



Geography Year 3 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 Our World	Spring 2 Climate and weather	Summer 2 Rivers and the water cycle
NC Content/Coverage	Different representations of the World (sphere; 2D, maps, continents and key terminology)	Weather, climate, climate zones, biomes.	Major UK and World rivers/river systems and features; characteristics of the three stages of a river The water cycle Human-environment interaction: impacts of floods and droughts
Substantive Knowledge/skills Locational Knowledge Place Knowledge Human and Physical Geography	Locational Knowledge - I can name the continents - I can locate the continents on a world map or globe, describing their location in terms of Northern and Southern Hemispheres - I can name and locate several countries from within each continent - I can explain what time zones are - I can explain what day and night have to do with the movement of the Earth - I can identify the position of the Prime/Greenwich Meridian, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian and mark them appropriately on my own map - I can describe the significance of latitude and longitude in terms of both time, day and night. Human and Physical Geography - I can give key information about the Poles, Equator and lines of latitude and longitude.	Human and Physical Geography - I can describe what weather and climate mean - I can describe why climate is important - I can explain what a biome is - I can name the major terrestrial biomes - I can describe the main features of the polar regions Locational Knowledge - I can recall the relationship between latitude and climate zones - I can indicate tropical, temperate and polar climate zones on a globe or map - I can describe the characteristics of tropical, temperate and polar climate zones using appropriate vocabulary - I can name the location of the hottest, driest places in the world and identify these on a map - I can name the location of the hottest, wettest places in the world and identify these on a map Place knowledge - I can describe the climate zone we live in	Locational Knowledge - I can locate and label the main British rivers on a map of the British Isles - I can name the key settlements at the mouth of UK rivers. - I can describe a river environment in the UK, using appropriate geographical vocabulary. - I can locate rivers in Europe on a 4 grid reference map and explain why they are important. - I can locate some of the world's largest rivers and describe a journey down the Amazon. Human and Physical Geography - I can describe the key features of a river system and explain how rivers drain the land. - I can explain how rivers change the landscape through processes such as erosion, transportation and deposition-and landforms that they create - I can use accurate geographical vocabulary to describe changes in a river and its landforms as it flows along its course. - I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.



		● I can identify and explain the UK's main biome	● I can give reasons why the physical process of flooding can cause hazards to people. ● I can describe some advantages and disadvantages of living near rivers (hazard-prone areas). ● I can identify some causes and impacts of flooding and give recent examples. ● I can explain the short- and long-term impacts of flooding and describe ways that flooding can be reduced. ● I can describe the characteristics of (UK) settlements associated with rivers ● I can explain how rivers change the landscape through processes such as erosion, transportation and deposition. ● I can explain what a drought is and describe its impact on rivers Place knowledge ● I can locate a number of UK rivers in the UK on a map and describe the features found along the River Humber. ● I can talk about how the River Trent flows into the Humber Estuary
Disciplinary Knowledge Geographical Skills and Fieldwork	● I can create a World map showing the continents and key countries of the world ● I can talk about the 'globe' I started with and how I made it into a map, the challenges I faced and how I overcame them. ● I use the vocabulary introduced in the unit, apply it to my map to give 'addresses' for the land masses on it ● I use appropriate geographical vocabulary accurately when explaining my learning ● I can locate the continents on a world map.	● I can use the zoom function of a digital map to locate places and gather information. ● I can use maps and atlases to locate features such as the equator ● I can describe ways of communicating geographical data e.g. weather maps ● I can interpret a map showing climate zones ● I can begin to compare places and explain similarities and differences using evidence, such as the driest/wettest places.	● I can use the zoom function of a digital map to locate global rivers ● I can use an atlas to locate the UK and locate some major rivers, and rivers near where I live. ● I can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).

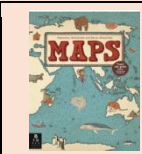
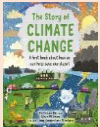
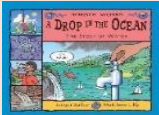


	● I can use lines of latitude and longitude to describe where places are. ● I can begin to draw conclusions about places, using the information derived from maps and atlases.	● I can interpret climate graphs ● I use appropriate geographical vocabulary when describing climate zones and biomes	● I can identify patterns in river environments, including how rivers flow from source to mouth and where settlements are located.
Teaching Sequence	L1 -I can name and locate the seven continents and say whether they are in the Equator, Northern or Southern Hemisphere L2-I can explain how the Earth's movement creates day and night and different time zones. L3-I can describe the significance of latitude and longitude in terms of both time, day and night. L4-I can identify and label the Prime Meridian, Tropics and Polar Circles on a world map L5-I can give key information about the Poles. L6-I use the vocabulary introduced in the unit, apply it to my map to give 'addresses' for the land masses on it.	L1-I can explain the difference between weather and climate and explain why climate is important. L2-I can explain what a biome is and identify the major terrestrial biomes. L3-To identify and describe tropical, temperate and polar climate zones and explain how latitude affects them. L4-I can describe the main features of the polar regions. L5-I can name the location of the hottest, driest and hottest, wettest places in the world and identify these on a map L6-I can describe the UK's climate zone and identify its main biome.	L1- I can understand what rivers are, why they are important and how they have influenced the location of settlements in the UK. L2- I can understand how river systems work and how water flows through the landscape from source to mouth. L3- I can understand how river processes shape landscapes. L4- I can describe the water cycle and how changes in water availability can lead to drought. L5- I can understand the causes and impacts of flooding and drought and evaluate people's safety. L6- I can investigate major rivers around the world.
Key vocabulary	Hemisphere, time zone, pole, globe, scale, rotation, axis, coordinates.	climatic zones, biomes, fauna, flora, weather, equator, latitude, longitude, tropical, temperate, polar, Prime/Greenwich Meridian.	River, source, mouth, channel, tributary, erosion, transportation, deposition, flooding, estuary, sediment, floodplain, water cycle.
Continuous / Cross Curricular Opportunities	<u>Continuous provision:</u> -Use atlases, globes and digital maps regularly. -Develop and use geographical vocabulary in every lesson. -Encourage map-reading and interpretation skills. -Refer to world maps to locate places studied. -Compare the local area with other regions of the world. -Use retrieval quizzes to revisit key knowledge. -Promote discussion using evidence from maps, photographs and data. -Encourage pupils to ask geographical questions and justify their answers using evidence <u>Cross curricular opportunities:</u> English: Write explanations, reports and diary entries about continents, rivers, climates and biomes. Use persuasive writing to argue about climate change, flooding or conservation. Develop geographical vocabulary through reading comprehension and discussion. Mathematics: Use coordinates, latitude and longitude to locate places on maps. Interpret climate graphs, rainfall data and river flow statistics. Compare distances between countries, continents and major rivers.		



	Science: Study day and night through Earth's rotation and space. Explore weather, climate, the water cycle and environmental change. Investigate ecosystems, habitats and biomes. Computing: Use Google Earth and digital maps to explore continents and rivers. Create presentations, fact files and data charts about climate zones and biomes.		
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	Starting Year 3 with the "Our World" unit helps pupils build on the continent and ocean knowledge pupils learned in Years 1 and 2. At this stage, children are ready to move from simply naming places to understanding how the world is organised and mapped. This unit introduces key geographical concepts such as hemispheres, latitude and longitude, the Equator, the Prime Meridian, time zones, and day and night. Teaching these early gives pupils, the important vocabulary and map skills they will use throughout Key Stage 2 geography. The unit also helps children understand that the Earth is spherical and that maps are representations of the globe. Activities using globes, maps and coordinates develop spatial awareness and prepare pupils for more advanced geography learning later on. Teaching this unit first also prepares pupils for later learning about climate and weather. By understanding how location affects temperature, daylight, and climate zones, pupils are better able to explain why weather differs around the world. By placing this unit at the beginning of Year 3, pupils gain a strong foundation in locational knowledge, geographical vocabulary, and map skills that can be built on throughout the rest of the curriculum.	The Climate and Weather unit follows naturally from the Year 3 "Our World" unit because pupils already have the key locational knowledge needed to understand how climate varies across the Earth. Pupils build on their understanding of the Earth as a sphere by learning how distance from the Equator affects temperature and climate. Their previous learning about latitude and the Northern and Southern Hemispheres helps them understand tropical, temperate, and polar climate zones and identify these on maps and globes. The unit also develops earlier map and atlas skills further. Pupils use climate maps, digital maps, atlases, and climate graphs to interpret geographical information and compare places around the world. This progression supports pupils in moving from locating places to explaining geographical patterns and differences. By linking climate zones to biomes and physical features, pupils begin to understand how climate affects the natural world and how environments differ globally. The unit also strengthens pupils' understanding of their own location by identifying the UK's climate zone and biome, helping them connect global geography to their local environment.	The Rivers and Water Cycle unit follows naturally from the Climate and Weather unit because pupils build on their understanding of how weather and climate affect the natural environment. After learning about climate zones, rainfall, temperature, and biomes, pupils are ready to explore how water moves through the environment and shapes landscapes. Pupils use their knowledge of weather patterns and rainfall to understand the stages of the water cycle, including evaporation, condensation, precipitation, and collection. This helps them see the connection between climate, weather, and the movement of water across the Earth. They also begin to understand how rivers are formed and how they change the landscape over time through erosion, transportation, and deposition. The unit strengthens pupils' map skills further as they locate rivers, identify features such as source and mouth, and explain how physical geography shapes human and natural environments. It also continues to develop pupils' ability to use geographical vocabulary accurately and interpret geographical information. Ending Year 3 with rivers and the water cycle prepares pupils well for Year 4 learning about coasts. Pupils already understand how water shapes the land through river processes, which supports later understanding of coastal processes such as erosion and deposition. Their knowledge of the water cycle, weather, and physical features also helps them understand how seas, waves, and coastal environments are formed and changed over time. This creates a clear progression in physical



			geography across Lower Key Stage 2. This unit also helps to provide children with the foundational knowledge they will need for the Year 6 unit on the Amazon.
Adaptations for LA pupils	-Provide children with picture glossaries containing key vocabulary, these might also contain symbols/icons, colour coding and actions/gestures. -Pre-teach key vocabulary -Provide adult support to model responses where appropriate -Provide vocabulary mats and pictorial representations	-Provide children with picture glossaries containing key vocabulary, these might also contain symbols/icons, colour coding and actions/gestures. -Pre-teach key vocabulary -Provide adult support to model responses where appropriate - Provide picture atlases where needed. -Provide vocabulary mats and pictorial representations	-Provide labels for children to use for identifying sections of a river. -Provide different types of maps – e.g. colour-coded maps, rivers already outlined faintly, first letter clues -When recording the observation notes consider, tick boxes, matching labels, simple sketches, photo annotation. -Pre-teach key vocabulary -Provide adult support to model responses where appropriate -Provide vocabulary mats and pictorial representations
Adaptations for GD pupils	-Compare two places using geographical vocabulary. -Use maps to draw conclusions rather than simply locate features. -Use geographical vocabulary accurately in written explanations. -Compare tropical and polar climates. -Explain how climate influences plants, animals and people.	-Explain why rather than just describe (e.g. Explain why tropical rainforests are found near the Equator.) -Justify opinions using evidence from maps, atlases or climate data. -Interpret climate graphs and predict how climate or physical features affect how people live. -Explain why particular plants and animals are adapted to a biome. -Compare two biomes using climate, vegetation and wildlife.	-Why do rivers get wider near the mouth? -‘Why might settlements develop near tributaries? -How might flooding change along a river? -Categorise impacts into social, economic and environmental. -Link their learning to climate change – e.g. How can climate change increase flooding? -Why might people continue to live in flood risk areas? - Provide relief maps to explore when studying a river’s journey
Resources/approaches	-World Maps -Atlases/Globes, -Google maps -Rising Stars, -Oak Academy, -Time zone maps, -Globe, -Torch  	-Maps, (four-figure grid references), -Globes, -Google maps, -Rising Stars -Oak Academy - Trip- The Deep Workshop- Hot News Climate Change.  	-Maps (four-figure grid references), -Globes, -Google maps, -Rising Stars -Oak Academy  



Career links	-Meteorologist, Environmental Consultant Geography Teacher, Cartographer	-Environmental Consultant, Meteorologist, Cartographer, Climatologist, Geography Teacher	-Water source specialist, Geography Teacher, Hydrologist, Cartographer, Environmental Consultant, Flood risk manager
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