



# Curriculum Coherence – Year 3 Geography

Term 1

Human and Physical- Stone Age  
Locational Knowledge - Around the World

## Prior Learning/Starting Points from History:

### PUPILS will know

What a settlement is.  
Important features of a settlement site and reasons settlers have chosen that site  
Similarities and differences between land use and different places.

### will be able to

List reasons why a settlement site may not be suitable.  
Sort settlers' needs by importance.  
Use a key to identify transport links on a map.  
Use a map/atlas to find a route between two places.  
Describe directions of travel using compass directions.  
Create a map of a settlement  
Draw a key to accompany a map

### will understand

What a settlement is  
Why settlements are chosen  
What makes a good settlement and why a settlement may be unsuitable  
Keys of a map  
How to plan a route on a map  
Understand and identify different types of land use, using maps (including digital maps)

## INTENT

### KNOWLEDGE

Chn will be able to locate the equator, Northern Hemisphere and Southern Hemisphere on a globe/map.  
Chn will be able to name some countries on the equator.  
Chn will be able to identify lines of latitude and longitude on a map.  
Chn will be able to find the North Pole, South Pole, Arctic Circle and Antarctic Circle on a globe or map.  
Chn will be able to compare daylight hours in the UK and polar regions.  
Chn will be able to identify the location of the Tropics of Cancer and Capricorn, discuss the climate compare them to the UK.  
Chn will be able to identify the location of the Prime Meridian and tell you more about one country on the Prime Meridian.  
Chn will be able to tell you why day and night occur, why we have time zones and find the local time in another country/city.

## IMPLEMENTATION

### ACTIVITIES

Chn will use maps and atlases to locate counties/cities within England; identifying neighbouring counties.  
Using maps, chn will locate where Stone Age, Bronze Age, Ice Age and Iron Age settlements began.  
  
Describe the position of the UK on a globe, using geographical language.  
Identify the equator, northern hemisphere and southern hemisphere. Research a country from each.  
Investigate, using atlases and globes, 'latitude' and 'longitude'.  
Use coordinates to locate areas on a map (beginning with local area/school, progressing onto other areas).  
Identify the two 'poles' (North/South). Research what makes Antarctica unique?  
Compare daylight hours of different countries.  
Identify the 'tropics' on a map and then research the weather. Compare this with the UK. Create a weather forecast for one of the topics.  
Identify and research the prime meridian. Which countries does the prime meridian pass through?  
Day/Night – identify countries almost exactly on the other side of the world (e.g. UK/New Zealand).  
Universal Time Zone – Compare times of different countries.

## IMPACT

### OUTCOMES

#### PUPILS will know

The position and significance of the Equator, Northern Hemisphere and Southern Hemisphere by researching countries in different hemispheres.  
The position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.

#### will be able to

Identify the position and significance of the Equator, Northern Hemisphere, and Southern Hemisphere by researching countries in different hemispheres.  
Identify lines of latitude and longitude  
To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.  
Describe the key features of the polar regions and compare them to the UK.  
Compare the climate of the tropics with the UK climate.  
Explain the position and significance of the Prime Meridian.  
Explain the position and significance of time zones.

#### will understand

The position and significance of latitude and longitude in the context of using latitude and longitude to read maps.  
The position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.  
The position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line.

		<p>The position and significance of time zones (including day and night) by comparing times in different countries.</p>
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**VOCABULARY**  
 North, South, Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, coordinates, polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, climate, Prime Meridian and Greenwich Mean Time

**READING OPPORTUNITIES**





Can you add the book – Phileas Foggs journey please?



**NEXT STEPS IN LEARNING:**

**Key Stage 2:**  
 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**Key Stage 3:**  
 Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding

**SKILLS**  
 To use maps, atlases and globes to locate the equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole and the Tropics.  
 To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.  
 Use longitude and latitude to find places on maps, atlases and globes.  
 Compare time zones of different countries.

**Key Question:**  
 Which countries does the prime meridian pass through?  
 Can you investigate ‘latitude’ and ‘longitude’?

**LINKS**  
 English – Around the World in 80 Days, If the World were a Village and Big Rain Coming. (Any story from other countries and cultures will support this unit).  
 Maths – directional language.

Forest School – comparing habitats to that of ones found in the Tropics  
Computing – Google Maps, online research, preparing presentations, etc.

**Challenge:** Pick two different places and research similarities and differences

**Simplification:** Pre-teach, visuals, map of the world to refer to

**AFL:** Daily vocabulary recall and discuss, using actions and visuals

**SMSC:** SPIRITUAL -Geography is about studying people, where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live in a settlement, or as a victim of an earthquake or other natural disaster, to living on tropical islands. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about.

**Values:** Gratitude, unity, pride, curiosity

**Preparation of Adulthood:** Place knowledge and terminology.