

# Ashwell Primary School

## Geography Curriculum

### Year 3 Knowledge Organiser



**Year 3- Geographical mapping and fieldwork skills to be developed during year 3**  
**Opportunities will be found throughout the year to develop children's mapping and fieldwork skills in geography or other subject areas.**

<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li>▪ Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos.</li> <li>▪ Express their opinion and recognise that others may think differently.</li> </ul>
<b>National Curriculum statements</b> <b>Geographical skills and fieldwork-Mapping skills</b> <ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>▪ Use the eight points of a compass and six-figure references to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of maps, atlases and globes to locate places being studied and find information</li> <li>▪ Make maps of short routes</li> <li>▪ Use the language of position and direction (e.g. compass, north, south, east &amp; west).</li> <li>▪ Recognise and use standard symbols to produce a key</li> <li>▪ Use letter/number coordinates to locate features on maps</li> </ul>
<b>Geographical skills and fieldwork-Fieldwork Skills</b> <ul style="list-style-type: none"> <li>▪ Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>	<p>Use a range of standard fieldwork techniques for collecting, analysing and presenting information, including:</p> <ul style="list-style-type: none"> <li>▪ making models, annotated drawings and field sketches to record observations</li> <li>▪ drawing freehand maps of routes</li> <li>▪ relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li> <li>▪ recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</li> <li>▪ making digital photos and annotating them with labels or captions</li> <li>▪ making digital audio recordings for a specific purpose</li> <li>▪ collecting, analysing and presenting quantitative data in charts and graphs</li> <li>▪ designing and using a questionnaire to collect quantitative fieldwork data</li> <li>▪ designing and conducting interviews</li> <li>▪ using simple sampling techniques appropriately</li> <li>▪ using a simplified Likert Scale to record their judgements of environmental quality</li> <li>▪ developing a simple method of recording their feelings about a place or site</li> </ul>
<b>Curriculum Enrichment / Cultural Capital Opportunities</b>	
<b>Prior knowledge / skills this builds on: Year 2- Mapping skills</b> <ul style="list-style-type: none"> <li>▪ Use maps, atlases, aerial photographs and globes to locate and describe places-including recognising some symbols.</li> <li>▪ Draw maps using agreed symbols</li> <li>▪ identify and understand the four points of a compass</li> </ul>	<b>What comes next: Year 4 – Mapping skills</b> <ul style="list-style-type: none"> <li>▪ Use a range of atlases, maps including thematic maps and globes to identify places and find information.</li> <li>▪ Make maps of short routes and places with features in the correct order or place.</li> <li>▪ Understand why a key is needed and begin to recognise symbols on OS maps.</li> </ul>

- Use simple compass points (N, S, E, W) and directional language (near, far) to describe the locations of features and routes on a map.
- Follow directions using compass points.
- Look down on objects and make a plan e.g. of the classroom or playground.

**Key stage 1- Fieldwork skills**

Use a range of simple fieldwork techniques for collecting, analysing and presenting information, including

- using small world play, model making, or the classroom role-play area to represent a visited place
- adding details to a teacher-prepared drawing
- making annotated drawings to show variations
- drawing a freehand map
- relating a large-scale plan to the environment, identifying known features
- marking information on a large-scale plan
- using colour or symbols to record observations
- using a simple compass and cardinal compass directions (north, south, west, east)
- taking digital photos
- making digital audio recordings when interviewing someone about their job
- collecting quantitative data
- using a questionnaire
- collecting and sorting natural objects
- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features

- Begin to use 4 figure grid references to locate features on maps.
- Draw places to scale.
- Draw simple sketch maps
- Begin to use 8 point compass points

**Lower Key stage 2- Fieldwork skills**

Continue to develop fieldwork skills from Lower key stage 2

**Year 3 – Geography linked to Ancient Egypt**

**Core Knowledge / skills to be acquired:**

- Name and locate the world’s seven continents and five oceans (revision from KS1)
- Name and locate countries/seas bordering Egypt
- Name and locate the key human and physical features of Egypt e.g. course of the river Nile, deserts, Aswan dam, Mount Sinai
- Identify the Equator and Tropics and relate to climate Egypt
- Look at land use e.g. settlements and farming along the fertile banks of the river Nile.

**Key Vocabulary**

Continents-Europe, Asia, Africa, North America, South America, Australasia  
 River Nile  
 settlement  
 land use  
 natural resources

**Curriculum Enrichment / Cultural Capital Opportunities**

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## Year 3 – Extreme Earth

### Core Knowledge / skills to be acquired:

- Understand the term ‘extreme’ and give geographical examples.
- Identify and describe the layers of the Earth.
- Describe where most volcanoes are located and relate to the structure of the Earth.
- Map the location of volcanoes around the world.
- Investigating how volcanoes are formed and the basic science of eruptions.
- Describe the impact of volcanic eruptions.
- Understand why some people may choose to live near a volcano.
- Map major earthquake zones and link these to volcano locations.
- Explore the impact, causes and effects that earthquakes can have.
- Locate major climate zones on a world map and describe them.
- Compare similarities and differences between different climate zones.
- Relate to the position of the Equator, Tropics, Arctic and Antarctic Circles.
- Look at the impact of human activity on climate zones.
- Understand the difference between weather and climate
- Investigate and record different weather conditions through observation and using standard measurement devices (fieldwork opportunity)

### Key Vocabulary:

extreme  
 Earth  
 crust  
 mantle  
 core  
 volcano  
 earthquake  
 Ring of Fire  
 Equator  
 Tropics of Cancer/Capricorn  
 Arctic and Antarctic circles  
 Climate zones- temperate, polar, arid or desert, tropical  
 natural resources- minerals/food  
 economic activity

### Curriculum Enrichment / Cultural Capital Opportunities

## Year 3 – Where does our food come from?

### Core Knowledge / skills to be acquired:

- Locate countries where some food originates.
- Understand how climate can have an impact on the types of food that can be grown
- Understand how food is transported and what food miles are.
- Find out about the life cycle of some food from field to plate and the processes involved.
- Begin to discuss the environmental impact of this.

### Key Vocabulary

economic activity / trade / food miles  
 Equator  
 Tropics of Cancer/Capricorn  
 Arctic and Antarctic circles  
 Climate zones- temperate, polar, arid or desert, tropical  
 natural resources- food/water

### Curriculum Enrichment / Cultural Capital Opportunities

#### Prior knowledge / skills this builds on: Year 2

##### Locational knowledge

- Name and locate the world’s seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

##### Place knowledge

- Understanding geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non- European country.

##### Human and physical geography

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to describe human and physical features.

#### What comes next: Year 4

##### Locational knowledge

- Locate a range of the world’s countries and begin to describe some characteristics.
- Identifying the position and significance of Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles in relation to rainforests.
- Name and locate countries and cities of the United Kingdom. Identify human and physical characteristics of the United Kingdom. Describe settlements land use and how this has changed over time.

##### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

##### Human and physical geography

- Rainforests- identify and describe key aspects of human and physical geography linked to biomes, trade links, land use and the distribution of natural resources.