

Year 3 Medium Term Plan

Key Learning in Geography

Autumn: Where on Earth are we?

1. To understand that our flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.
2. To demonstrate the relationship between maps and globes and explore the idea of addresses
3. To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic, and the North and South Poles
4. To learn about longitude, and about the Earth's daily rotation and its effects
5. To introduce the International Date Line and time around the world, and to start inventing the Big Finish World Game
6. To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface

Cross curricular links:

English: writing text for a picture book or to recount as a story without words (Lesson 2); writing game rules (Lesson 6); listening to how John Harrison solved the problem of longitude (Lesson 6)

Maths: learning about scale (Lesson 2), direction and compass points (Lessons 1–6); learning about properties of a sphere (Lessons 1–4); time and the 24-hour clock (Lessons 3, 4); angles (Lesson 2)

Science: seeing the Earth from space (Lessons 2–4)

Art & design: making a papier-mâché globe (for Lesson 2); an invented game (Lesson 6)

Computing: writing a new game (Lesson 6)

Design & technology: making a papier-mâché globe (for Lesson 2); inventing a game (Lesson 6).

Geography skill

Potential education visits

Key Learning in Geography

Spring: Is climate cool?

1. To recap weather and start to learn about climate, climate zones and biomes.
2. To find out about the polar climate zone, and to learn about the tundra biome
3. To find out about the hottest, driest places on Earth and the tropical desert climate zone
4. To find out about the hottest, wettest places on Earth, and to learn the term tropical rainforest biome
5. To learn about the temperate climate zone and the deciduous forest biome, and to consider climate change and preventative measures that might be taken in the UK.
6. To produce a report based on researching a specified animal adapted to life in its biome, and to use appropriate geographical vocabulary learned during the course of the topic.

Cross curricular links:

English: reading factual information (Lesson 2); recording factual information in writing (Lessons 1, 2, 4), on a diagram (Lesson 2); writing a case study (Lesson 4), a script (Lesson 6); discussing ideas and information (Lessons 1–5); practising presentation skills (Lesson 6); speaking in an interview (Lesson 6)

Maths: learning about temperature (Lessons 1–5); measuring in millimetres (Lesson 4)

Science: researching plant and animal habitats (Lessons 1–4, 6); learning about temperature (Lessons 1–5), plant and animal life (Lessons 2, 3, 5, 6)

Art & design: creating a wall collage of visual material (Lesson 5), an informational poster (Lesson 6)

Computing: writing a PowerPoint presentation (Lesson 6).

Geography skill

Potential education visits

Key Learning in Geography

Summer: Do you like to be beside the seaside?

1. To discover how much the children know about, and have experienced, the seaside, and to locate coastal places in the UK on a map
2. To introduce a region of the UK, and discover how varied its coastline is.
3. To use geographical vocabulary to describe, compare and contrast natural features found at the coast.
4. To introduce economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features
5. To carry out research and prepare a presentation for 'The Big Finish' in Lesson 6, meeting the given criteria
6. To extend the children's knowledge and understanding beyond their local area to include a range of places in the United Kingdom

Cross curricular links:

English: using descriptive language (Lessons 1, 5); using persuasive writing (Lessons 1, 3, 5)

Science: learning about beach, cliff and sea habitats (Lesson 1, 3, 4)

Art & Design: designing and creating posters and presentations to promote a coastal location (Lessons 5, 6)

Computing: using Google Earth to explore the world (Lessons 1, 2, 3, 4, 5)

Music: singing a song about the seaside (Lessons 1, 6)

Geography skill

The children will use maps including OS 1:50!000, atlases, Google Earth as appropriate to the task, making their own decisions about which to choose.

Potential education visits

Key vocabulary

Antarctic Circle: imaginary line/circle about 66.5° south of the Equator

Arctic Circle: imaginary line/circle about 66.5° north of the Equator

Compass points: the four main directions on a magnetic compass and some of the divisions inbetween: N, NE, E, SE, S, SW, W, NW

Day: time from sunrise to sunset each day, in relation to the Earth's rotation on its axis

Equator: imaginary line/circle of latitude around the Earth, midway between North and South Poles, dividing the Earth into Northern and Southern Hemispheres. The Equator lies at 0° latitude: the midday Sun is always high in the sky. Because the sun is never far from being overhead, the sun's rays are very concentrated and so temperatures are high

Global Positioning Systems (GPS): internationally used way of pinpointing an exact location on the Earth's surface using space-based satellite technology

International Date Line (IDL): a line of latitude. It is an imaginary north-to-south line/circle running through the Pacific Ocean, approximately along the

180° meridian from avoiding land

Lines of latitude: imaginary parallel lines/circles, horizontal to the Equator, that never meet, and get smaller towards the Poles

Lines of longitude: imaginary north-to-south lines/ circles, meeting at the North and South Poles to make segments. They are all the same length and go from pole to pole

Night: time from sunset to sunrise each day, in relation to the Earth's rotation on its axis

Northern Hemisphere: half of the Earth north of the Equator

North Pole: point where the northern end of the Earth's axis of rotation meets the Earth's surface

Ordnance Survey (OS) grid references: the UK is covered by a grid of maps that are given letters. A grid system of numbers are used to locate places

on each map

Prime Meridian (Greenwich Meridian, PM):

imaginary line/circle passing through the Royal Observatory at Greenwich, London, marking 0° longitude

Southern Hemisphere: half of the Earth south of the Equator

South Pole: point where the southern end of the Earth's axis of rotation meets the Earth's surface

Time zone: area between lines of longitude following a standard time.

ASSESSMENT

All children can:

Use world maps and globes

Describe the relationship between globes and world maps

Locate the Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn, North and South Poles and Arctic and Antarctic Circles on world maps and globes

Correctly use some of the key vocabulary.

Most children can:

Explain the relationship between globes and maps

Describe longitude and latitude

Locate the Prime/Greenwich Meridian on a globe and world map

Describe day and night in relation to the Earth's rotation on its own axis Correctly use most of the key vocabulary.

Some children can:

Understand the significance of longitude and latitude for defining location

Locate the International Date Line on a globe

Understand day and night

Describe and explain time zones

Key vocabulary

Biome: geographical area defined by its climate, plant and animal life and the activities of the people who live there

Climate: weather patterns in a place over a long period, such as seasonal rainfall, sunshine and temperatures

Desert: area with very little rain, extreme heat and/or cold, where few forms of life can survive

Drought: period with very little or no rain

Environment: conditions to which a plant, animal or person is adapted

Fauna: animals native to an area, such as birds, reptiles and insects

Flora: plants native to an area, such as trees, climbers, flowers and grasses

Grassland: large area covered with grasses

Rainfall: measured level of water that has fallen as rain, snow, sleet or hail in a given period

Temperature: measured level of heat or cold in the air

Tropical: to do with the region on either side of the Equator, between the Tropics of Cancer and Capricorn

Tundra: land where the soil beneath the surface is frozen all year and trees cannot survive the low temperatures and short growing season

Vegetation belt: area where similar types of plantlife grow, adapted to the conditions there

Weather: conditions in the atmosphere on a particular day, such as temperature, windiness, rainfall, hours of sunshine or cloud cover.

ASSESSMENT

All children can:

Indicate the tropical and polar climate zones on a globe or map

Describe the characteristics of these zones using appropriate vocabulary Say what a biome is.

Most children can:

Indicate the tropical, temperate and polar climate zones on a globe or map

Describe the characteristics of these zones

Describe and compare some biomes using appropriate vocabulary.

Some children can:

Locate most climate zones on a map or globe

Describe the characteristics of most zones introduced during the course of the unit

Explain why there is a relationship between climate and biome using appropriate vocabulary.

Key vocabulary

Bay: an indentation of a shoreline. Usually of softer rock

Beach: a landform by the sea. usually sand and/or rock

Cliff: a vertical or near vertical rock feature, usually on the coast

Coast: the region where land meets sea

Coral: marine invertebrates that typically live in compact colonies in the sea

Dock: A structure for handling boats, ships and their cargo.

Dune: A hill or ridge made from sand built by the wind.

Erosion: A process where the surface of the earth is worn away, e.g. wind, rain, waves etc.

Estuary: where the mouth of the river broadens as it meets the sea.

Harbour: A sheltered port where boats can dock.

Headland: Promontory of land jutting into the sea. Usually of harder rock.

Pier: A structure built on posts that extends out to sea.

Port: A place where ships load or unload.

Promenade: A public walk by the seaside.

Quay: A solid structure built parallel to the shoreline where boats can dock.

Rockpool: An area by the shoreline that is filled with seawater at high tide, and exists as a separate pool at low tide.

Saltmarsh: A coastal wetland that flooded by salt water at high tide and drained at low tide.

Sand: Five particles of rocks and stones.

Tide: The periodic rise and fall of the sea caused by the movement of the moon and sun.

Tourism: A worldwide industry based on travel for leisure, pleasure, business and other reasons that provides information, amenities, attractions and accommodation etc.

ASSESSMENT

All children can:

Locate and describe a coastal environment in the UK

Use appropriate geographical vocabulary to describe significant human and physical coastal features

Talk about how coasts change

Identify human coastal activities.

Most children can:

Locate and describe several coastal environments in the UK and in other continents

Describe and explain how coasts change.

Identify and explain some advantages and disadvantages of living by the coast.

Some children can:

Locate, describe and compare several coastal environments in the UK and elsewhere.

Describe how and explain why coasts change.

Identify some coastal hazards and how we respond to them.