

Sandon Primary Academy – Geography
Year 3

Whole School definition of Geography: Where we learn about and locate countries around the world thinking about the physical and human features which we can see within the environment.		
Autumn Term – Climate Zones	Spring Term – North America	Summer Term – Rio and South- East Brazil
<p>National Curriculum links</p> <p>Locational Knowledge: identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p> <p>Human and Physical Geography: describe and understand key aspects of: physical geography, including: climate zones</p>	<p>National Curriculum links</p> <p>Locational Knowledge: identify the position and significance of latitude, longitude, and time zones (including day and night)</p> <p>locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>National Curriculum links</p> <p>Locational Knowledge: locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</p> <p>Geographical skills and fieldwork: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator</p> <p>Human and Physical Geography: 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</p> <p>Place knowledge: understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>
<p>Objectives:</p> <p>Lesson 1: Identify the different lines of latitude and explain how latitude is linked to climate.</p> <p>Possible resources: Online Page: Latitude Online Map: Interactive OddPod map Map Resource: Lines of latitude Quiz: Weather and Climate</p> <p>Lesson 2: Locate different climate zones and explore the differences between the Northern and Southern Hemispheres</p> <p>Possible resources: Online Pages: 1. Latitude 2. The Earth is a sphere 3. The Earth is tilted Map Resource: Locating climate zones</p> <p>Lesson 3: Compare temperate and tropical climates.</p> <p>Possible resources: Online Pages: 1. Temperate 2. London 3. Tropical 4. Manaus KS2 Activity: Comparing temperate and tropical climates</p> <p>Lesson 4: Explore weather patterns within a climate zone</p> <p>Possible resources: Online Pages: 1. Tropical 2. Arid 3. Mediterranean 4. Temperate 5. Polar 6. Manaus 7. Cairo 8. Seville 9. London 10. Nuuk KS2 Activities: 1. Manaus: How hot? 2. Manaus: How wet? 3. Cairo: How hot? 4. Cairo: How dry? 5. Seville: How hot? 6. Seville: How wet? 7. London: How hot? 8. London: How wet? 9. Nuuk: How cold? 10. Nuuk: How wet? 11. Climate Zone note taking template 12. Climate case study note taking template</p> <p>Lesson 5: Identify the characteristics of each climate zone.</p> <p>Possible resources: Online Pages: 1. Tropical 2. Manaus 3. Arid 4. Cairo 5. Mediterranean 6. Seville 7. Temperate 8. London 9. Polar 10. Nuuk KS2 Activities: 1. Characteristics of different climate zones 2.</p>	<p>Objectives:</p> <p>Lesson 1: Locate North America on a world map and explore the landscape.</p> <p>Possible resources: Online Page: North America – continent overview KS2 Activities: 1. North America 2. Introducing North America Film: Welcome to North America (see film questions next to film) Quiz: North America Word Mats: 1. Human Geography 2. Physical Geography Map Resources: 1. Using latitude and longitude (Titles included in pack: 1. Using latitude and longitude map A 2. Using latitude and longitude map B 3. Using latitude and longitude A activity 4. Using latitude and longitude map B 5. Using latitude and longitude - answer sheet) 2. Time zones around the world</p> <p>Lesson 2: Identify countries within North America and states within the USA.</p> <p>Possible resources: Online Map: Interactive OddPod Map Film: Get a bird’s eye view of the USA KS2 Activity: ‘America the Beautiful’ Map Resources: 1. Locating countries in North America 2. USA States 1 3. USA States 2</p> <p>Lesson 3: Explore the physical geography of the Rockies.</p> <p>Possible resources: Online Page: The Rockies Word Mat: Physical Geography</p> <p>Lesson 4: Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>Possible resources: Online Page: Mount St Helens Film: Learn about the recent eruptions of volcano Mount St Helens KS2 Activities: 1. Seven Summits 2. Famous volcanoes: Mount St Helens, USA</p> <p>Lesson 5: Compare New York State, New York City and where I live.</p> <p>Possible resources: Films: 1. Take a helicopter ride over New York State 2. Fly over New York City KS2 Activities: 1. Film – Welcome to New York City 2. NY: The city and the state 3. Comparing NY to where I live</p>	<p>Objectives:</p> <p>Lesson 1: Locate South America on a world map and identify a range of its physical and human features.</p> <p>Possible resources: Online Page: South America continent overview Film: Welcome to South America film Online Map: Interactive OddPod Map Map Resource: Using latitude and longitude (Titles included in pack: 1. Using latitude and longitude map A 2. Using latitude and longitude map B 3. Using latitude and longitude A activity 4. Using latitude and longitude map B 5. Using latitude and longitude -answer sheet) KS2 Activities: 1. South America Scavenger Hunt 2. South America: A fact-finding challenge Word Mats: 1. Human Geography 2. Physical Geography</p> <p>Lesson 2: Locate the countries and capital cities of South America.</p> <p>Possible resources: Online Map: Interactive OddPod map Map Resources: 1. Locating countries in South America 2. Time zones around the world Quiz: South America and Brazil</p> <p>Lesson 3: Explore Key facts about Brazil/ contrast with home</p> <p>Possible resources: South America and Rio PowerPoint lesson 8. Topic Planning pages – Brazil and Rio</p> <p>Lesson 4: Explore the human and physical features of Rio</p> <p>Possible resources: South America and Rio PowerPoint lesson 9. Topic Planning pages – Brazil and Rio</p> <p>Lesson 5: Explore how my life is linked to Rio and Brazil</p> <p>Possible resources: South America and Rio PowerPoint lesson 10. Topic Planning pages – Brazil and Rio</p>

Key Vocabulary:

Place names	Geographical terms and processes	Locational terms
Cairo (Egypt) London (UK) Manaus (Brazil) Nuuk (Greenland) Santiago (Chile) Seville (Spain)	axis meteorologist orbit precipitation (<i>KS1 snow, rain</i>) temperature weather station	Equator latitude map index Northern Hemisphere North Pole Southern Hemisphere South Pole

Glossary**climate:** long-term weather patterns**climate zone:** a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar)**precipitation:** rain, hail, fog, sleet and snow**weather:** day-to-day temperature, wind, rainfall, etc**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
The Caribbean Central America Denali Great Lakes Mississippi River North America	landscape location mountain range rural state urban	latitude longitude Northern Hemisphere north-east north-west south-east south-west Western Hemisphere

Glossary**human features:** features of a place that are a result of human activity, such as shops, farms, homes and roads**landscape:** what you can see when you look across an area of land**physical features:** natural features of a place, such as mountains, rivers and seas**state:** an area of land with its own government. There are 50 states in the USA**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
Brasilia Cerro Aconcagua Lake Titicaca La Paz São Paulo Ushuaia	equatorial region manufacturing mining population trade	latitude longitude Northern Hemisphere Southern Hemisphere time zone Tropic of Capricorn Western Hemisphere

Glossary**culture:** how a group of people does things as part of their way of life**manufacturing:** making things, for example, in factories**recreation:** enjoyable activities, such as swimming or listening to music**trade:** exchanging goods or services, usually for money**Year 3**By the end of Year 3, children should *know*:

- where the world's main climate zones are (building on their prior understanding of hot and cold regions);
- the location and main human and physical features of North and South America;
- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;
- how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
- the location of South-East Brazil and Rio de Janeiro within the South American continent;
- about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

By the end of Year 3, children should be *able to*:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

Cross Curricular links:**Science: Rocks and Soils**