

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.

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

- 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, Antarctica, 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.