Y3 Geography – September 2023

Why do people live near volcanoes?

NC - 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).
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.

- How is the earth constructed?
- Where are mountains found?
- Why and where do we get volcanoes?
- What are the effects of a volcanic eruption?
- What are earthquakes and where do we get them?
- Where have the rocks around school come from?

Why are rainforests important to us?

NC - 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.
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)
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 in North or South America
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Describe and understand key aspects of 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
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest

- Where in the world are tropical rainforests?
- What is the Amazon rainforest like?
- Who lives in the rainforest?
- How are rainforests changing?
- How is our local woodland used? (data collection)
- How is our local woodland used? (findings)

Who lives in Antarctica?

NC - Describe and understand key aspects of 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.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
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.

Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton

- What is climate?
- Where is Antarctica?
- Who lives in Antarctica?
- Who was Shackleton?
- Can we plan an expedition around school?
- How did our expedition go?