Geography

Year 3: Topic 1- Climate & Weather

National Curriculum: Physical Themes & Locational Knowledge

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Autumn Term: Topic 1 – Climate and Weather Why is climate important?	1	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.	WALT recap weather, and start to learn about climate, climate zones and biomes	1. I understand that there is a pattern to weather and seasons in my own and other environments 2. I understand that these climate patterns are different in different regions of the world 3. I can use a map of the world, annual average air temperatures and / or a globe to describe the world climate zones from the Poles to the equator	What are weather, climate and biomes? Locate some of the world's climate zones on a globe or map, and name examples and have some understanding of them	• **Teaching slides** • **Glossary** • **Pupil resource – Let's start with weather – PowerPoint** • **Pupil resource – Map of our world** • **Pupil resource – Map of world annual average air temperatures** • **Pupil resource – Climate zones – PowerPoint** • **Pupil resource – Map of world climate zones** • Weather forecast – **link** • A globe (optional)	Weather, weather forecast, season, climate, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna, vegetation
	2	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	WALT find out about the polar climate zone, and to learn about the tundra biome	1. I know where the coldest places on Earth are in relation to the equator and Poles 2. I can describe the polar climate, and characteristics of	What are the polar regions like?	• **Teaching slides** • **Pupil resource – Map of world annual average air temperatures (from Week 1)** • **Pupil resource – Map of the Arctic** • **Pupil resource – Map of the Antarctic**	Temperature, frozen/freeze/freezing, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna – polar tundra and alpine

		G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.		the polar climate zone 3. I can talk about animals of the tundra biome	Identify the world's coldest locations.	• **Pupil resource – Polar summer – PowerPoint** • **Pupil resource – Map of world climate zones (from Week 1)** • **Pupil resource – Five coldest places on Earth** • **Pupil resource – Coldest places map** • **Assessment 1: Characteristics of the Arctic and Antarctic Polar Regions** • **Assessment 2: Characteristics of the Arctic and Antarctic Polar Regions – with a choice of difficulty** • **Glossary** • A globe • Coldest & hottest palces on Earth – **link** • World biomes: tundra – **link**	tundra, caribou, reindeer, polar bear, penguin, seal, Northern and Southern Hemisphere, tundra – polar, permafrost, taiga
	3	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.	WALT find out about the hottest, driest places on Earth and the tropical desert climate zone	1. I know where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles 2. I know what the 'tropical desert climate' and 'tropical desert biome' are 3. I can say what climate zones and biomes are	Where are the hottest, driest places in the world? Identify the world's hottest and driest locations.	• **Teaching slides** • **Glossary** • **Pupil resource – Map of world annual average air temperatures** • **Pupil resource – Map of world climate zones** • Google Earth – **link** • **Pupil resource – Hot, arid deserts – PowerPoint** • **Pupil resource – Map of world rainfall** • Information on hot desert biomes – **link** • **Pupil resource – Five hottest places on Earth worksheet and information sheet** • Ten hottest places on Earth – **link** • An atlas	Desert, sub-tropical, Sahara (Arabic for 'The Great Desert'), Namibian Desert, Mojave Desert (pronounced 'mo-harvey'), dry, arid, rain shadow

	4	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones.	WALT find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome	1. I know where (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles 2. I know what 'tropical rainforest climate' and 'rainforest biome' mean 3. I can say what climate zones and biomes are	Where are the hottest, wettest places in the world? Identify the world's hottest and wettest locations.	• **Teaching slides** • **Pupil resource – Monsoon in maps – PowerPoint** • **Pupil resource – Map of world rainfall (from Week 3)** • **Pupil resource – Map of world climate zones (from Week 1)** • A globe or map • The monsoon in the Indian rainforest – **link** • Torrential monsoon rain in my village near Udupi – **link** • Meghalaya: the wettest place on earth – **link** • **Assessment 4: What I have learned so far**	Monsoon, tropical rain forest climate and biome, rainfall map, Cherrapunjee, Mawsynram, India
	5	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.	WALT know about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change	1. I can describe the seasonal weather associated with a temperate climate (in the UK) 2. I can describe some ways in which the temperate climate affects human activities in the UK 3. I can describe some effects of extreme climatic events in the UK	Which climate zone and biome do we live in? Describe and give examples of the variety of biomes and vegetation belts	• **Teaching slides** • **Pupil resources – Map of world annual average air temperatures** • **Pupil resources – Map of world climate zones** • **Pupil resources – Map of world rainfall** • Globe & Google Earth – **link** • Nature table • Newsround's What is climate change? – **link** • What is global climate change? • What is climate change? – **link** • A simple guide to identifying British trees – **link**	Temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals)
	6	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones	WALT produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic	1. I understand the geographical terms of weather, climate and biomes 2. I can use research techniques to produce my report 3. I can communicate my geographical report in an appropriate way	Why is climate important? Extract geographical data (e.g. weather, climate/ vegetation zones) from pictorial/ graphical representations	• **Teaching slides** • **Pupil resource – Climate alternative assessment** • Access to the resources used earlier in the unit • **Key assessment opportunity sheet** • **Unit quiz**	Weather, season, climate, biome, and any of the vocabulary introduced in the unit, as relevant to the Big Finish

Geography

Year 3: Topic 2 – Our World

National Curriculum: Locational Knowledge, Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Spring Term: Topic 2 – Our World Where On Earth are we?	1	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). Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	WALT understand that flat 2D maps and spherical 3D physical and political globes all represent our world, but in different ways	1. I know that the world is a sphere 2. I understand differences between globes and maps 3. I can locate the Equator, and know the names of continents and oceans	What is the world like? Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude	• **Teaching slides** • **Pupil resource – Making my own world map instruction sheet** • Child-made globes (made before the lesson) • Latitude and longitude song – **link** • Globes – physical and political if possible • Selection of world maps and atlases • **Pupil resource – What is the world like? worksheet and answers**	Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere
	2	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	WALT demonstrate the relationship between maps and globes, and explore the idea of addresses	1. I can turn my 'globe' into my own 'map' of the / a world. 2. I know and understand my address, and appreciate that each line of it 'zooms out' to a new scale. 3. I can explain this as 'nesting' using the Russian doll analogy.	How can we describe where places are on Earth's surface? Can use the zoom function of a digital map to locate places and gather information (e.g. Google Earth)	• **Teaching slides** • Latitude and longitude song – **link** • Istvan Banyai's 'Zoom' – **link** • **Pupil resource – What's in an address? activity sheet** • **Pupil resource – What's in an address? guidance** • **Pupil resource – Assessment 2: 'Luggage labels'** • **Pupil resource – Making my own world map instruction sheet (from Week 1)**	Address, postcode, county, country, continent, Earth, solar system, universe, satnav

	3	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.	WALT be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles	1. I can locate and name the key circles or lines of latitude on both world map and globe. 2. I can identify features of the zones marked by the main lines of latitude.	What do the lines of maps and globes mean? Talk about the poles, equator and lines of latitude and longitude, mark them appropriately and distinguish between them.	• **Teaching slides** • Longitude and latitude song – **link** • Longitude and latitude video – **link** • Globes and atlases • **Pupil resource – Map of world climate zones** • **Pupil resource – Map of world vegetation zones** • Individual or large world map • **Pupil resource – Outline world map** • Materials to make their world map from the balloon map	Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle
	4	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).	WALT learn more about longitude, and about the Earth's daily rotation and its effects	1. I can understand how day and night are caused as the Earth rotates on its axis. 2. I can locate lines of longitude. 3. I can locate and name the Greenwich/ Prime Meridian and the ±180° E–W lines of longitude.	Why do we have day and night? Identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude Talk about time zones and day and night.	• **Teaching slides** • **Pupil resource – Monsoon in maps – PowerPoint** • **Pupil resource – Map of world rainfall (from Week 3)** • **Pupil resource – Map of world climate zones (from Week 1)** • A globe or map • The monsoon in the Indian rainforest – **link** • Torrential monsoon rain in my village near Udupi – **link** • Meghalaya: the wettest place on earth – **link** • **Assessment 4: What I have learned so far**	Monsoon, tropical rain forest climate and biome, rainfall map, Cherrapunjee, Mawsynram, India

	5	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).	WALT introduce the International Date Line and time around the world	1. I can locate and name the ±180° E–W line of longitude and the International Date Line (IDL). 2. I know why the IDL is located in the Pacific Ocean. 3. I know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.	What time is it where you are? Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. how climate varies with latitude and in relation to equator, tropics and poles). Talk about time zones and day and night.	• **Teaching slides** • Longitude and latitude song – **link** • **Pupil resource – Time zones from around the world (from Week 4)** • Webcams from around the world – **link** • Clocks (optional)	International Date Line, Pacific Ocean
	6	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.	WALT to describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface	1. I can make a world map using my learning across the course of the unit. 2. I am able to say how points on the Earth's surface are described, using longitude and latit ude.	What are the co-ordinates? Identify the position of the Prime/ Greenwich Meridian and understand the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.	• **Teaching slides** • Longitude and latitude song – **link** • Longitude and latitude video – **link** • **Pupil resource – Assessment sheet 3: Location co-ordinates** • **Pupil resource – Assessment sheet 3: Location co-ordinates answers** • **Pupil resource – Making my own world map instruction sheet (from Week 1)** • World map (Australian) – **link** • **Unit quiz** • **Key assessment opportunity sheet**	Co-ordinate, any of the words introduced in the unit, as relevant to the children's Big Finish product and their explanations and answers to your questions

Geography

Year 3: Topic 3 - Coasts

National Curriculum: Locational Knowledge

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Summer Term: Topic 3 – Coasts Do we like to be beside the seaside?	1	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.	**WALT discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map**	1. I can talk about coastal places I have visited. 2. I can locate some coastal places on a map of the UK. 3. I can use geographical vocabulary to describe the coast.	**Have you been to the seaside?** Locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).	• **Teaching slides** • Oh, I do like to be beside the seaside video clip – **link** • Postcard-sized card for every child for Assessment 1 • **Pupil resource – Outline map of the UK** • Benidorm, Costa Blanca in Spain – **link** • Optional: postcards from seaside locations	Sea, waves, seaside, coast, coastline, strandline, compass point, N,NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism, Benidorm, Mediterranean
	2	Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	**WALT find out about a region of the UK, and discover how varied its coastline is**	1. I can locate South West England on a map of the UK. 2. I can locate and name the countries of Cornwall, Devon, Dorset and Somerset. 3. I can name some of the coastal places. 4. I can name (some of) the effects of the sea and tide.	**What is the coast of South West England like?** Use an atlas to locate the UK and can locate an area (e.g. seaside/coastal place). Describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).	• **Teaching slides** • **Pupil resource – Map of UK counties** • **Pupil resource – Images of the coast of SW England: PowerPoint (colour for displaying, black & white for printing)** • **Pupil resource – images of the coast of SW England activity notes** • **Pupil resource – Map of SW England** • Atlases • Google Earth – **link** • Great Barrier Reef video – **link** • 'The Great Barrier Reef is in Danger' video – **link**	Sand, rock, beach, cliff, industry, fishing, harbour, physical features, human features including settlement, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching

	3	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.	**WALT describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary**	1. I can use the appropriate geographical vocabulary to describe coastal features. 2. I can distinguish between 'hard' and 'soft' coasts ('rocky' and 'sandy').	**What natural features can I see beside the seaside?** Identify the world's hottest and driest locations.	• **Teaching slides** • **Pupil resource – Natural coastal features: PowerPoint** • **Pupil resource – Natural coastal features notes** • **Pupil resource – Natural coastal features in close-up: PowerPoint** • **Pupil resource – Natural coastal features in close-up notes** • **Pupil resource – Natural coastal features labels** • **Pupil resource – Coast detectives: PowerPoint** • **Pupil resource – Coast detectives activity: PowerPoint** • **Pupil resource – Coast detectives notes** • **Pupil resource – Assessment 3: I can be a coast detective** • **Pupil resource – Alternative assessment** • Globes • Advice for Antarctic visitors – **link**	Erosion,, deposition, tides, storm, resistance, power (of the sea).Antarctica, cruise. Revisit geographical vocabulary already introduced – beach, cliff, bay, etc.
	4	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones.	WALT find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome	4. I know where (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles 5. I know what 'tropical rainforest climate' and 'rainforest biome' mean 6. I can say what climate zones and biomes are	Where are the hottest, wettest places in the world? Identify the world's hottest and wettest locations.	• **Teaching slides** • **Pupil resource – Monsoon in maps – PowerPoint** • **Pupil resource – Map of world rainfall (from Week 3)** • **Pupil resource – Map of world climate zones (from Week 1)** • A globe or map • The monsoon in the Indian rainforest – **link** • Torrential monsoon rain in my village near Udupi – **link** • Meghalaya: the wettest place on earth – **link** • **Assessment 4: What I have learned so far**	Monsoon, tropical rain forest climate and biome, rainfall map, Cherrapunjee, Mawsynram, India

	5	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.	WALT know about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change	4. I can describe the seasonal weather associated with a temperate climate (in the UK) 5. I can describe some ways in which the temperate climate affects human activities in the UK 6. I can describe some effects of extreme climatic events in the UK	Which climate zone and biome do we live in? Describe and give examples of the variety of biomes and vegetation belts	• **Teaching slides** • **Pupil resources – Map of world annual average air temperatures** • **Pupil resources – Map of world climate zones** • **Pupil resources – Map of world rainfall** • Globe & Google Earth – **link** • Nature table • Newsround's What is climate change? – **link** • What is global climate change? • What is climate change? – **link** • A simple guide to identifying British trees – **link**	Temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals)
	6	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. G.2.2.2. Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones	WALT produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic	4. I understand the geographical terms of weather, climate and biomes 5. I can use research techniques to produce my report 6. I can communicate my geographical report in an appropriate way	Why is climate important? Extract geographical data (e.g. weather, climate/ vegetation zones) from pictorial/ graphical representations	• **Teaching slides** • **Pupil resource – Climate alternative assessment** • Access to the resources used earlier in the unit • **Key assessment opportunity sheet** • **Unit quiz**	Weather, season, climate, biome, and any of the vocabulary introduced in the unit, as relevant to the Big Finish