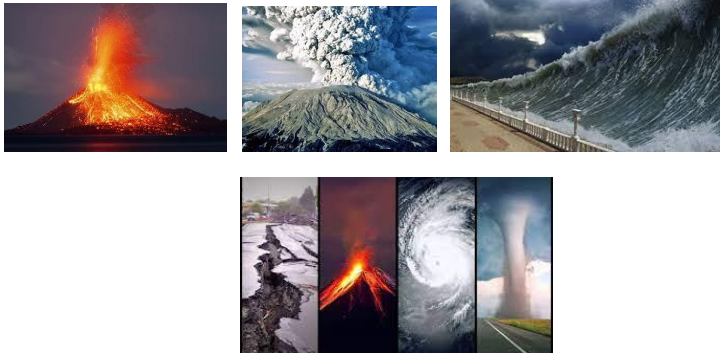


	Year:	Year 3/4	Unit:	What on Earth? What makes the Earth Angry?
	What will I learn? National Curriculum – Geography Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.			

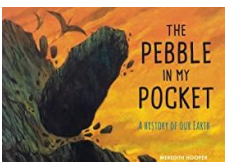
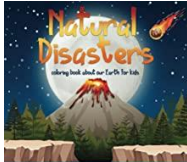
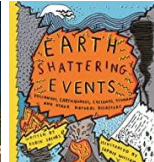
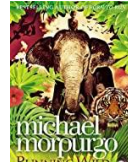
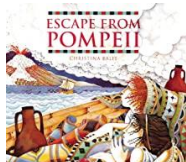
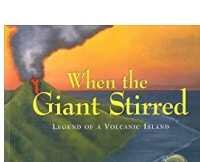
Key Vocabulary		What should I already know?	
Locational Features		Name and locate the world's seven continents and five oceans	
Latitude	The measurement of distance north or south of the equator.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	
Longitude	The measurement east or west of the prime meridian.	The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
Prime Meridian	The line of 0° longitude.	Sticky Learning Sticky Knowledge about Natural Disasters	
Equator	An imaginary line around the middle of the Earth.	Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up in the mountain, and it eventually explodes.	
Northern Hemisphere	Is the half of the Earth that is North of the Equator.	Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake.	
Southern Hemisphere	Is the half of the Earth that is South of the Equator.	A tsunami is a series of large waves generated by an abrupt movement on the ocean floor that can result from an earthquake, an underwater landslide, a volcanic eruption or - very rarely - a large meteorite strike.	
Tropic of Cancer	The parallel of latitude that is approximately 23.5 degrees north of the equator.	A hurricane is a large rotating storm with high speed winds that forms over warm waters in tropical areas.	
Tropic of Capricorn	The parallel of latitude that is approximately 23.5 degrees south of the equator.	Flooding occurs when a river bursts its banks and overflows onto the surrounding land.	
Physical Features			
Eruption	An explosion of steam or lava from a volcano.		
Aftershock	A shaking event that follows an earthquake. Sometimes more damaging than the original earthquake.		
Tsunami	A long, high wave usually caused by an earthquake in the ocean.		
Magma	Hot fluid or semi-fluid material below or within the Earth's crust from which lava is formed.		
Lava	Hot, molten or semi-fluid rock erupted from a volcano, or solid rock resulting from cooling of this.		
Dormant	A dormant volcano is an active volcano that has not erupted in the past 10,000 years.		
Fault	Fractures in Earth's crust where rocks on either side of the crack have slid past each other.		
Magnitude	If you talk about the magnitude of something, you are talking about its great size		
Landslide	A collapse of a mass of earth or rock from a mountain or cliff		
Tectonic plates	The Earth's outer shell is made up of huge slabs of moving rock called tectonic plates.		
Saturated	Holding as much water or moisture as can be absorbed; thoroughly soaked.		

**** For teachers planning**

Geography Key Learning Indicators of Performance
End of Year Expectations

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 4	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	- Use geographical language to identify and explain some aspects of human and physical features and patterns. - Describe how features and places change and the links between people and environments.	- Ask and respond to more searching geographical questions including 'how?' and 'why?' - Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Observe, record, and explain physical and human features of the environment.	- Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. - Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	- Express their opinions on environmental issues and recognise that other people may think differently. - Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
Year 3 WEEK ONE WEEK TWO WEEK THREE WEEK FOUR WEEK FIVE WEEK SIX	Name and locate a wider range of places in their locality, the UK and wider world.	- Use geographical language to describe some aspects of human and physical features and patterns. - Make observations about places and features that change over time.	- Ask and answer more searching geographical questions when investigating different places and environments. - Identify similarities, differences and patterns when comparing places and features.	Observe, record, and name geographical features in their local environments.	- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. - Use the eight compass points and recognise some Ordnance Survey symbols on maps.	- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. - Communicate geographical information through a range of methods including the use of ICT.

Word Aware Vocabulary to be taught directly		
May cross over depending on year group and previous experiences		
Tier 1	Tier 2	Tier 3

Recommended Reads					
					



The national curriculum for **geography aims** to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Learning in Geography: Years 3 and 4



Locational knowledge		Place knowledge		Human and Physical Geography	
▪ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America.		▪ Describe and understand key aspects of: – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. – 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.	
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances ▪ Relate measurement on large scale maps to measurements outside.	▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. WEEK ONE WEEK TWO WEEK THREE WEEK FOUR WEEK FIVE WEEK SIX	▪ Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences.	▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. a proposed local wind farm.	▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites.	

