

| Geography  |  |   |
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| Year 3 and 4   |  |   |
| Cycle A  | Key:  Geographical enquiry  |  Fieldwork skills  Map skills   |
| <b>Autumn Term</b><br>Topic Area:<br><b>Mapping the UK</b><br>History topic link: Back to the Iron Age   | <b>Spring Term</b><br>Topic Area:<br><b>Where is Greece?</b><br>History topic link: Groovy Greeks  | <b>Summer Term</b><br>Topic Area:<br><b>Settling Down</b><br>History topic link: The world of Bede<br>(Anglo-Saxon art and culture-settlement and village life/ Christian conversion)   |
| <u>Key skills</u><br>To use non-fiction books, stories, atlases, pictures and photos and internet as sources of information<br>To investigate places and themes at more than one scale<br>Ask and respond to questions and offer their own ideas<br>Suggest how photos provide useful evidence for their investigations<br>Locate and annotate photos on a map<br>Draw a sketch of a feature from observation or photograph - annotating it with descriptive and explanatory labels<br>Use four points of a compass well:<br>Begin to use eight compass points;<br>Use letters and co-ordinates to locate features on a map confidently<br>Begin to recognise and use symbols on Ordnance Survey map | <u>Key skills</u><br>To use non-fiction books, stories, atlases, pictures and photos and internet as sources of information<br>To investigate and make comparisons between locations e.g. Greece and other countries in Europe<br>Use appropriate geographical vocabulary<br>Watch and listen carefully to recordings and write what they find out to aid investigations<br>Use every day standard and non-standard units within investigations e.g. identifying and recording rainfall within UK compared to Greece<br>Begin to organise recordings in a spreadsheet<br>Use junior atlases efficiently to locate main continents of the world, understanding what these are and locating countries in Europe<br>Begin to use atlases to find out about other features of places e.g. wettest part of world, hottest country in Europe | <u>Key skills</u><br>To begin to look at evidence from past and make comparisons with today e.g. look at historical maps and compare with modern maps in terms of land use<br>To extend to looking at aerial photographs to support investigations<br>Ask and respond to questions and offer their own ideas<br>To suggest questions to ask a person as part of an investigation (Guides at Bede's World)<br>To record and begin to summarise key points shortly after to aid investigation<br>Use a camera independently<br>To annotate photos to support investigations<br>To draw a map of a short route experienced, with features in correct order<br>To know why a key is needed<br>Make a simple scale drawing |
| <u>Knowledge</u><br>Farming - describe and understand key aspects of physical geography including: vegetation belts, rivers, mountains<br>To build knowledge of the United Kingdom   | <u>Knowledge</u><br>Name and know the location of the world's continents and countries, using maps to focus on Europe, focusing on key physical and human characteristics (Greece)   | <u>Knowledge</u><br>Describe and understand key aspects of human geography, including: types of settlement and land use   |
| <u>Contacts/ Visits:</u><br>Museum Hub<br>Northumberland sites   | <u>Contacts/ Visits:</u>   | <u>Contacts/ Visit:</u><br>Bede's world<br>Lindisfarne  |

| Geography   |                                     |   |
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| Year 3 and 4  |                                     |   |
| Cycle B <b>Key:</b> <span style="color:red">■</span> Geographical enquiry <span style="color:blue">■</span> Fieldwork skills <span style="color:green">■</span> Map skills  |                                     |   |
| <b>Autumn Term</b><br>Topic Area:<br><span style="background-color:yellow">Taking over the UK</span><br>History topic link: Vicious Vikings<br>(Raids and invasions/ Danegeld)  | <b>Spring Term</b><br>History Focus | <b>Summer Term</b><br>Topic Area:<br>Topic Area:<br><span style="background-color:yellow">Exploring Europe</span><br>History topic link: Rotten Romans  |
| <u>Key skills</u><br>To use non-fiction books, stories, atlases, pictures and photos and internet as sources of information<br>To investigate places and themes at more than one scale<br>Ask and respond to questions and offer their own ideas<br>Use appropriate geographical vocabulary<br>Suggest how photos provide useful evidence for their investigations<br>Draw a sketch of a feature from observation or photograph making comparisons between past and present- annotating it with descriptive and explanatory labels<br>Use junior atlases efficiently to locate counties and cities of the UK<br>Use letters and co-ordinates to locate features on a map confidently<br>Begin to recognise and use symbols on Ordnance Survey map | <u>Key skills</u>                   | <u>Key skills</u><br>To investigate and make comparisons between two locations (Italy-Rome/ England-London)<br>To collect and record evidence<br>To use non-fiction books, stories, atlases, pictures and photos and internet as sources of information<br>Use appropriate geographical vocabulary<br>Watch and listen carefully to recordings and write what they find out to aid investigations<br>Locate places on larger scale maps e.g map of Europe/ world map or globe<br>Use maps, atlases efficiently to match boundaries e.g. find the same boundary of a country on different scale maps<br>Use junior atlases efficiently |
| <u>Knowledge</u><br>Name and locate counties and cities of the UK, 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 these have changed over time   | <u>Knowledge</u>                    | <u>Knowledge</u><br>Locate the world's countries, using maps to focus on Europe, focusing on key physical and human characteristics (Italy/Rome)  |
| <u>Contacts/ Visits:</u><br>Hancock Museum - Newcastle  | <u>Contacts/ Visits:</u>            | <u>Contacts/ Visit:</u><br>Segadunum - Wallsend   |

