



St Peter's Geography Medium term Plan



Year 3

Autumn 2	Spring 2	Summer 2
<h3 style="text-align: center;">Exploring the North West</h3> <p style="text-align: center;">A study using fieldwork to explore the human and physical features of Lancashire and Greater Manchester.</p>	<h3 style="text-align: center;">Explore Iceland</h3> <p style="text-align: center;">A comparison of human and physical geography of a region of the United Kingdom (Lancashire) and a region in a European country (Capital Region, Iceland).</p>	<h3 style="text-align: center;">Disaster!</h3> <p style="text-align: center;">A study into some of the key aspects of physical geography relating to volcanoes and earthquakes.</p>
<p>Links to prior learning: Y2 Karibu Kenya, Y2 Alaskan Adventure</p>	<p>Links to prior learning: Y3 - Exploring the North West</p>	<p>Links to prior learning: Y2 Karibu Kenya, Y3 Explore Iceland</p>
<p>Lesson 1 - To name and locate counties and cities of the United Kingdom.</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Name and locate counties and cities in the United Kingdom [and] geographical regions.</p> <p style="text-align: center;"><u>Geographical Skills</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries (UK).</p> <p>Find the UK on a world map; recap the countries of the UK and their capitals; locate some of the UKs main cities and counties (Look at the cities of Greater Manchester and Lancashire and their borders. Discuss Bury as part of historical Lancashire (now part of current Greater Manchester).</p> <p><u>Discuss prior learning:</u> Y2 Karibu Kenya (located Greater Manchester on a map, recap location of oceans and continents).</p>	<p>Lesson 1 - To locate Europe and some of its countries and capital cities on a map.</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) countries, and major cities.</p> <p style="text-align: center;"><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>To locate Europe (focus Iceland) and its countries and capital cities on a map (inc Reykjavik). Locate Russia and discuss that sometimes this class as Asia and sometimes Europe due to its vast size. Recap where Lancashire is on the map (link to Exploring the North West).</p> <p><u>Discuss prior learning:</u> Y3 Exploring the North West (location of Lancashire, oceans and continents).</p>	<p>Lesson 1 - To name and locate some of the countries and their continents which have had a notable natural disaster.</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe.</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use the eight points of a compass.</p> <p>Name and locate the main countries where there are natural disasters (including their continents): Volcano Vesuvius, Earthquake Kashmir, Earthquake Kobi, Mount St Helens (all on knowledge mat) with reference to the eight points of a compass.</p> <p><u>Discuss prior learning:</u> Y3 and Y2 located continents, oceans, state of Alaska and countries: Kenya, UK Iceland.</p>
<p>Lesson 2 - To identify what symbols mean on an Ordnance Survey map.</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Lesson 2 - To identify the regions of Iceland and some of their physical features.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: vegetation belts.</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass</p>	<p>Lesson 2 - To identify how volcanoes are formed.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: mountains [and] volcanoes.</p> <p><u>Discuss prior learning:</u> I have identified different mountains around the world in UK, Iceland and Kenya.</p>

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<p>Discuss prior learning: Y1 Little Explorers (used the four points of a compass to find specific features on a map).</p>	<p>Locate Capital Region (Reykjavik, Iceland) and other key regions in Iceland on a map.</p> <p>Identify major physical features e.g. mountain ranges, forests (vegetation belt) and rivers. Refer to the eight compass points when describing their positions.</p> <p>Discuss the climate in Iceland and if this differs across regions.</p>	
<p>Lesson 3 - To use the eight points of a compass to find specific places on an Ordnance Survey map.</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Trip: Use the OS map to take children on a walk around the local area. They need to use their compasses to find specific places on the OS map using their understanding of the symbols on the key and what they mean.</p>	<p>Lesson 3 - To compare the physical features of Capital Region and Lancashire.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: vegetation belts.</p> <p>Compare climate (discuss glaciers and what they are), vegetation belts, mountains/mountain ranges.</p> <p>Discuss prior learning: Y2 - Compared physical features of Greater Manchester and Nairobi and compared Anchorage, Alaska with Bury.</p>	<p>Lesson 3 - To identify the after effects of a volcanic eruption.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: mountains [and] volcanoes.</p> <p>Explore how and why they occur and the impact of them. Discuss Pompeii as an example.</p>
<p>Lesson 4 - To locate human and physical features of Bury on an Ordnance Survey map.</p> <p style="text-align: center;"><u>Locational Knowledge</u></p> <p>Name and locate counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p style="text-align: center;"><u>Place Knowledge</u></p> <p>Describe and understand key aspects of physical geography, including: vegetation belts and rivers</p> <p>Describe and understand key aspects of human geography.</p>	<p>Lesson 4 -To compare settlement and land use in Capital Region and Lancashire.</p> <p style="text-align: center;"><u>Human Geography</u></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Compare the types of settlement and land use in Capital Region and Lancashire.</p> <p>Discuss prior learning: Y2 - Compared human features of Greater Manchester and Nairobi and compared Anchorage, Alaska with Bury.</p>	<p>Lesson 4 - To compare volcanoes: Mount St. Helens and Mount Vesuvius.</p> <p style="text-align: center;"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: volcanoes.</p> <p>Make comparisons between the effects they had on their countries.</p>

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<p align="center"><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Locate familiar human and physical features e.g. the River Irwell.</p> <p>Take the children on a walk around the local area and identify where some of the features identified on the map are.</p> <p><u>Discuss prior learning:</u> Y2 - Compared human and physical features of Greater Manchester and Nairobi and compared Anchorage, Alaska with Bury.</p>		
<p>Lesson 5 - To locate human and physical features of Lancashire on an Ordnance Survey map.</p> <p align="center"><u>Locational Knowledge</u></p> <p>Name and locate counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p align="center"><u>Place Knowledge</u></p> <p>Describe and understand key aspects of physical geography, including: vegetation belts and rivers Describe and understand key aspects of human geography.</p> <p align="center"><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>To use an Ordnance Survey map to locate the human and physical features of Lancashire (including hills, mountains, coasts, vegetation belts).</p>	<p>Lesson 5- To compare economic activity including trade links between Capital Region and Lancashire.</p> <p align="center"><u>Human Geography</u></p> <p>Describe and understand key aspects of human geography, including: economic activity including trade links.</p> <p>Compare the economic activity between Capital Region and Lancashire. Discuss and compare their trade links.</p>	<p>Lesson 5 - To identify what earthquakes are and how they occur.</p> <p align="center"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: earthquakes.</p> <p>Explore how and why they occur and the impact of them.</p>

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<p>https://www.lancashire.gov.uk/media/152746/character assesment.pdf -and rivers).</p>		
<p>Lesson 6 - To explore how settlement and land use in the North West region has changed over time.</p> <p align="center"><u>Locational Knowledge</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.</p> <p align="center"><u>Human Geography</u></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p><u>Discuss prior learning:</u> differences between towns and cities (covered in Y1 and Y2).</p>	<p>Lesson 6 - To compare the distribution of natural resources in Capital Region and Lancashire.</p> <p align="center"><u>Human Geography</u></p> <p>Describe and understand key aspects of human geography, including: distribution of natural resources including energy, food and water.</p> <p>Compare the distribution of natural resources (energy, food and water).</p>	<p>Lesson 6 - To compare Earthquake Kobe and Earthquake Kashmir.</p> <p align="center"><u>Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: earthquakes.</p> <p>Make comparisons between the effects they had on their countries.</p>
<p align="center">Use geographical sources, e.g. books, pictures, atlases, globes, digital mapping, statistics, trips and visitors and the internet</p>		
<p align="center"><u>Vocabulary</u></p> <p>Ordnance Survey map, compass, orienteering, land use, physical features, human features, vegetation belt, settlement, city, county, coast</p>	<p align="center"><u>Vocabulary</u></p> <p>Europe, capital city, region, mountain range, vegetation belt, fjord, glacier, settlement, land use</p>	<p align="center"><u>Vocabulary</u></p> <p>magma, volcano, molten, ash, vent, types of volcanoes: active; dormant; extinct, lava, crust, inner core, mantle, epicentre, faults, aftershock, foreshock and tectonic, after-effect</p>