

Year 3		
	Breadth of Study from the NC	Skills
Autumn Term - Mountains/Volcanoes		
Locational and Place knowledge	<p>Name and locate the key topographical features of mountains. Understand how these features have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe.</p> <p>Compare a region of the UK with a volcanic region of Italy e.g. Sicily. Identify similarities and differences between this region and a region of the UK.</p>	<p>Use the 8 compass points to identify countries and cities in the world and the main mountain ranges.</p> <p>Understand how these features may have changed over time.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in Sicily and compare to region of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes - what conclusions can be drawn?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>
Human and Physical Geography	<p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes.</p> <p>Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p>	<p>Study of volcanoes - causes, effects etc. Do a short study of the Pacific Ring of Fire and compare to Sicily.</p>
Fieldwork		

Spring Term - Leigh

<p>Locational and Place knowledge</p>	<p>Name and locate counties and cities of the United Kingdom in the context of our area. Identify human and physical characteristics and land use.</p>	<p>Use OS maps to locate features of Leigh. Explain which are physical and which are human features. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>
<p>Human and Physical Geography</p>	<p>Study how human Geography has changed over time including types of settlement, land use and economic activity. (These can all be linked to a history topic).</p>	<p>Ask, research and explain the following questions: Why did the stone age civilization and the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What were Stone Age and Iron Age Greater Manchester like? How did they trade? How is that different today? Relate land use and trade to settlements.</p>
<p>Fieldwork</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map. Fieldwork project</p>	<p>Use locational language to describe the location of points on a map of the school/local area. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p>

		<p>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</p> <p>Make an aerial plan/map of the school, drawing round different sized blocks (moved on from Year 1 collective aerial planning using blocks and Year 2 aerial plan of the classroom).</p>
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Summer Term - Blackpool

Locational and Place knowledge	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe.</p> <p>Compare two different regions of the UK. Identify similarities and differences between the two regions of the UK.</p>	<p>Look at maps, pictures and other sources to identify similarities and differences between Leigh region and Blackpool. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p>
Human and Physical Geography	<p>To understand geographical similarities and differences through the study of human and physical geography.</p> <p>To compare features Blackpool's landscape with my own area.</p>	<p>Identify main trade and economy in Blackpool and compare to Leigh.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers</p>
Fieldwork	<p>Children use 8 compass points and 2 figure grid references on maps.</p> <p>Fieldwork study -</p> <ul style="list-style-type: none"> - e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications: <ul style="list-style-type: none"> • Residential: houses, flats, hotels, hostels • Retail: food, clothing, footwear, sports, toys, furniture, etc.... • Professional/ Commercial: solicitors, banks, building societies, company offices etc.... 	<p>Design questions and studies to conduct in the local area and in Blackpool.</p> <p>Identify local features on a map using compass points and begin to experiment with two figure grid references, using them to locate and describe local features.</p> <p>Undertake surveys.</p> <p>Conduct investigations.</p> <p>Classify buildings.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>Choose effective recording and presentation methods e.g.</p>

	<ul style="list-style-type: none"> • Industrial and Storage: machine tools, engineering, factories, warehouses • Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes • Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools • Other: vacant property, car parking, open spaces, development sites <ul style="list-style-type: none"> - Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed - Undertake a survey of buildings and materials - Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work - Compare shops in the local area with the nearest city centre <p>Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits</p>	<p>tables to collect data.</p> <p>Present data in an appropriate way using keys to make data clear.</p> <p>Draw conclusions from the data.</p>
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