




Year 3 Geography Long Term Plan 2023-2024

*Learning about the Earth's land, water, air and living things.*

| Term                          | Autumn 1<br>( weeks, days)  | Autumn 2<br>( weeks) | Spring 1<br>( weeks)  | Spring 2<br>( weeks, days) | Summer 1<br>( weeks)  | Summer 2<br>( weeks, days) |
|-------------------------------|---|----------------------|---|----------------------------|---|----------------------------|
| Topic                         | <br><b>Lithic-Have humans changed?</b> |                      | <br><b>Canopy-Can we save the Earth?</b>  |                            | <br><b>Vindolanda-Was the Roman Empire bad?</b>  |                            |
| Focus                         | History-Stone Age to Iron Age<br>Geography-Settlement   |                      | Geography-Rainforests and climate emergency<br>Biomes and human impact on the environment   |                            | History-Roman Britain<br>Maps of Europe and Britain, how have they changed  |                            |
| Essential Question            | What was here before Wicklewood existed?<br>Wiklewood archaeology and Roman temple                                      |                      |   |                            | What language do you speak?<br>What is migration?   |                            |
| Diversity Links               | Examine Stone Age-Iron Age peoples across the globe and their differing experiences                                     |                      | Native populations' experiences in the rainforest   |                            | 2013 skeleton discovery from R. Colne<br>Dr. Ivan Gladstone Van Sertima<br>Abbot Hadrian & community at Banburgh and Ely  |                            |
| Trips /visitors               | Norwich Castle-Mysteries of the Stone Age   |                      | Banham Zoo  |                            | Colchester Castle   |                            |
| Geography National Curriculum |   |                      | <b>Human and Physical Geography</b><br>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.<br>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |                            | <b>Locational Knowledge</b><br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br><b>Geographical skills and fieldwork</b><br>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well |                            |

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|                           |   | <p><b>Place Knowledge</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Geographical skills and fieldwork</b><br/>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at key stage 1.</p> | <p>as the countries, continents and oceans studied at this key stage.<br/>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Locational Knowledge</b><br/>Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> |             |               |              |
| <b>Skills</b>             | <ul style="list-style-type: none"> <li>● Use large scale OS maps.</li> <li>● Begin to use map sites on the internet.</li> <li>● Begin to use junior atlases.</li> <li>● Begin to identify features on aerial/oblique photographs</li> <br/> <li>● Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> <li>● Use 4 compass points to follow/give directions:</li> <li>● Locate places on larger scale maps e.g. map of Europe.</li> <li>● Use letter/no. co-ordinates to locate features on a map.</li> <li>● Try to make a map of a short route experienced, with features in correct order</li> <li>● Try to make a simple scale drawing</li> <li>● Know why a key is needed</li> <br/> <li>● Use standard symbols.</li> <br/> <li>● Begin to identify points on maps A, B and C.</li> </ul> |   |   |             |               |              |
| <b>Skill Progression;</b> |   |   |   |             |               |              |
| Direction/Location        | Drawing maps  | Representation  | Using maps  | Perspective | Map knowledge | Style of map |

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| <ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul> | <ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order;</li> <li>Try to make a simple scale drawing.</li> </ul> | <ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul> | <ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe.</li> <li>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul> | <ul style="list-style-type: none"> <li>Begin to draw a sketch map from a high view point.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to identify points on maps A, B and C.</li> </ul> | <ul style="list-style-type: none"> <li>Use large scale OS maps.</li> <li>Begin to use map sites on the internet.</li> <li>Begin to use junior atlases.</li> <li>Begin to identify features on aerial/oblique photographs.2</li> </ul> |
| Scale/Distance  |  |  |  |  |  |   |
| <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>                         |  |  |  |  |  |   |

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| <b>YEAR 3</b><br><b>Technical Vocabulary</b> | LITHIC  | CANOPY  | VINDOLANDA  |
|  | <b>British Isles</b><br><b>Stone Age sites</b><br><b>co-ordinates</b><br><b>conservation</b><br><b>North</b><br><b>South</b><br><b>East</b><br><b>West</b><br><b>compass</b><br><b>rural</b><br><b>urban</b><br><b>Countries</b><br><b>cities</b> | <b>topical features</b><br><b>land-use patterns</b><br><i>North America</i><br><i>South America</i><br><b>maps</b><br><b>aerial</b><br><b>climate zones</b><br><b>trade links</b><br><b>natural resources</b><br><i>Continent</i><br><i>Country</i><br><i>biome</i><br><i>canopy</i><br><i>rainforest</i> | <b>settlements</b><br><b>maps</b><br><b>atlas</b><br><b>latitude</b><br><b>longitude</b><br><b>population</b><br><b>standard symbols</b><br><b>United Kingdom</b><br><b>Britain</b><br><b>migration</b> |