be able to describe human features using digital mapping.</p>	<p>To be able to recognise key human characteristics of countries and major cities in Europe and North/South America and use this to make comparisons.</p>

## Key Concept Overview

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;"><b>Physical Features</b></p>	<p>To know that there are different countries and environments and how some of these may be different to ours.</p> <p>To pick out some natural features in the school grounds.</p>	<p>To be able to describe some of the physical features around me and explain whether I like it or not.</p> <p>To be able to name the waters which surround the UK.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to compare where I live with another place outside of Europe.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to describe the features of mountains.</p> <p>To be able to compare how places within the UK are similar or not based on their physical features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their physical features.</p>	<p>To be able to compare places in relation to their physical features (including within an area of European country).</p> <p>To be able to describe and explain rivers and how they have shaped the land alongside the water cycle and name some of the world's famous rivers.</p>	<p>To be able to recognise key physical features (including environmental regions of European and North and South American countries and use this understanding to draw comparisons).</p> <p>To be able to describe physical features using digital mapping.</p> <p>To be able to describe the key features of different climate zones, biomes and vegetation belts.</p>
 <p style="text-align: center;"><b>Natural Resources</b></p>					<p>To be able to differentiate between renewable and non-renewable sources of energy.</p> <p>To be able to explain how energy use has changed over time.</p>	<p>To be able to understand food miles and their impact on the environment.</p>	
 <p style="text-align: center;"><b>Sustainability</b></p>	<p>To know how to care for the natural environment.</p>	<p>To be able to explain how some of what humans do can affect the world and to think of some everyday actions to reduce waste and save energy.</p>	<p>To be able to describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</p>	<p>To understand some of the effects of climate change and to understand what humans can do to prevent these changes.</p>	<p>To understand the responsibility that humans have over sustainable energy in the future.</p>	<p>To be able to explore strategies that humans can use to reduce our negative impact on the environment.</p>	<p>To understand the concept and impact of deforestation on a local and global scale.</p>
 <p style="text-align: center;"><b>Climate and Landscape</b></p>	<p>To be able to talk about the different kinds of weather.</p> <p>To be able to talk changes in the natural world throughout the year.</p>	<p>To be able to explain how the weather changes throughout the year and name the 4 seasons.</p>	<p>To be able to find hot and cold areas of the world.</p>				<p>To understand that climate is the usual condition of the weather, rainfall, humidity, and wind in a place.</p> <p>To know and understand the feature of the 6 main climates and landscapes.</p>

## Autumn Term- The Greatest Show- 6 Lessons

### Prior Learning

What is a map?  
 What are the 4 main points of a compass?  
 What are some of the differences between a village, town and a city?  
 What are the physical and human features (natural and man-made) features of Hull?

### Key Vocabulary

North, north east, east, south east, south, south west, west, north west, fieldwork, tourism, economy, Hull, route, human features, physical features, UK, findings, graphs,

### Key Concept

#### Second order Concept

#### Lesson sequence

#### Suggested teaching sequence and Objectives

#### End point



Navigation



Fieldwork

- Significance
- Enquiry
- Written and Oral expression

Lessons 1,  
2

Overall Objective: To be able to create maps and plan routes around the local area, using the 8 points of the compass.  
Learning Outcome: I know the 8 points of the compass.  
Learning Outcome: I can create a map of my local area.  
Learning Outcome: I can plan a route using a map.  
 This directly builds from fieldwork and map work in Year 2 but the progression comes in the idea of planning a route. They will need to consider elements of safety like where to cross roads and consider the shortest route normally being the best. Children will need to go on a walk either to find the key features before planning their map, or should be given the opportunity to leave school and follow each other's routes using the maps.

Big Question: What can you tell me about the route planned on your map?

Children need to be able to plan a route from one key feature of their map (E.g. Bricknell) to another key feature. Their route should include directional vocab including the 8 points of a compass.



Human  
Features



Physical  
Features

- Enquiry
- Similarity and Difference
- Significance
- Written and Oral expression

Lessons  
3, 4

This is a unit spread over multiple lessons with one main outcome.  
Overall Objective: To be able to compare places within the UK based upon their human and physical features.  
Learning Outcome: I can describe how some places in the UK are similar and dissimilar in relation to their physical features.  
Learning Outcome: I can describe how some places in the UK are similar and dissimilar in relation to their human features.

Big Question: What are the similarities and differences between these two places?

## Key Concept

## Second order Concept

## Lesson sequence

## Suggested teaching sequence

## End point



- Enquiry
- Written and Oral expression
- Similarity and Difference

Lessons  
3, 4

CONTINUED

Both lessons will need a recap of prior understandings of human and physical features from Year 2. They had been differentiated into man-made and natural to help them understand but they should be using the key vocab where possible. Children should conduct research about each place.

Suggestion to use a main city like Edinburgh and Torquay as a seaside town.

Use Digi maps to compare location (both coastal). Compare weather, compare whether they are a city/town and what facilities that then means they have. Try to have a combination of

Big Question: What are the similarities and differences between these two places?

Children need to be able to draw the comparisons but

then could also colour code to identify whether they are referring to a human or physical feature.



- Enquiry
- Written and Oral expression
- Similarity and Difference

Lesson 5

Overall Objective: To be able to compare places within the UK based upon their human and physical features.

Learning Outcome: I can follow a structure for presenting fieldwork investigations and findings.

This is the first lesson which the children will be making the direct comparisons after their research.

See end point for final result.

Big Question: What are the similarities and differences between these two places?

To complete their comparison, they should produce a chart which compares numerical data of human/physical features.



- Enquiry
- Written and Oral expression
- Similarity and Difference

Lesson 6

Overall Objective: To be able to compare places within the UK based upon their human and physical features.

Learning Outcome: I can present findings from fieldwork using graphs/charts and explain my findings.

Children need to use a chart to compare numerical data, still focussing on the two UK locations in the previous lessons.

They should still be able to identify which of the features compared are physical/human. Numerical data to compare could be rainfall over a year, population, highest/lowest temperature, amount of primary schools, and/or any other human./physical data.

## Spring Term- The Land Before Time- 4 Lessons

### Prior Learning

What are the continents of the world and where can I find them on this map?  
 What are the oceans of the world and where can I find them on this map?  
 Where are the North and South Pole?  
 What can I use to help me find the name of a place in the world?  
 Which countries come together to make the United Kingdom?  
 What is the equator and where does it lie on a map?

### Key Vocabulary

Pangea, Continent, Fossil, arctic circle, Antarctic circle, borders, features, location, climate, globe, map, temperature, country, continent, oceans

### Key Concept

### Second order Concept

### Lesson sequence

### Suggested teaching sequence and Objectives

### End point



Navigation

- Significance

### Lesson 1

Overall Objective: To be able to locate all continents, oceans and major countries on a world map.  
Learning Outcome: I can locate all continents, oceans and major countries on a world map.  
 Lesson is majorly built on prior learning from Year 2 in regards to continents and oceans.  
 Break the session down to be first of all, labelling the oceans with their names, outlining the different continent borders with colours identified with a key and then labelling major countries such as: UK, USA, France, Russia, Germany, Spain, China, India, South Africa, Canada.

Big Question: Which continent/ocean/country is this?  
 Where is this continent/ocean/country?  
 Children to have created a labelled world map of oceans, continents and major countries.



Navigation

- Significance

### Lesson 2

Overall Objective: To be able to identify the position of the Arctic and Antarctic Circles on a map.  
Learning Outcome: I can identify the position of the Arctic and Antarctic Circles on a map.  
 Use atlases and understanding of major countries from last lesson to see which the arctic circles go right through.  
 Refer back to equator and north/south pole from Year 1 to explain that it is not a circle that we can see on land but that we show it on maps.

Big Question: Where do the Arctic circles lie on this map?  
 Children to draw and label the arctic and Antarctic circle on a world map.

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Navigation</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Continuity and Change</li> </ul>	Lesson 3	<p><u>Overall Objective:</u> To be able to understand that all countries are separated by borders.</p> <p><u>Learning Outcome:</u> I understand that all countries are separated by borders.</p> <p>Children need to be taught that other than with islands, borders between countries have been decided by people throughout history. There isn't a mark along the ground normally to split the countries like we can see on a map.</p> <p>Initially, use the UK map (<u>prior learning from Year 1</u>) and explore the borders between these countries.</p> <p>Move onto world maps/atlas and use compass directions to describe bordering countries- 'What's on it's northern boarder?'</p>	<p><u>Big Question:</u> Which country shares a border with this one?</p> <p>Use a spinner to choose a random country, children to then describe the country's borders (using directional language if possible).</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> <li>Significance</li> <li>Enquiry</li> <li></li> </ul>	Lesson 4	<p><u>Overall Objective:</u> To be able to use various sources to identify different locations around the world.</p> <p><u>Learning Outcome:</u> I can use maps, atlases and globes to name and find different locations around the world.</p> <p>Who am I?</p> <p>Children could give clues about countries using their prior knowledge such as:</p> <p>I am in the continent...</p> <p>I am near the ... ocean</p> <p>I am/am not on the coast</p> <p>I am/am not an island by myself</p> <p>I border... (Prior learning, last lesson)</p> <p>Prepare these questions for a partner to try and identify the country using the different sources and then swap.</p>	<p><u>Big Question:</u> Which country am I describing?</p> <p>Children should be able to build mini descriptive fact-files in their book with the name of a country and it's identifying features such as it's continent or which other countries it is next to listed below.</p>

Prior Learning

What are the continents of the world?  
 What can you tell me about the earth?  
 What kinds of things do we mean when we say 'physical features'?  
 What can you do each day to take care of your planet?

Key Vocabulary

molten lava, tectonic plate, volcano, earthquake, mountain, climate change, earth, peak, summit, sedimentary, metamorphic, igneous, peak, slope, valley, mountain

Key ConceptSecond order ConceptLesson sequenceSuggested teaching sequence and ObjectivesEnd point

Tectonic Activity

- Enquiry
- Written and Oral Explanation

## Lesson 1

Overall Objective: To be able to show an understanding of the structure of the earth such as tectonic plates and molten lava.  
Learning Outcome: I understand the structure of the earth including tectonic plates and molten lava.  
 Children need yellow, orange, red and blue/green playdough to create their own model of the earth's layers. Use videos to teach what each element is made up of and build them step-by-step.

Big Question: What does each part of your model show me?  
 Children should be able to present their model and discuss. They can practise this using key word prompts.



Tectonic Activity

- Enquiry
- Written and Oral Explanation

## Lesson 2

Overall Objective: To be able to understand aspects and locate famous volcanoes.  
Learning Outcome: I can describe and understand the key aspects of volcanoes.  
 Using volcano diagrams, the children should be able to talk about each element, what happens there and what it is called.

Big Question: How do volcanoes work?  
 Children to label a diagram of an open volcano and to write a brief description of each part.



Tectonic Activity

- Significance
- Written and Oral Explanation
- Enquiry

## Lesson 3

Overall Objective: To be able to understand aspects and locate famous volcanoes.  
Learning Outcome: I can locate and name some of the world's most famous volcanoes.  
 Using the atlases and laptops (or teacher-made fact file), children need to research simple facts about the volcanoes like whether they are dormant or active, their name, their country and their continent.

Big Question: Where are the famous volcanoes located around the world?  
 Children to create their own fact file and match with a map to locate the volcanoes.

## Key Concept

## Second order Concept

Lesson  
sequence

## Suggested teaching sequence

## End point

Tectonic  
Activity

- Written and Oral expression
- Enquiry
- Cause and Consequence

## Lesson 4

Overall Objectives: To be able to describe and understand key aspects of earthquakes

Learning Outcome: I can describe and understand the key aspects of earthquakes.

Practical experiment to see how the earth's crust creates a 'fault line'. Refer back to first lesson of the unit about the earth's crust.

Method: You will need: 1. Lay the strips of cloth beside each other inside the tray. Make sure each cloth is long enough to have some hanging over the sides of the tray. The strips of cloth need to be almost touching with no space between them. The cloth represents two different plates. 2. Place a layer of soil on top of the cloth strips inside the tray. This represents the Earth's crust. 3. Put the houses on top of the soil. Make sure you have some houses near or on top of where the strips of cloth almost meet. 4. At the same time, pull one of the overhanging cloth strips towards you and the other away. The 'fault line' will be shown and the effects on the Earth's crust and the houses will be similar to a real earthquake

Big Question: What happens during an earthquake?

Children should be able to explain what is happening whilst doing the practical experiment.

Physical  
Features

- Significance

## Lesson 5

Overall Objectives: To be able to describe key physical features of mountains.

Learning Outcome: I can describe the key physical features of mountains.

Children to draw mountains diagrams, the children should be able to talk about, define and label each element.

Peak, slope, valley, mountain are key words that should be used.

Big Question: What are the features of a mountain?

Children to produce a labelled diagram.

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Sustainability</p>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Cause and Consequence</li> </ul>	Lesson 6	<p><u>Overall Objectives:</u> To be able to understand the effects of climate change.</p> <p><u>Learning Outcome:</u> I can understand some of the effects of climate change.</p> <p>Use videos and build on knowledge from Year 2 where they compared temperatures from 20 year prior to now.</p> <p>Use knowledge developed about the arctic circles and explore the rising sea levels, explore changes of habitats for animals.</p>	<p><u>Big Question:</u> What are the main effects of climate change on our planet?</p> <p>Children could create a news, climate change special using acting skills to demonstrate the current effects. Class book lesson.</p>
 <p>Sustainability</p>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Cause and consequence</li> </ul>	Lesson 7	<p><u>Overall Objective:</u> To be able to understand and demonstrate some of the actions that humans can take to reduce the effects of climate change.</p> <p><u>Learning Outcome:</u> I understand and demonstrate some of the actions humans can take to reduce the effects of climate change.</p> <p>Children to create leaflets which include their understanding from last lesson and the effects but also to give people information about how they can help and reduce the effects.</p>	<p><u>Big Question:</u> How could humans reduce the effects of climate change?</p> <p>Children to produce a leaflet to go in their books.</p>