GEOGRAPHY Year 3	
Mapping and scale	• Use eight compass points to follow or give directions. • Use an atlas to locate places and find out about features of places e.g. rainforests, mountains. • Use large scale OS maps to build knowledge of UK. • Use letter or number coordinates to locate features on a map. • Use standard symbols and a key. • Follow a longer route on a small-scale map with increasing accuracy.
Fieldwork	• Use fieldwork to observe and record the human and physical features in the local area using sketch maps and digital technologies (identify them on digimaps and highlight on there). • Suggest geographical questions before deciding on a whole-class enquiry, that they help to plan, to include a comparison of different places within their study • Data is collected individually using a method chosen by the teacher. • Formally present their findings with some consideration to what they would do differently next time. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Human and Physical features including settlements	• Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK (Nottingham) and compare with locality. • Understand the geographical similarities and differences through the study of human and physical geography of a region of N.America (Tongass forest) and compare with region of UK (Sherwood forest). • Describe and understand key aspects of physical geography including: rivers (River Po, Tiber), mountains (The Alps), Tectonic plate movements - volcanoes (Mount, Etna, Stromboli and Vesuvius) and earthquakes. • Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, including how this has changed over time
Location and place	• Identify the position of the continents and the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle. (Look at how equator splits earth into northern and southern hemispheres and that Arctic and Antarctic circles are in the polar zones). • Name and locate counties and cities of the United Kingdom, (focus on Nottingham and the East Midlands) identifying human and physical characteristics, key topographical features and land use patterns and how these have changed over time (Look at Sherwood forest and how it has changed overtime). • Locate the world's countries, using maps to focus on Europe (where the Romans invaded – Austria, France, Greece, Germany, Italy, Spain, Switzerland) - concentrating on their environmental regions (desert, rainforest, temperate regions) and key physical and human characteristics (mountains, rivers, rainforests, key landmarks).

Geographical terms related to topic (Key vocabulary)	climate zones (tropical/temperate/polar) biomes (tundra/shrubland/rainforest/grassland/desert/temperatre/savanna) and vegetation belts types of settlement (rural/hamlet/dispersed/scattered/nucleated) mountains (convergent boundary, fold mountains) water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation) volcanoes and earthquakes (Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct, divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity) rivers (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion) land use (housing, recreation, educational, transport, roads, leisure, commercial) economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase) the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)
Greater Depth:	• CT 2 & C3- Pupils are able to discuss different geographical viewpoints and are **starting to understand bias and previously held assumptions** when they form their own view point. This uses supplied information/**personal research** and geographical questioning formats • CT 4 & C2 - Children are able to make connections using variation theories – Continuing to use what is is/what it is not, and are **beginning to use examples and non-examples in partner discussion times, starting to develop justifications.** They are starting to independently create geographical questions to pursue including fieldwork aspects • CT 4, 5 & C2 - Children are **making** connections between geographical items studied so far and can articulate these links • CT 5 - Children are starting **to use a range of evidence** to critically reflect on research/ given information. They are starting to **collaborate with peers** to formulate next steps/ **break down tasks into parts** • CO 2 - Pupils are **independently (in pairs) using internalised modelled peer tutoring methods** (pupil reciprocal teaching) • CO 3 - Pupils are further developing the ability to critique themselves as a geographical learner, **in pairs or small groups** • CO 6 - **Children feedback** their geographical learning and understanding (following a teacher model) **in a variety** of group roles within a 'jigsaw classroom' format • C1 & C2– Create geographical questions to pursue **and start to develop peer lines of enquiry. Able to discuss different ways to investigate these items** • **CT1 – Children starting to develop their ability to summarise their learning in a succinct way (mapped thought process)** • **C6 – Children are starting to connect learning linking to wider global issues (equitable, sustainable and inclusion topics) and are starting to creatively apply in learning**

Defined End Point
- Develop knowledge of understanding of the UK and the wider world to include Europe, North and South America by examining the location and characteristics of a range of the world's most significant human and physical features