

Class: Year 3

Unit		
<p>Aut 1/2 Unit title: Why is climate important?</p>	<p><u>National Curriculum coverage</u> - Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night) - Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts - Establish an understanding of the interaction between physical and human processes - Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Key geographical skills</u> - locate some of the world's climate zones on a globe or map, name examples and have some understanding of them - extract geographical data from pictorial/ graphical representations - describe and give examples of the variety of biomes and vegetation belts - use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts - identify the world's hottest, coldest, wettest and driest locations</p>
<p>Spr 1/2 Unit title: Where on Earth are we?</p>	<p><u>National Curriculum coverage</u> - Locate the world's countries, focusing on Europe and North and South America - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night) - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p><u>Key geographical skills</u> - improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) - practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied - use the eight points of the compass to build their knowledge of the wider world</p>
<p>Sum 1/2 Unit title: Do we like to be beside the seaside?</p>	<p><u>National Curriculum coverage</u> - Name and locate (some) counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics - Describe and understand key aspects of physical geography including: coasts - Describe and understand key aspects of human geography, including: types of settlement and land use - Establish an understanding of the interaction between physical and human processes (e.g. sea, coast, tourism) - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Key geographical skills</u> - extend their knowledge and understanding beyond the local area to include more of the UK - name and locate (some) counties and cities of the UK - learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time - understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) - describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety - consider tourism, as both an economic and a pleasurable activity - think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.</p>