**Geography Tedium Term Plan**

*Geography is the study of places and the relationship between people and their environments*

| Year 3 Geography | Autumn | Spring | Summer |
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| **Title** | **Putting Redditch on the map**<br>How can I conduct useful fieldwork in my local area? | **Lava Palaver**<br>How does living near a volcano impact on the local community? | **World Biomes**<br>What are the Earth's 6 major biomes and how is their climate impacted by their proximity to the equator? |
| **Concepts** | **locality links**<br>**human impact** | **human impact**<br>**world wonders** | **weather and climate**<br>**world wonders** |
| **Values** | Resilience | Trust, hope and resilience | Hope |
| **Link to NC programme of study** | name and locate counties and cities of the United Kingdom, 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 | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |

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| **What we need to know** | That the UK organised into counties.<br><br>Redditch is in the county of Worcestershire.<br><br>What the topography looks like in different places (use Google Earth) in places like Dolgellau in Wales, compared to Redditch in Worcestershire.<br><br>Use correct vocabulary and symbols to label a map of Redditch and Worcestershire, focusing on human and physical features.<br><br>What a sketch map is. (Oak Academy is useful to support here). A sketch map is a simple drawing of the landscape.<br><br>How to create a sketch map of our local area from a birds-eye view.<br><br>A sketch map must always include:<br>A frame<br>Title<br>Key<br>Direction<br><br>That they will need to consider scale with their sketching.<br><br>To include human and physical features. | That the seven continents loosely correlate with the positions of tectonic plates<br><br>The Earth's surface is made up of several tectonic plates which are constantly moving, although very slowly.<br><br>Where tectonic plates are being pushed together, some of the Earth's crust is pushed deeper into the Earth's mantle where it melts and rises to the surface again to form volcanoes.<br>A large area where this occurs on earth is called the Pacific Ring of Fire.<br><br>Volcanoes are made of unique rocks called extrusive igneous rocks.<br><br>They are shown on geological maps with bright colours.<br><br>Explore on a map where all of the volcanoes are in the world, focusing on Europe.<br><br>Volcanoes are classed as active, dormant or extinct. Active volcanoes could erupt at any time; dormant volcanoes have been known to erupt but have not erupted recently and extinct volcanoes are unlikely to erupt again. | A biome is a large area of land with a particular climate, types of plants (flora) and animals (fauna).<br><br>The exact number of biomes is widely debated, but we will focus on 6:<br><br>Tropical rainforest: steady temperature, rains all year round, trees are tall and varied, most plants are evergreen (not deciduous).<br><br>Temperate deciduous – temperatures range from -30 degrees c to 30 degrees c.; Goes through all 4 seasons; Most lose leaves in autumn.<br><br>Taiga/coniferous forest: Temperature ranges from -54 degrees c to 30 degrees c; low average temperature; most trees evergreen; largest land biome.<br><br>Tundra: Temperature ranges from -34 and 6 degrees c; coldest of the biomes; little rain and lots of frost.<br><br>Grasslands/savanna: dry season and rainy season; temperature ranges from -40 to 40 degrees c; mostly grass grows and the occasional tree. |

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| | How to collect data about road use in our local community.<br><br>How to present my findings. | What the key features of a volcano are such as the crust, mantle, vent, tectonic plates, lava, volcanic ash and the magma chamber.<br><br>Know that volcanos provide fertile soil<br><br>Know the push and pull factors of living by a volcano<br><br>How this impacts those living nearby.<br><br>Create a case study of Mount Etna and surrounding towns/villages.<br><br>The primary benefit of living near Mount Etna is the fertile soils – perfect for growing vegetables, citrus fruits and grapes. | Desert: Temperatures over 50 degrees c; very few clouds and little rain; few plant (flora) or animals (fauna).<br><br>Explore biomes on world maps, looking at climate data and correlation to equator.<br><br>Focus on North America to plot biomes. |
| **Cross curricular opportunities** | Letter to local councillor or findings.<br><br>Maths: Data collection/scale/position and direction | Science: How a volcano erupts<br><br>Literacy: Explanation text | Computing: digital mapping, Google Earth and Street View<br><br>Literacy: Descriptions<br><br>Science: Habitats |
| **Building on what we know** | Children will already know that the UK consists of England, Northern Ireland, Scotland and Wales and what their capital cities are.<br><br>They will know the difference between a town and city. | Building on world map work.<br><br>What the names of the continents are.<br><br>That maps can show us both human and physical features. | That location has an impact on climate.<br><br>Building on world map work.<br><br>What the names of the continents are.<br><br>That deserts are hostile environments. |

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| | They will have experience of using and creating simple maps. | | |
| **Vocabulary** | Frame, title, key, direction, scale, position, county, United Kingdom, topography, mountains, hills, rivers, generate, survey, data. | Volcano, crust, mantle, vent, tectonic plates, lava, volcanic ash, magma chamber, dormant, active | Biome, fauna, flora, tundra, grasslands, savannah, taiga, tropical rainforest, temperate deciduous, climate |
| **Quick fire 5** | How many counties are there in the UK?<br><br>Which county do we live in?<br><br>Name 3 physical features in Redditch/Worcestershire<br><br>Name 3 human features in Redditch/Worcestershire.<br><br>What does a topography map show? | Where do volcanoes occur?<br><br>Name the main parts of a volcano<br><br>Name 3 locations which have volcanoes<br><br>List the push and pull factors of living by a volcano<br><br>Name a volcano in Europe | What is a biome<br><br>What do we mean by flora?<br><br>What do we mean by fauna?<br><br>Name six major biomes<br><br>Which biome has the fewest fauna and flora? |
| **Disciplinary Knowledge** | **Graphicacy skills:**<br>• Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied.<br>• Create a simple sketch map e.g. of a short route followed, with symbols and a key. | **Graphicacy skills:**<br>• Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied.<br>• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). | **Graphicacy skills:**<br>• Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied.<br>• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). |

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| | • Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity).<br>• Know that fourfigure grid references can be used to identify locations and begin to use them.<br>• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road).<br>• Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC).<br>• On digital maps, begin to identify scale and annotate with text and labels. Use bar charts and more complex tables (from Maths NC).<br>• Begin to understand the purpose/ reliability of different image types.<br><br>**Fieldwork enquiry and practical skills:**<br>• Engage in guided enquiries and begin to suggest own questions for enquiry.<br>• Begin to evaluate own observations and compare them with others.<br>• Understand the eight compass points and begin to use them to follow routes.<br>• Apply ageappropriate maths knowledge to understanding of geography (e.g length, distance, volume, angles, area and scales).<br>• Secure use of left/right from any perspective (e.g. with an upside-down map) and use compasses and eight | • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC).<br>• Begin to understand the purpose/ reliability of different image types. | • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC).<br>• Begin to understand the purpose/ reliability of different image types. |

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| | compass points to follow and describe routes. | | |