

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. 	Mapping skills for Year 3 <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). ▪ Begin to use keys on maps to locate human and physical features. ▪ Recognise and use some OS symbols ▪ Use standard symbols to produce a key on their own maps ▪ Begin to locate features using the 8 points of a compass. ▪ Follow a simple route on a map
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. 	<ul style="list-style-type: none"> ▪ Plan how to answer an enquiry-based question, with the support of the teacher. ▪ Observe, record and name geographical features in the local environment. ▪ Use simple sampling techniques appropriately. ▪ Take digital photographs and annotate with captions or labels. ▪ Make digital audio recordings for a specific purpose. ▪ Begin to design questionnaire/interviews ▪ Make annotated sketches, drawings and freehand maps. ▪ Begin to use simplified Likert Scales to record judgements of environmental quality ▪ Collect quantitative data in charts and graphs. ▪ Present data using plans, sketch maps, annotated drawings, graphs, writing and digital technologies to communicate geographical information. ▪ Find answers to geographical questions through data collection. ▪ ▪ relating a large-scale plan of the local area or fieldwork site, 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 ▪ collecting, analysing and presenting quantitative data in charts and graphs
Curriculum Enrichment / Cultural Capital Opportunities	
Prior knowledge / skills this builds on: Year 2- Mapping skills	What comes next: Year 4 – Mapping skills

- Use maps, atlases, aerial photos and globes to locate and describe places.
- Recognise some OS symbols in a map.
- Draw maps using agreed symbols to make a simple key.
- Begin to draw objects to scale e.g. show that the muga is smaller than the school meadow.
- Use an aerial photo to draw a simple sketch map and use symbols to represent human and physical features.
- Identify and understand the four points of a compass.
- 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.

Key stage 1 - Fieldwork skills

- 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.
- 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.

Key Vocabulary:

extreme
 Earth
 crust
 mantle
 core
 volcano
 earthquake
 Ring of Fire

- 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 including climate change.
- Discuss ways to reduce this impact.
- **Fieldwork- Where would the best place in the school grounds for solar panels be?**
 - Discuss the advantages and disadvantages of using solar panels for energy. Link to work on climate change.
 - With support plan how to answer the question.
 - Use a map of the school to locate possible areas and give reasons why these may or may not be appropriate places for solar panels. Record this information on the map using colours and/or symbols/key.
 - Make observations of each place, taking digital photographs and annotating with relevant information.
 - Collect information over time about the temperature in each location and record in a chart and graph.
 - Analyse the information collected and present results.
 - Design questionnaire

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

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.
- Identify 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.