



Year 3
Geography Curriculum Overview

The Big Picture

One sixth of the world’s population live on islands. However, it is estimated that only about 50% of islands are inhabited, meaning that there are hundreds of thousands of uninhabited islands in the oceans, rivers and lakes of the world. Islands are as different as can be imagined in terms of size, location, habitat and climate. From the densely populated island of Java in Indonesia, home to over 150 million people, to the sparsely populated island of Greenland, the largest island in the world, the variation is huge. During this topic, children will learn about different islands around the world, including the island that we live on (The UK). We will also highlight work from a sustainability project with Chester Zoo, focusing on Borneo and Sumatra.

What do we already know?

Knowledge Retrieval:

Children understand the five oceans and seven continents. They can draw on an understanding of hot and cold places and how this relates to The Equator.

Children will know the countries within The UK and this can be explored further within this island topic.

Children have a basic understanding of human and physical features and can begin to expand on this.

Year 3 Geography –
What is life like on an island?

NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key unit objectives

To know how Borneo and Sumatra have been affected by human activities.

To know how The UK has been affected by natural features and processes including Sumatra and Borneo – linked with work from Chester Zoo.

To know about the weather and climatic conditions in The UK and compare this to the weather and climatic conditions on a different island.

To be able to use geographical terms such as volcanic and island.

To be able to use maps at a variety of scales and orientations to locate the position of islands.

To be able to use secondary sources to obtain geographical information such as non-fiction texts.

To be able to express views on the features of an environment and the way it is being harmed or improved.

To be able to communicate using geographical knowledge and understanding to ask and answer questions about geographical and environmental features.

To understand how places fit into a wider geographical context such as the continent the islands are located in.

To understand that the quality of the environment can be sustained and improved – links with Chester Zoo Sustainability.

Key vocabulary and understanding for concept connectors

An **island** is piece of land surrounded by water.

The UK is an island.

There are 5 main types of island: **Volcanic island, Continental island, Artificial island, Coral island and Barrier islands.**

Borneo and Sumatra are islands that have been affected by deforestation and palm oil plantations.

Key Questions

- Can children describe an island?
- Can children name islands in the world and describe their location?
- Can children name the main types of islands?
- Can children use maps to locate islands in the world?

Key Texts

Non – fiction books

To the island – Patricia Forde.



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The Big Picture

People, even in ancient times, dreamed of flying like a bird. This desire may explain many of the myths and legends about flying animals such as Pegasus, and heroes such as Daedalus who created his own wings made from feathers and wax. Unfortunately, it wasn't until much later in history that the invention of real flying really got off the ground. The first hot air balloon was developed in 1783 by two French brothers, Joseph and Jacques Montgolfier. By the 1850's, inventors were dabbling with winged vehicles, with the invention of the glider. Then, on 17th December 1903, the Wright Flyer was put to the test. The plane flew for 12 seconds but achieved the first sustained powered flight in history. As the years passed by and air travel became more accessible, it became easier for tourists to travel the world and reach the far corners of the Earth. In this unit, children will learn the advantages of air travel and how it has enabled us to connect and share resources across the world. This has impacted trade with other countries and built tourism industries across the globe.

What do we already know?

Knowledge Retrieval:

Children understand the five oceans and seven continents. They will draw on an understanding of hot and cold places and how this relates to The Equator.

Children will know The UK is an island located in Europe and will be able to name other islands and their location.

Children have a basic understanding of human and physical features and how to use maps to locate a variety of places in the world.

Children will have learnt in a previous topic that there are different modes of transport to take them from A to B.

Year 3 Geography –
Gateway to the World

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Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
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Key unit objectives

- To locate the school grounds on a variety of maps.
- To name human and physical features of locations found on maps.
- To use eight compass points to explain locations in relation to the school.
- To know how areas have changed over time – beach holidays in The UK before travel was easily accessible.
- To use a variety of maps and digital/computer mapping to describe features.
- To know that people need passports to be able to travel to different countries.
- To locate the Northern and Southern hemispheres in relation to The Equator.
- To understand that a climate zone is similar weather patterns in a certain area.
- To understand that a biome is a community of plants and animals that have common characteristics for the environment they live in. E.g. Forest, tundra, savannah, rainforest.
- To locate local airports and airports around the world.
- To use ariel photographs to locate human features e.g airports and schools.
- To locate Spain on a map of Europe.
- To compare the island of Tenerife with The UK.
- To use four figure grid references.

Key Questions

- Can children use eight compass points to locate places?
- Can children name local airports?
- Can children locate the Northern and Southern Hemispheres?

Key vocabulary and understanding for concept connectors

There are eight points on a **compass**; **North, North-East, East, South – East, South, South-West, West and North-West**.

The **Northern and Southern hemispheres** are located either side of **The Equator**.

A **biome** is a community of plants and animals that have common characteristics for the **environment** such as **forest, tundra, savannah and rainforest**.

Spain is a **country** within **Europe**. **Tenerife** is an island in Spain.

Key Texts

- Emma Jane's aeroplane – Katie Howarth.
- Taking Flight: How the Wright Brothers Conquered the Skies – Adam Hancher
- Worst. Holiday. Ever – Charlie Higson