

## Year Three Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Autumn</b></p> <p><b>Location of Manchester within the UK</b></p> <p><b>Locational knowledge</b> name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns; and understand how some of these have changed over time.</p> <p><b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p><b>Human and physical geography</b> describe and understand key aspects of: physical geography, including: 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</p> <p><a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-three/">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-three/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/local-fieldwork-toolkit/">https://www.rgs.org/schools/teaching-resources/local-fieldwork-toolkit/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/google-earth-as-a-fieldwork-tool/">https://www.rgs.org/schools/teaching-resources/google-earth-as-a-fieldwork-tool/</a></p>	<p><b>Keys &amp; symbols:</b> <b>Use keys to build knowledge/</b> research. <b>Start to understand complex keys</b> eg size of symbol for quantity. Start to understand contour lines. <b>Read maps:</b> <b>Use maps [atlases, and globes] to locate and to start to describe features.</b> <b>Use 4 figure grid references to build knowledge</b> (i.e. research) Work out simple distances from a map (eg aerial distance, or along a straight road). <b>Draw maps / plans:</b> <b>Create a sketch map</b> - eg of a short route, or a building plan with simple symbols. <b>Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum)</b> <b>Digital maps:</b> Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text/ labels. <b>Use images:</b> Understand and explain the reliability / purpose of different picture types (include <b>historical silhouettes &amp; lithographs – link to Science 'light' topic</b>).</p>	<p><b>Use a compass:</b> Start to <b>use eight points of a compass - and link to magnets and poles (Science)</b> <b>Start to use idea of degrees to measure turns (from Maths National Curriculum).</b></p> <p><b>Observe/measure:</b> Start to evaluate own observations, and compare them with others'. Start to estimate length and distance.</p> <p>from Maths National Curriculum <b>Convert between units, eg m to cm.</b> <b>Start to understand the concept of area.</b> <b>Use scales in ones, twos, fives and tens where numbers may be missing .</b></p> <p><b>Locate:</b> Secure use <b>of left and right from any perspective</b> (eg with an upside-down map).</p> <p><b>Record:</b> Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. <b>Use sketch maps, tables, jotted diagrams, subdivided lists, etc.</b></p>	<p><b>Ask questions:</b> Start to frame questions and answers in geographically valid ways (eg about change/ difference).</p> <p><b>Discern relevance</b> Select information according to relevance (i.e. spot the 'main' landmarks).</p> <p><b>Explain the difference between primary and secondary data (from History National Curriculum).</b> <b>Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum).</b></p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related maps and plans, drawings and perspectives, posters, diagrams and digital presentations.</b></p>	<p><b>For Skills &amp; Fieldwork:</b> <b>atlas, globe, grid, reference North-East, South-East, South-West, North-West area</b> (square miles, etc), <b>contour</b> population</p> <p><b>For Location Knowledge:</b> Regions: <b>North West</b>, authority, council, government, borough, district,</p> <p><b>For Place Knowledge:</b> <b>region, case study, contrast, compare</b></p> <p><b>For Human Geography:</b> <b>settlement</b>, locality, community, culture, energy, renewable, minerals, function, (inter)national, canal, waterway</p> <p><b>For Physical Geography:</b> <b>rivers, mountains, natural resources, characteristic</b></p>

## Year Three Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Spring</b></p> <p><b>The Mediterranean</b> - with a focus then on Italy (<a href="#">linked to History Curriculum on the Romans</a>) Or France - <a href="#">to link with MFL</a></p> <p><b>Locational knowledge</b> locate European countries, including the location of their environmental regions, key physical and human characteristics and major cities.</p> <p><b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region within a European country.</p> <p><b>Human &amp; physical knowledge</b> Physical geography to include biomes and vegetation belts. Human geography to include types of settlement and land use, economic activity, including trade links.</p> <p><a href="https://www.rgs.org/schools/teaching-resources/the-mediterranean/what-s-on-the-map-%C2%A0bird-s-eye-view-on-europe/">https://www.rgs.org/schools/teaching-resources/the-mediterranean/what-s-on-the-map-%C2%A0bird-s-eye-view-on-europe/</a></p>	<p><b>Keys &amp; symbols:</b> <b>Use keys to build knowledge/research.</b> <b>Start to understand complex keys</b> eg size of symbol for quantity. Start to understand contour lines.</p> <p><b>Read maps:</b> <b>Use maps [atlases, and globes] to locate and to start to describe features.</b> <b>Use 4 figure grid references to build knowledge</b> (i.e. research) Work out simple distances from a map (eg aerial distance, or along a straight road).</p> <p><b>Digital maps:</b> Start measuring distance on Digimaps. 'Zoom' for a purpose and explain the scale. Annotate digital maps with text/labels.</p> <p><b>Use images:</b> Understand and explain the reliability / purpose of different picture types (<a href="#">include historical silhouettes &amp; lithographs – link to Science 'light' topic</a>).</p>	<p><b>Use a compass:</b> Start to <b>use eight points of a compass</b> - <a href="#">and link to magnets and poles (Science)</a></p> <p><b>Observe/measure:</b> Start to evaluate own observations, and compare them with others'. Start to estimate length and distance.</p> <p><a href="#">Start to understand the concept of area (from Maths National Curriculum).</a></p> <p><b>Locate:</b> Secure use <b>of left/ right from own perspective</b> [eg with an upside-down map].</p>	<p><b>Ask questions:</b> Start to frame questions and answers in geographically valid ways (eg about change/difference).</p> <p><b>Discern relevance</b> Select information according to relevance (i.e. spot the 'main' landmarks). <a href="#">Use sources (from History National Curriculum)</a> Explain the difference between primary and secondary data (from History National Curriculum). <a href="#">Start to show awareness that there are different ways to represent geographical information, and that these might inform opinions and beliefs (from History National Curriculum).</a></p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> <b>- in longer and coherently-structured pieces of work</b></p>	<p><b>For Skills &amp; Fieldwork:</b> <b>atlas, globe, grid, reference area</b> (square miles, etc), <b>contour</b> population</p> <p><b>For Location Knowledge:</b> Name and locate <b>European countries and capitals</b> (within Mediterranean)</p> <p><b>For Place Knowledge:</b> <b>region, case study, contrast, compare</b></p> <p><b>For Human Geography:</b> <b>settlement</b>, locality, community, culture, energy, renewable, minerals, function, (inter)national, canal, waterway</p> <p><b>For Physical Geography:</b> <b>rivers, mountains, natural resources, characteristic climate zones, vegetation belts</b> (forest, grassland), <b>climate, soil</b>, tropical, temperate</p>

## Year Three Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Summer</b></p> <p><b>Climate and weather</b> -the UK and round the world</p> <p><b>Locational knowledge</b> locate the world's countries, concentrating on their environmental regions and key physical and human characteristics</p> <p><b>Place knowledge</b> understand geographical similarities and differences</p> <p><b>Human and physical geography</b> describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers and mountains</p> <p><a href="https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/">https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/weather-data/">https://www.rgs.org/schools/teaching-resources/weather-data/</a></p> <p>(Could do microclimate investigation within school grounds <a href="https://www.rgs.org/schools/teaching-resources/microclimate/">https://www.rgs.org/schools/teaching-resources/microclimate/</a>)</p>	<p><b>Keys &amp; symbols:</b> <b>Use keys to build knowledge/research.</b> <b>Start to understand complex keys</b> eg size of symbol for quantity.</p> <p><b>Read maps:</b> <b>Use the contents and index of an atlas.</b> Use oblique and aerial views. <b>Start to use 6 figure grid references.</b> Start to explain ideas using a thematic map for reference.</p> <p><b>Charts and graphs (from Maths National Curriculum)</b> <b>Time graphs 'and other graphs' (from Maths National Curriculum)</b> <b>Use discrete and continuous data (from Maths National Curriculum)</b></p> <p><b>Use images:</b> Compare the context &amp; purpose (reliability) of different photographs.</p>	<p><b>Use a compass:</b> Confidently use the eight points of a compass.</p> <p><b>Observe/measure:</b> Start to understand inches &amp; miles, stone &amp; pounds, Fahrenheit. <b>Use more complex scales where some numbers may be missing (from Maths National Curriculum).</b> <b>Locate:</b></p> <p><b>Record:</b> Take quantitative and qualitative notes about observations. Start to include continuous data. Make simple calculations whilst in the field.</p>	<p><b>Ask questions:</b> Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).</p> <p><b>Discern relevance</b> Note connections, contrasts and trends and use these to order by relevance. Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> <b>- for isolated datasets</b> <b>- in longer and coherently-structured pieces of work</b></p>	<p><b>For Skills &amp; Fieldwork:</b> <b>sort, classify, property</b></p> <p><b>For Locational Knowledge:</b> tropics/tropical <b>hemisphere [from Maths National Curriculum]</b></p> <p><b>For Place Knowledge:</b> region, case study, contrast, compare, trend</p> <p><b>For Human Geography:</b> <b>From Science National Curriculum: pollution</b></p> <p><b>For Physical Geography:</b> <b>rivers, mountains, characteristic, climate zones, vegetation belts, biome, climate,</b> vegetation, region, tropical, temperate</p> <p><b>From Science National Curriculum: water cycle, precipitation, evaporation, condensation</b></p> <p><b>Other relevant content from the National Curriculum</b> negative numbers increase, decrease, factor</p>

## Year Three Geography Scheme of Work

### \*\*\*Important note

The geographical skills and fieldwork element of the Key Stage 2 programmes of study [listed below] are taught throughout each theme across the Key Stage.

- use maps, atlases, 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 Ordnance Survey maps) to build their knowledge of the United Kingdom 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.

The graphicacy, fieldwork and practical skills identified above, for each theme, allow relevant skills progression across the Key Stage and ensure coverage of the Key Stage 2 content.