Year 3 Geography	Curriculum Driving Concepts		
	Land formation and features, Settlements and Land use, Population and Migration, Weather and Climate, Human Impact		
	Autumn	**Spring**	**Summer**
Unit of work Driving Question	How does my food travel from farm to fork?	How do people adapt to life in an earthquake zone?	Why do volcanoes occur?
Values	**Friendship and Love** What difference does Fairtrade make to the lives of others?	**Respect and responsibility** How do people come together to rebuild after a natural disaster?	**Perseverance and Hope** How did the people of Pompeii persevere to overcome the tragedy?
Link to NC programme of study	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.	Study of North America: 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Describe and understand key aspects of physical geography, including volcanoes.
What we need to know	Fieldwork can be conducted by supermarket visits Buying and selling things is called trade. Items are imported and exported. Food is grown in Worcestershire.	There are 23 countries in North America and 9 dependencies. Tectonic plates are pieces of the Earth's crust and uppermost mantle. Earthquakes happen on fault lines when tectonic plates move. Earthquakes are measured on the Richter scale	Volcanoes are located on fault lines. Volcanoes are classed as active, dormant or extinct. Volcanoes key features are magma chamber, main vent, secondary vent, and crater.

	Food is imported as it does not grow locally or within season. Fair trade ensures trade around the world is done fairly Some foods such as cocoa and coffee travel a long way to our plates.	Humans have adapted to living in earthquake zones by doing things such as reinforcing their buildings. Alaska has suffered as a result of earthquakes and has adapted life accordingly	Volcanoes provide fertile soil The Pompeii volcano devastated the city.
Cross curricular opportunities	Maths: data collection	Maths: data collection	
Links to prior knowledge (footprints)	Knowledge of our local area Continents around the world	Continents across the world	Knowledge of tectonic plates
Vocabulary	Continents, Fair Trade, Trade, produce, farming, export	Tectonic plates, earthquake, magnitude, epicentre, Richter scale, seismometer, after shock, tremors, fault lines and seismic.	Volcano, crust, mantle, vent, tectonic plates, lava, volcanic ash, magma chamber, dormant, active
Excellence **Enjoyment** **Everyone** **Everything**	**Excellence**-Recognise the importance that farmers bring to our local area **Enjoyment**- Enjoy creating surveys to speak to the local community **Everyone**-Everyone should understand where food comes from and respect the food choices of others **Everything**-Know the journey that our food takes around the world	**Excellence**-Recognise the excellence of engineers who design earthquake-proof houses **Enjoyment**-Enjoy rein acting an earthquake and recognise how we can prevent them **Everyone**-Everyone deserves to live safely and should be supported through humanitarian support following an earthquake **Everything**-Know that earthquakes occur on tectonic plates	**Enjoyment**-Enjoy exploring images and videos of volcanoes across the world **Everyone**-Everyone should be able to choose where they live **Everything**-Know that volcanoes occur on tectonic plates and impact the lives of many people
Disciplinary Knowledge	**Graphicacy skills:** • Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied. • Create a simple sketch map e.g. of a short route followed, with symbols and a key. • Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity). • Know that fourfigure grid references can be used to identify locations and begin to use them.	**Graphicacy skills:** • Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied. • Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC). • Begin to understand the purpose/ reliability of different image types.	**Graphicacy skills:** • Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied. • Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC). • Begin to understand the purpose/ reliability of different image types.

	• Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road). • Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC). • On digital maps, begin to identify scale and annotate with text and labels. Use bar charts and more complex tables (from Maths NC). • Begin to understand the purpose/ reliability of different image types. **Fieldwork enquiry and practical skills:** • Engage in guided enquiries and begin to suggest own questions for enquiry. • Begin to evaluate own observations and compare them with others. • Understand the eight compass points and begin to use them to follow routes. • Apply ageappropriate maths knowledge to understanding of geography (e.g length, distance, volume, angles, area and scales). • Secure use of left/right from any perspective (e.g. with an upsidedown map) and use compasses and eight compass points to follow and describe routes.	**Fieldwork enquiry and practical skills:** • Engage in guided enquiries and begin to suggest own questions for enquiry.	**Fieldwork enquiry and practical skills:** • Engage in guided enquiries and begin to suggest own questions for enquiry.