



Geography Curriculum

Year 3

Prior Knowledge

Things that I know:	Skills I will need:
That the United Kingdom consists of four countries.	Use maps, atlases and globes to locate 6 European countries.

Key Question: Which country would you choose to explore and why?

Autumn Term

Subject Specific Concept: Scale

Location

Locate European Countries

Learning Sequence	
1.	<p>What is Europe? Locate the United Kingdom and France</p> <p><u>Prior learning:</u> <u>Concept: Are all continents the same size? Are all countries the same size? What scale is the UK on?</u> <u>How many countries form the United Kingdom?</u></p> <p><u>What is Europe?</u> Recap for children they should remember Europe is one of the 7 continents.</p> <p>A European Country is any country that is placed in the continent Europe.</p> <p>Ask the children to look on the atlas for where the continent Europe is and locate it. Explain that locate means (to find the position or place of).</p> <p>Ask the children to locate, label and colour the continent Europe on a blank world map.</p> <p><u>To know the location of the European Countries: United Kingdom and France.</u></p> <p>Explain to the children they are going to be using maps and atlases to locate many European countries.</p> <p>Ask the children to use the atlases to locate the United Kingdom on a blank map of Europe and colour/label it.</p> <p>Ask the children to use the atlases to locate France on the same blank map of Europe and colour/label it.</p>

Learning Sequence		
2.	Locating Spain	<p><u>Prior learning: How many countries form the United Kingdom? What is Europe? What European countries have we located so far?</u></p> <p>Game: can the children use the inflatable globe to find the countries they have located already? Could you use a giant world map on the floor and get the children to point to/stand on the countries they know already.</p> <p><u>To know the location of the European Country: Spain.</u></p> <p>Recap- A European Country is any country that is placed in the continent Europe.</p> <p>Ask the children to look on the atlas for where the continent Europe is and locate it. Explain that locate means (to find the position or place of).</p> <p>Explain to the children they are going to be using maps and atlases to locate many European countries.</p> <p>Ask the children to use the atlases to locate Spain on the same map of Europe that has already been completed with the other countries and colour/label it.</p>

Learning Sequence		
3.	Locating Germany	<p><u>Prior learning: How many countries form the United Kingdom? What is Europe? What European countries have we located so far?</u></p> <p>Game: can the children use the inflatable globe to find the countries they have located already? Could you use a giant world map on the floor and get the children to point to/stand on the countries they know already.</p> <p><u>To know the location of the European Country: Germany</u></p> <p>Recap- A European Country is any country that is placed in the continent Europe.</p> <p>Ask the children to look on the atlas for where the continent Europe is and locate it. Explain that locate means (to find the position or place of).</p> <p>Explain to the children they are going to be using maps and atlases to locate many European countries.</p> <p>Ask the children to use the atlases to locate Germany on the same map of Europe that has already been completed with the other countries and colour/label it.</p>

Learning Sequence		
4.	Locating Norway	<p><u>Prior learning: How many countries form the United Kingdom? What is Europe? What European countries have we located so far?</u></p> <p>Game: can the children use the inflatable globe to find the countries they have located already? Could you use a giant world map on the floor and get the children to point to/stand on the countries they know already.</p> <p><u>To know the location of the European Country: Norway.</u></p> <p>Recap- A European Country is any country that is placed in the continent Europe.</p> <p>Ask the children to look on the atlas for where the continent Europe is and locate it. Explain that locate means (to find the position or place of).</p> <p>Explain to the children they are going to be using maps and atlases to locate many European countries.</p> <p>Ask the children to use the atlases to locate Norway on the same map of Europe that has already been completed with the other countries and colour/label it.</p>
Learning Sequence		
5.	Locating Sweden	<p><u>Prior learning: How many countries form the United Kingdom? What is Europe? What European countries have we located so far?</u></p> <p>Game: can the children use the inflatable globe to find the countries they have located already? Could you use a giant world map on the floor and get the children to point to/stand on the countries they know already.</p> <p><u>To know the location of the European Country: Sweden.</u></p> <p>Recap- A European Country is any country that is placed in the continent Europe.</p> <p>Ask the children to look on the atlas for where the continent Europe is and locate it. Explain that locate means (to find the position or place of).</p> <p>Explain to the children they are going to be using maps and atlases to locate many European countries.</p> <p>Ask the children to use the atlases to locate Sweden on the same map of Europe that has already been completed with the other countries and colour/label it.</p>

Learning Sequence		
6.	Locating Italy	<p>Prior learning: <u>How many countries form the United Kingdom? What is Europe? What European countries have we located so far?</u></p> <p>Game: can the children use the inflatable globe to find the countries they have located already? Could you use a giant world map on the floor and get the children to point to/stand on the countries they know already.</p> <p><u>To know the location of the European Country: Italy.</u></p> <p>Recap- A European Country is any country that is placed in the continent Europe.</p> <p>Ask the children to look on the atlas for where the continent Europe is and locate it. Explain that locate means (to find the position or place of).</p> <p>Explain to the children they are going to be using maps and atlases to locate many European countries.</p> <p>Ask the children to use the atlases to locate Italy on the same map of Europe that has already been completed with the other countries and colour/label it.</p> <p><u>To locate all 7 European countries.</u></p> <p>Ask the children to locate all 7 counties they have learnt about on a blank world map.</p> <p>Understand that they have zoomed in to Europe but completing this will show they know where each country is in relation to the world by zooming out. Use maps and atlases to help them locate the countries due to them being smaller on a world map. (Use as a form of assessment and recap of prior learning if they can name countries).</p>

Learning Sequence		
7.	Assessment	

Year 3 Autumn Term

Location – Knowledge Organiser

<u>Vocabulary</u>	<u>Knowledge</u>	<u>Subject Specific Vocabulary</u>	
Locate European Countries Continents United Kingdom France Spain Germany Norway Sweden Italy	<ul style="list-style-type: none"> Know how to locate France. Know how to locate Spain. Know how to locate Germany. Know how to locate Norway. Know how to locate Sweden. Know how to locate Italy. 	locate	To find the position or place of.
		European Countries	Any country that is placed in the continent Europe.
	<u>Skills</u> <ul style="list-style-type: none"> Use maps, atlases and globes to locate 6 European countries. 		

Resources

- Collins Primary Atlas (7+) P.12-13, P.14-15, P.16, P.18, P.26-27, P.28-29
- Collins First Atlas (4+) P.26-27 (only for locating Europe is needed is in other atlas).







Assessment

Can you locate Italy, Spain, France and Sweden on this map of Europe?



What is a European country?

Which country is NOT in Europe?
Circle your answer.

Germany

Norway

Africa

Italy



Geography Curriculum

Year 3

Prior Knowledge

Things that I know:	Skills I will need:
The United Kingdom is in Europe and know how to locate France, Spain, Germany, Norway, Sweden and Italy.	To mark locations on a map using a key.
The United Kingdom consists of four countries which are England, Northern Ireland, Scotland and Wales.	To use reasoned arguments to show where a photograph was taken.

Key Question: Would you go to the Lazio region of Italy on holiday?

Autumn Term

Subject Specific Concept: Place

Place

To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North and South America.

Learning Sequence		
1.	What is a region?	<p><u>Prior learning:</u> <u>Concept: What places do we know already? Which countries would you find these places?</u> <u>What continent is the United Kingdom in? What are the names of the countries that make up the United Kingdom? What other countries are in Europe?</u></p> <p><u>To know what a region is.</u></p> <p>Regions: are areas that are broadly divided by physical features within a country.</p> <p>Use the IPADs and let the children explore regions in the United Kingdom on google maps. Discuss and feedback what they have found and introduce the West Midlands as the region we live in.</p> <p>(Stone and Stafford are in the West Midlands).</p>

Learning Sequence		
2.	United Kingdom- West Midlands	<p><u>Prior learning: What is a region? Can you name a region in the UK?</u></p> <p><u>To know that the West Midlands is a region in the United Kingdom.</u></p> <p>What is a region? Regions: are areas that are broadly divided by physical features within a country. Use google maps to zoom in on the UK. (good recap for the children to be able to locate it).</p> <p>Use the maps provided to see if the children can find the West Midlands region (this is the region in the UK we will be focusing on). They can do this in groups/pairs or individually.</p> <p>Ask the children to locate the West Midlands on a blank map showing the regions of the UK. They will need to colour and label the West Midlands clearly.</p>

Learning Sequence		
3.	Human and Physical Features of the West Midlands	<p><u>Prior learning: What is a region? Can you name a region in the UK?</u></p> <p><u>To know some physical and human features of the West Midlands.</u></p> <p>Recap physical and human meanings from previous year groups. Geography features can be split in two: human and physical Physical features are naturally made. Human features are man made.</p> <p>Introduce the four features of the West Midlands through a scavenger hunt. Place the features up around the classroom/hall and see if the children can recognise any of them. River Tame- physical (mark this on the map by using the key to help) Sutton National Park- physical (a national park is protected by the government for the enjoyment of the public and the protection of wildlife). Bullring- human Canal- human Where were the aerial photographs taken? How do you know?</p> <p>Ask the children to find these features on google maps and get them to discuss which ones are physical and which ones are human features. Ask the children to sort the pictures in to the correct side of the table. They can either label the pictures using the labels provided or write them out independently.</p>

Learning Sequence		
4.	Italy- Latium/Lazio Region	<p><u>Prior learning: What is a region? What is the name of a region in the United Kingdom? Can you name a physical feature of the West Midlands region? Can you name a human feature of the West Midlands region?</u></p> <p><u>To know that Latium/Lazio is a region in Italy.</u></p> <p>What is a region? Regions: are areas that are broadly divided by physical features within a country. Use google maps to zoom in on Italy. (good recap for the children to be able to locate it).</p> <p>Use the maps provided to see if the children can find the Latium/Lazio region (this is the region in Italy we will be focusing on). They can do this in groups/pairs or individually.</p> <p>Ask the children to locate the Latium/Lazio region on a blank map showing the regions of Italy. They will need to colour and label the Latium/Lazio region clearly.</p>

Learning Sequence		
5.	Human and Physical Features of Latium/Lazio	<p><u>Prior learning: What is a region? What is the name of a region in the United Kingdom? Can you name a physical feature of the West Midlands region? Can you name a human feature of the West Midlands region? What is the name of a region in Italy?</u></p> <p><u>To know some physical and human features of Latium/Lazio region.</u></p> <p>Recap physical and human meanings from previous year groups. Geography features can be split in two: human and physical Physical features are naturally made. Human features are man made.</p> <p>Introduce the three features of the Latium/Lazio region through a scavenger hunt. Place the features up around the classroom/hall and see if the children can recognise any of them. River Tiber- physical Colosseum- human National Park (Riserva Naturale della Marcigliana)- physical Where were the aerial photographs taken? How do you know?</p> <p>Ask the children to find these features on google maps and get them to discuss which ones are physical and which ones are human features. Ask the children to label each feature using the pictures and write whether it is a physical or human feature and why.</p>

Learning Sequence		
6.	Compare the similarities and differences of the two regions.	<p>Prior learning: <u>What is the name of a region in the United Kingdom? What is the name of a region in Italy? Can you name any physical features of these regions? Can you name any human features of these regions?</u></p> <p><u>To know some similarities and differences between the West Midlands and Latium/Lazio.</u></p> <p>Recap the features of the West Midlands: Canal Bullring River Tame Sutton National Park</p> <p>Recap the features of Latium/Lazio: River Tiber Colosseum National Park (Riserva Naturale della Marcigliana)</p> <p>Discuss whether they are physical features or human features. Could play a game- use print outs of the features and get the children to go and stand by the feature you say e.g. "physical feature of Latium".</p> <p>Ask the children to complete the Venn diagram. Label the 2 regions at the top and get the children to draw pictures of the features/write the features in or both. Sort them in to which region it belongs in or into the middle if it is both. e.g. a drawing of river would go in the middle, drawing of colosseum would go in Latium region.</p>

Learning Sequence		
7.	Assessment	

Year 3 Autumn Term

Place – Knowledge Organiser

Vocabulary

Region
Similarities
Differences

Human
Physical
Features

Rivers
Canals
Landmarks
National parks

Colosseum
Bullring

West Midlands
Latium/Lazio

Knowledge

- Know what a region is.
- Know that the West Midlands is a region of the United Kingdom.
- Know that Latium/Lazio is a region in Italy.
- Know that both regions have a river running through them.
- Know that the Colosseum is in Latium/Lazio.
- Know that the Bullring is in the West Midlands.
- Know that the West Midlands has many canals.
- Both regions have a national park.

Skills and Fieldwork

- To mark locations on a map using a key.
- To use reasoned arguments to show where a photograph was taken.

Subject Specific Vocabulary

Region

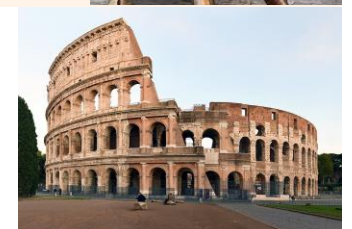
Are areas that are broadly divided by physical features within a country

National park

A park or area of land officially recognised and protected by the nations government.

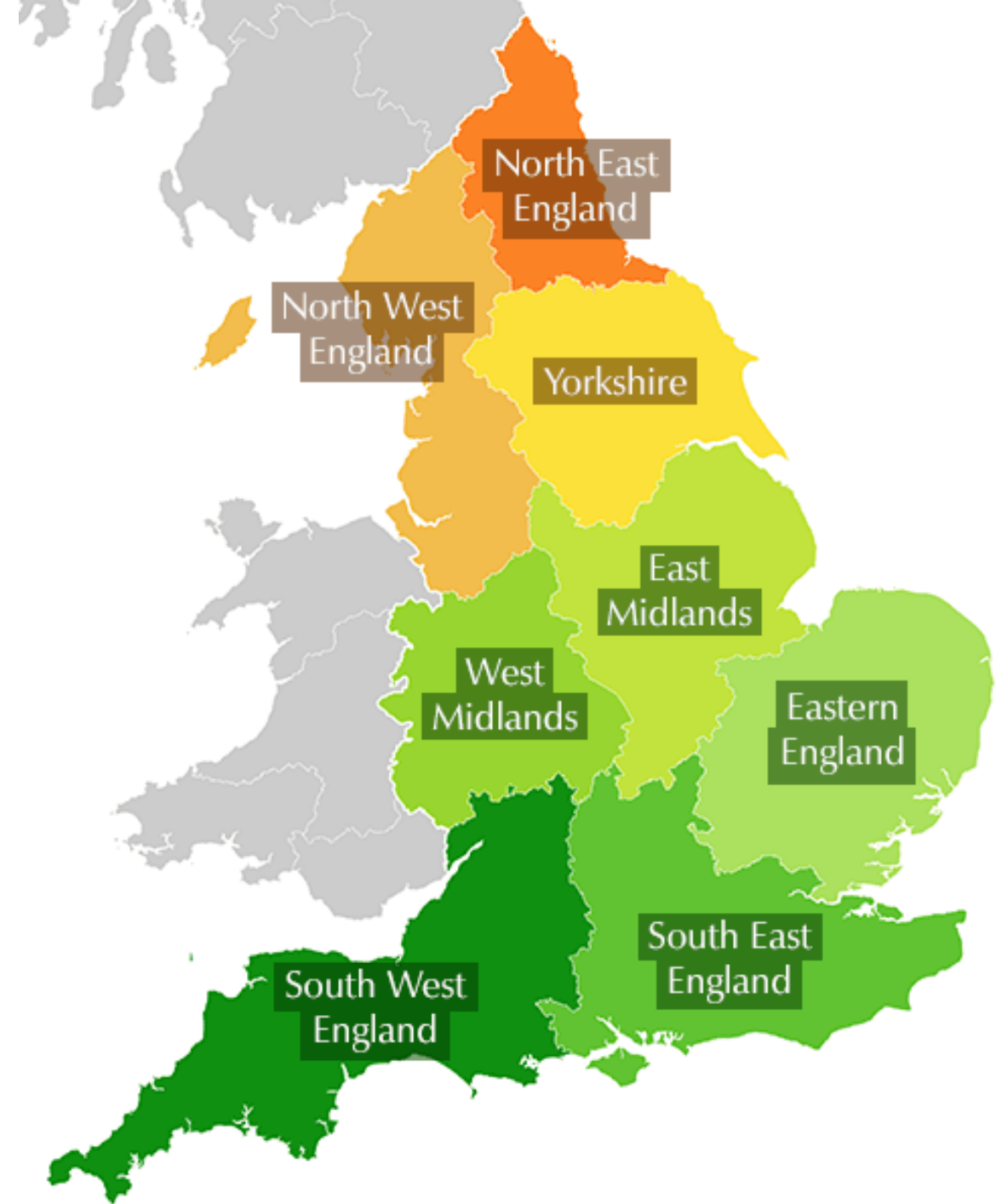
Colosseum

A large theatre or stadium.



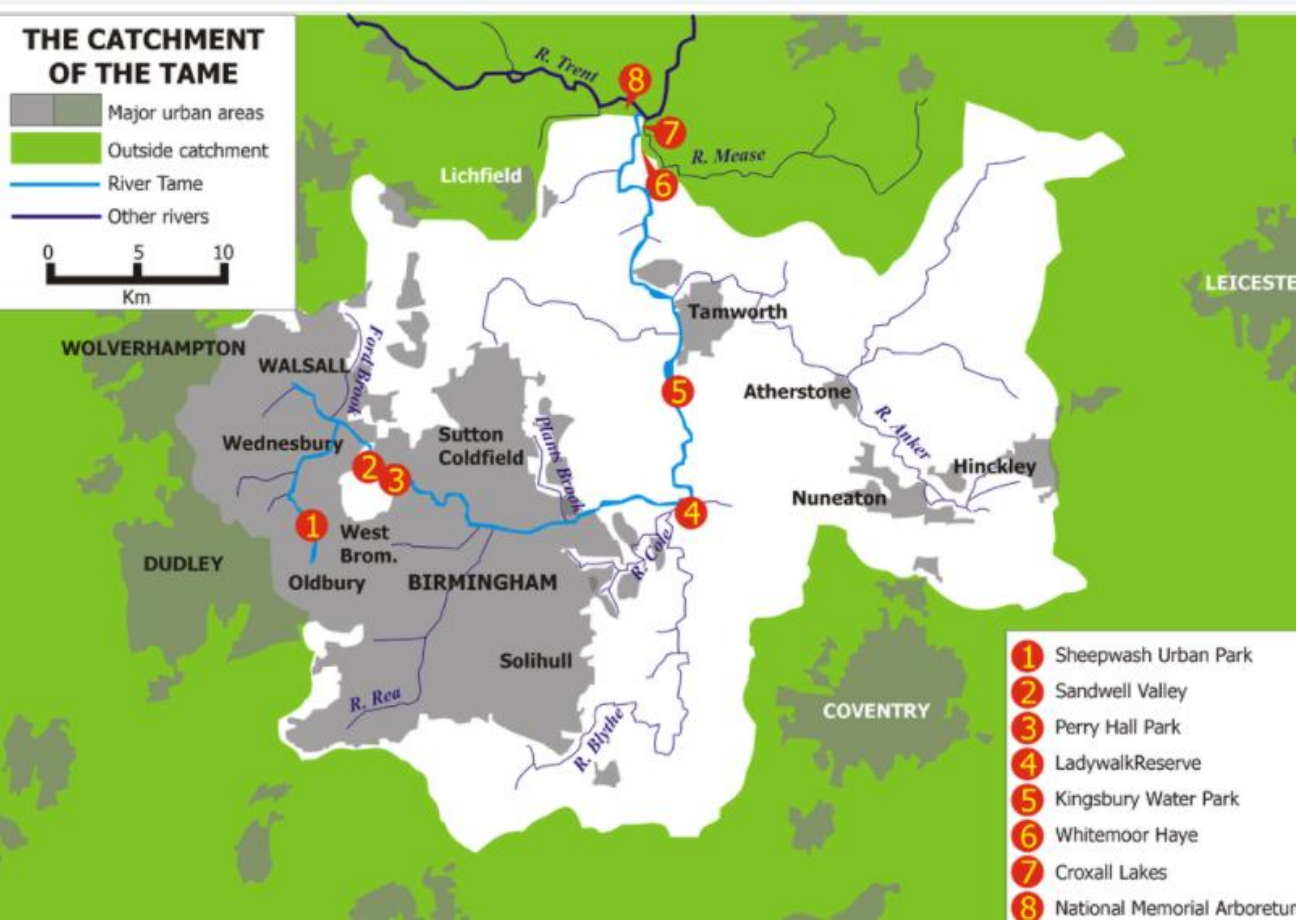
Resources

- Use the maps provided





Blank map of the regions of the UK (England)



River Tame



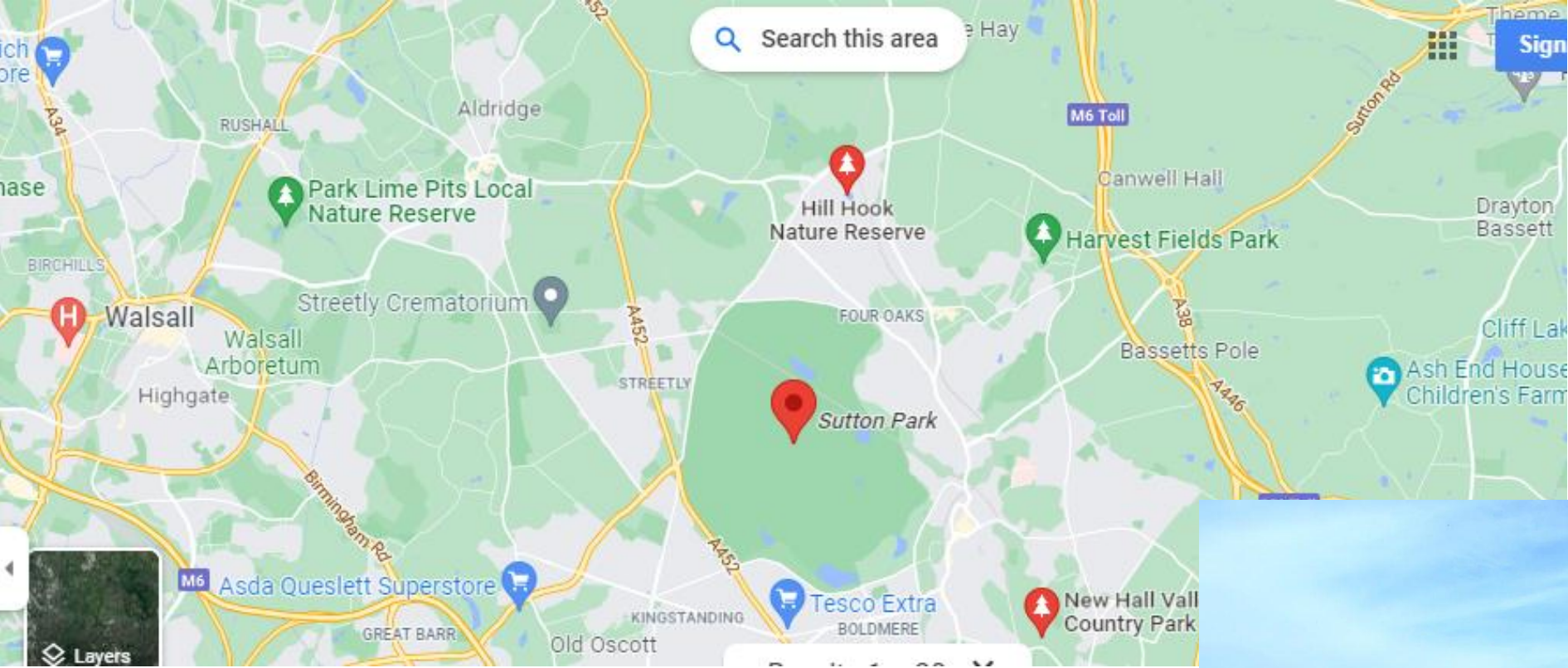
Bullring





Birmingham and Worcester Canal





Sutton National Park



West Midlands	
Physical Features	Human features

Sorting Photos



River Tame

Bullring

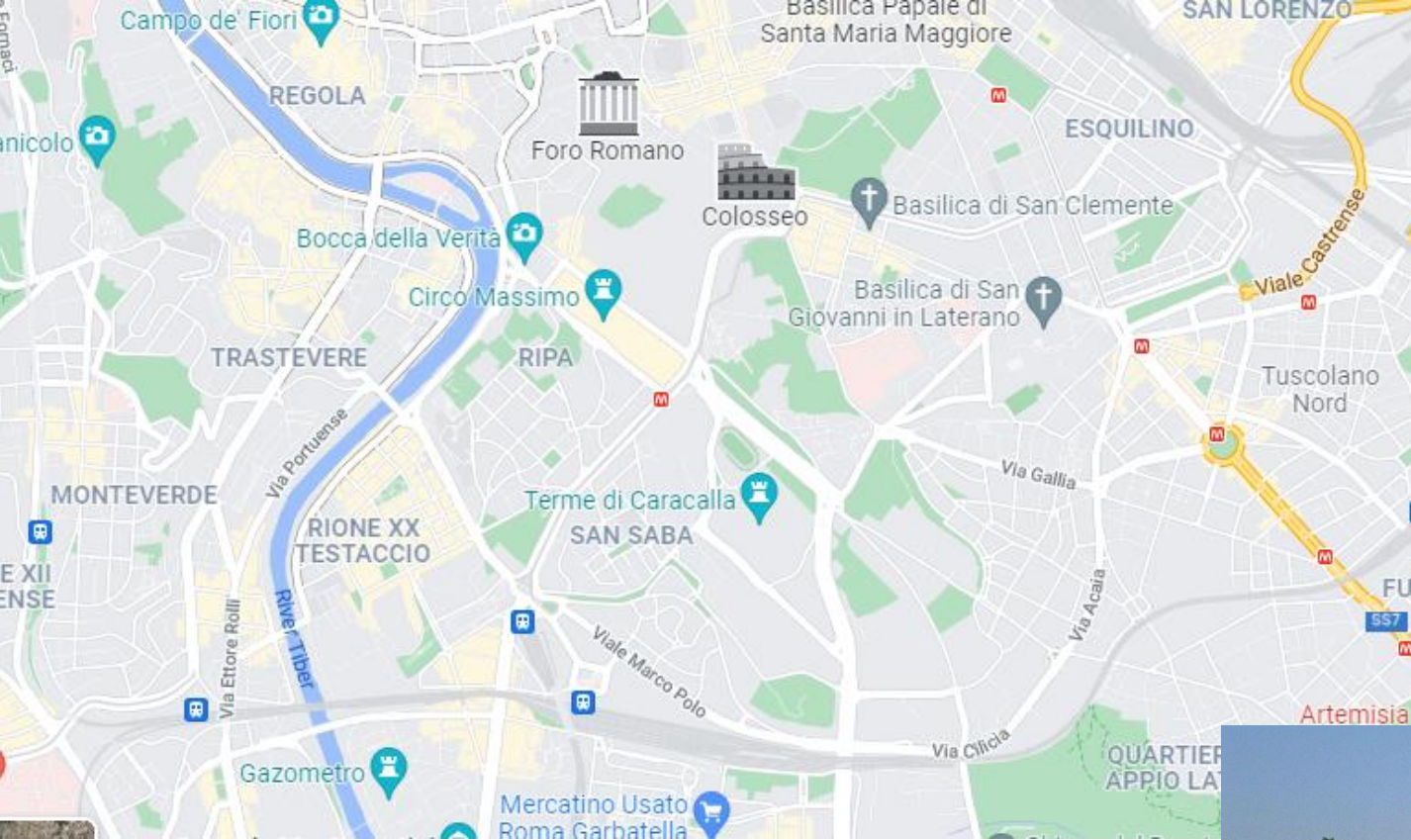
Sutton National Park

Birmingham and
Worcester Canal



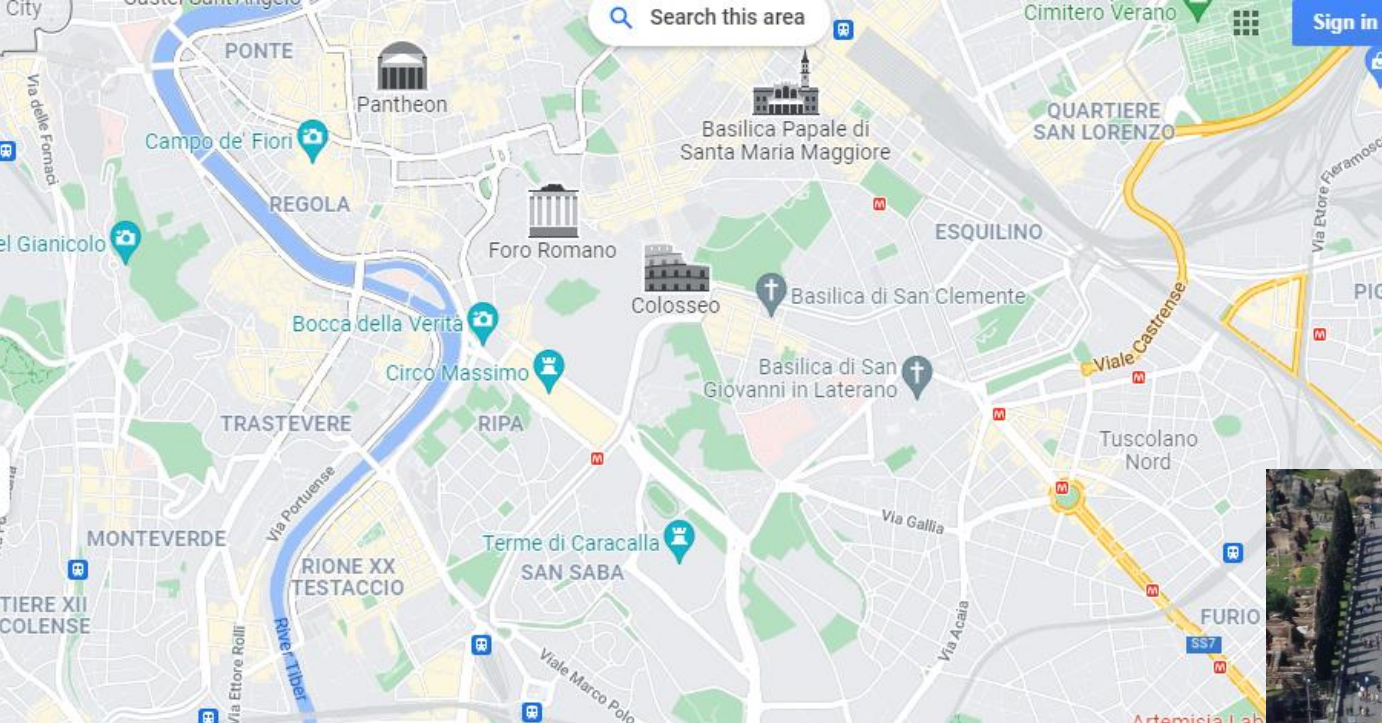


Blank map of the regions in Italy



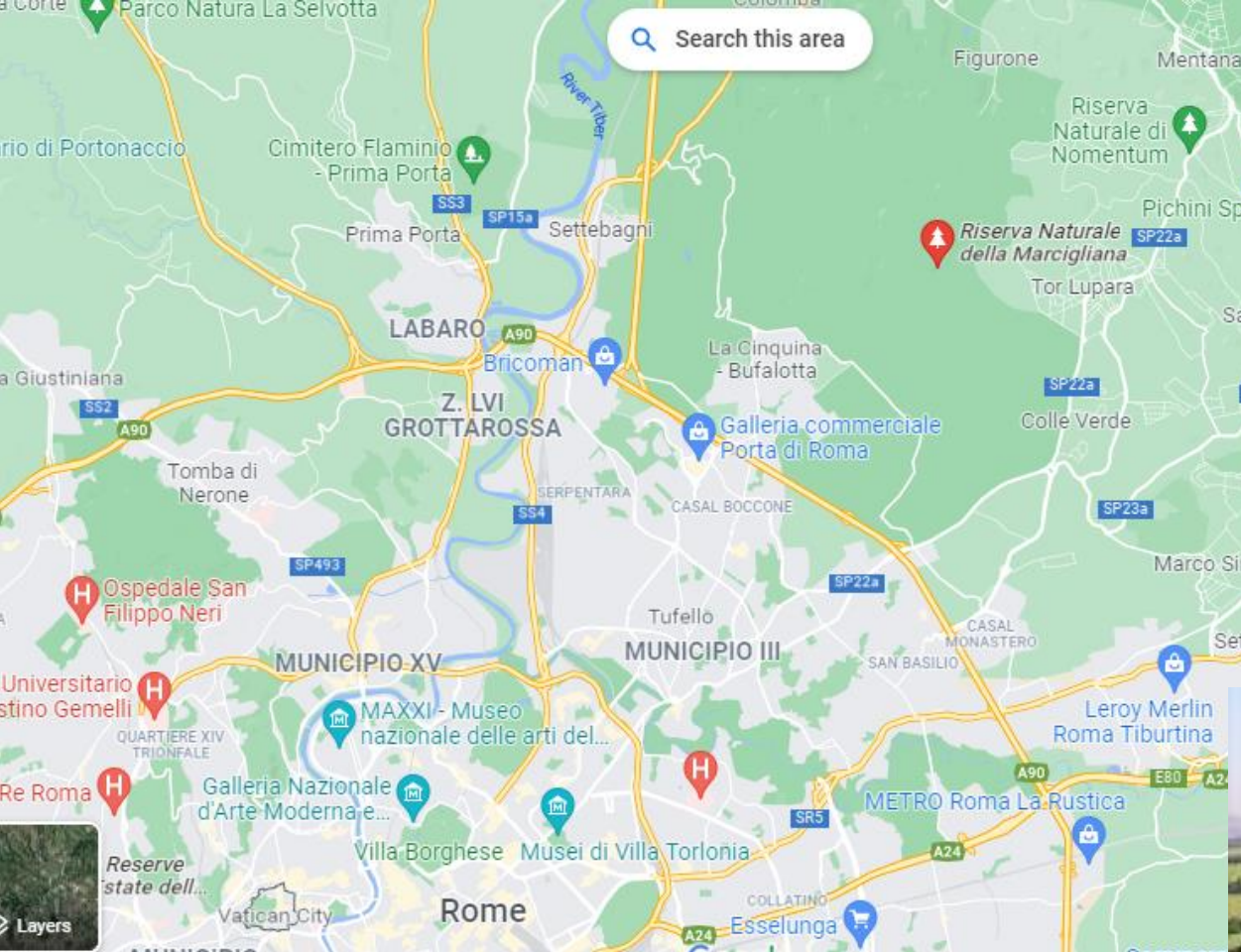
River Tiber





Colosseum

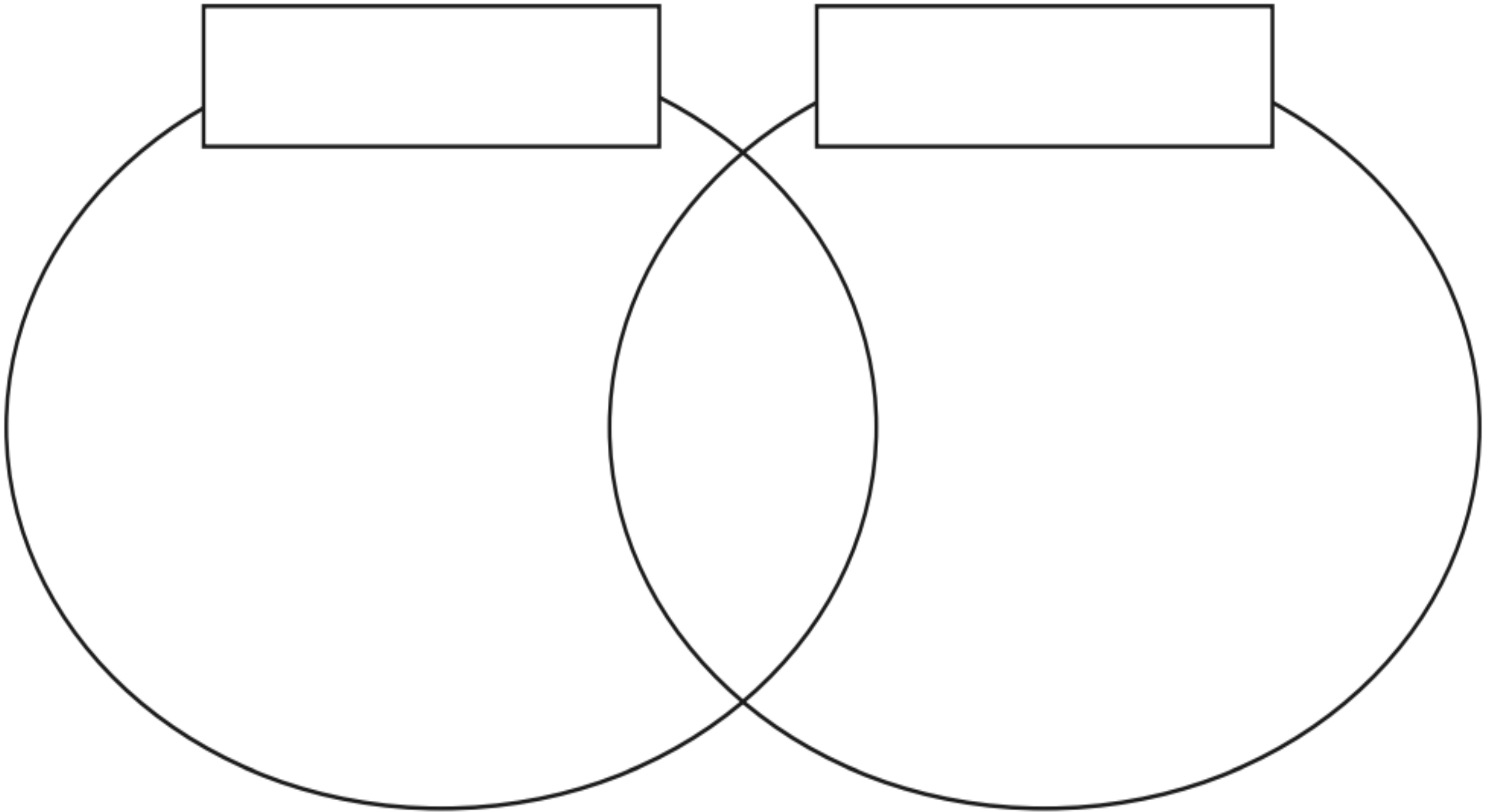












Assessment

Label the West Midlands region in England.



Name a physical feature in the West Midlands?

Name a human feature in Latium/Lazio?

Label the Latium/Lazio region in Italy.



Assessment

What is a similarity between the West Midlands and Latium/Lazio?

What is a difference between the West Midlands and Latium/Lazio?



Geography Curriculum

Year 3

Prior Knowledge

Things that I know:

There are different types of extreme weather.

Skills I will need:

Locational language to describe unfamiliar places.

Spring Term

Subject Specific Concept: Physical and Human Processes

Physical

Volcanoes and Earthquakes

Learning Sequence	
1.	<p>What is a volcano?</p> <p><u>Prior learning:</u> <u>Concept: Are volcano eruptions physical or human processes? Can events like this change a landscape?</u> <u>What different weather types are there? What different extreme types of weather are there?</u></p> <p><u>To know what a volcano is and how they are caused.</u> A volcano is an opening in the earth's crust through which lava, volcanic ash, and gases escape. (could create an action for volcanos) Show children some pictures of volcanos. Watch video. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc What is happening? How do we know?</p> <p>Explain what happens when a volcano explodes. (Volcanoes are caused when magma rise to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes).</p> <p>Complete the Volcano Experiment to help children understand what happens and how volcanos are caused- explain that the reaction depends on the size of the volcano. Some are dormant. A dormant volcano is an active volcano that has not erupted in the past 10,000 years.</p> <p>Ask the children to write about volcanos for an extreme weather leaflet/fact file. They can use some photographs to draw a volcano to go with their writing (Could use geography topic books).</p>

Learning Sequence		
2.	What is an earthquake?	<p><u>Prior learning: What extreme weather have we learnt about? What is a volcano?</u></p> <p><u>To know what an earthquake is and how they are caused.</u></p> <p>An earthquake is simply a vibration of the Earth's crust. Some earthquakes are barely detected while others cause immense damage and loss of life. (could create an action for earthquake). Aftershock is where (a smaller earthquake which comes after a large earthquake in the same area).</p> <p>The vibrations of the Earth's crust are caused by tectonic plates. (these are huge slabs of moving rock in the earth's outer shell).</p> <p>The tectonic plates meet on conservative (plates slide past each other), destructive (plates collide into each other) and constructive (plates move away from each other) plate boundaries. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zi89t39</p> <p>Ask the children to write about earthquakes for an extreme weather leaflet/fact file. They can use some photographs to draw the effects of an earthquake to go with their writing (Could use geography topic books).</p>
Learning Sequence		
3.	What is a fault line?	<p><u>Prior learning: What extreme weather have we learnt about? What is a volcano? What is an earthquake?</u></p> <p><u>To know what a fault line is.</u></p> <p>Where do Earthquakes occur? Earthquakes occur along the tectonic plate boundaries or fault lines.</p> <p>A fault line is a long crack in the surface of the earth where fractures in the rocks on either side of the crack have slid past each other.</p> <p>Like volcanoes, earthquakes mostly occur along plate boundaries. As we know the plates are not motionless but move across the mantle.</p> <p>How is the power of an earthquake measured? The 'power' or strength of an earthquake is called its magnitude. The Richter scale is a measurement of the magnitude of an earthquake.</p> <p>Ask the children to write about fault lines in their extreme weather leaflet/fact file. (could use geography topic books).</p>

Learning Sequence		
4.	Assessment	

Year 3 Autumn Term

Physical – Knowledge Organiser

Vocabulary

eruption
 aftershock
 magma
 lava
 dormant
 fault lines
 magnitude
 landslide
 tectonic plates
 pressure
 gas

Knowledge

- Know volcanoes are caused when magma rise to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.
- Know earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake.
- Know that fault lines are fractures in the Earth's crust where rocks on either side of the crack have slid past each other.

Skills

- To use locational language to describe unfamiliar places.

Subject Specific Vocabulary

aftershock

A smaller earthquake which comes after a large earthquake in the same area.

magnitude

If you talk about the magnitude of something, you are talking about its great size.

dormant

A dormant volcano is an active volcano that has not erupted in the past 10,000 years.

tectonic plates

The Earth's outer shell is made up of huge slabs of moving rock called tectonic plates.

fault lines

Fractures in the Earth's crust where rocks on either side of the crack have slid past each other.



Resources

- https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxy_c
- <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39>
- Geography topic books on volcanos and earthquakes.

This is a blank worksheet template for a story. It features a large rectangular box on the left for writing the story, a smaller rectangular box on the top right for a drawing, and a small rectangular box on the bottom right for additional writing. All boxes have horizontal lines for text.

Second one do a page for each extreme weather event.

You will need:

1. Washing up liquid
2. Vinegar
3. Plastic cup
4. Bicarbonate of soda
5. Red food colouring



You could build a paper mache volcano and put the cup inside it for extra effect!

Method:

1. Fill your cup just over half full with water, add 3 teaspoons of bicarbonate of soda and give it a good stir until most of the bicarbonate of soda dissolves.
2. Add two drops of red food colouring and a good squirt of washing up liquid into the cup and once again give it a stir.
3. Make sure your volcano is in the kitchen or outside (or somewhere you don't mind making a mess).
4. Quickly pour in just under a quarter of a cup of vinegar and enjoy your very own volcanic eruption!

The science behind it:

You just made a chemical reaction! By mixing the acid (vinegar) and the alkali (bicarbonate of soda), bubbles of carbon dioxide (CO_2) were released like in a pyroclastic flow. A pyroclastic flow moves very fast and is extremely dangerous, whilst lava flows move slowly and aren't much of a threat.

Volcano experiment- It is science but we are using this to show how a volcano would be made and what would happen as part of extreme weather in geography.

Assessment

Match the extreme weather to a definition of what it is:

Earthquake

opening in the earth's crust through which lava, volcanic ash, and gases escape.

Volcano

simply a vibration of the Earth's crust.

What are tectonic plates?

How long can a dormant volcano go without erupting?



Geography Curriculum

Year 3

Prior Knowledge

Things that I know:	Skills I will need:
There are 7 different continents.	Use maps to locate countries.
The United Kingdom is in Europe.	
North and South America are continents.	
I can locate North America and South America.	

Summer Term

Subject Specific Concept: Space

Location

Locate North and South America

Learning Sequence	
1.	<div>Locating North America</div> <div><p><u>Prior knowledge:</u> <u>Concept: Are countries all the same size? Do all countries have space that looks the same?</u> <u>How many continents are there? How many can you name?</u></p><p><u>To know that North America is a continent and to be able to locate it on a map.</u></p><p>Watch the video to help children remember the continents. https://www.bbc.co.uk/bitesize/articles/zw7gsk7</p><p>Introduce children to the term- Hemisphere: A half of the earth, usually as divided into northern and southern halves by the equator. Explain North America is located in the Northern hemisphere above the Equator (prior learning).</p><p>Use the globe and atlases to show the children where North America is located. (P12-13)</p><p>Ask the children to label and colour North America in on a blank map of the world. Children could use atlas to draw the equator on the blank map.</p></div>

Learning Sequence		
2.	Locating South America	<p><u>Prior knowledge: How many continents are there? How many can you name? Can you locate North America.</u></p> <p><u>To know that South America is a continent and to be able to locate it on a map.</u></p> <p>Watch the video to help children remember the continents. https://www.bbc.co.uk/bitesize/articles/zw7gsk7</p> <p>Recap the term- Hemisphere: A half of the earth, usually as divided into northern and southern halves by the equator. Explain South America is mainly located in the Southern hemisphere above the Equator (prior learning). Which countries in South America are not in the Southern Hemisphere?</p> <p>Use the globe and atlases to show the children where South America is located. (P12-13)</p> <p>Ask the children to label and colour South America in on a blank map of the world.</p>

Learning Sequence		
3.	Assessment	

Year 3 Summer Term

Location – Knowledge Organiser

Vocabulary

Locate
North America
South America

hemisphere
equator

Knowledge

- Know how to locate North America
- Know how to locate South America.

Subject Specific Vocabulary

North America

North America is a continent in the Northern Hemisphere

South America

South America mostly in the Southern Hemisphere

Hemisphere

A half of the earth, usually as divided into northern and southern halves by the equator.

Skills

- Use maps to locate countries.



Resources

- <https://www.bbc.co.uk/bitesize/articles/zw7gsk7>
- Collins Primary Atlas KS2- Page 12-13

World Map



Assessment

Label North America and South America on this map:

World Map





Geography Curriculum

Year 3

Prior Knowledge

Things that I know:	Skills I will need:
There are 7 different continents.	Use maps, Globes and Atlases.
The United Kingdom is in Europe.	
North and South America are continents.	
I can locate North and South America.	

Summer Term

Subject Specific Concept: Interconnections

Place

To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North and South America.

Learning Sequence	
1.	<div><div><div>Snowdonia</div><div>Snowdon</div><div>Snowdon Mountain Rail</div></div><div><p><u>Prior learning:</u> <u>Concept: How have people changed our local areas so it helps their way of life?</u> <u>How many continents are there? Which continent is the UK in? Where is North America? Where is South America?</u></p><p><u>To know that Snowdonia is a region in the United Kingdom.</u> Recap- what is a region? Label Wales as the title of the map. See if the children can use the atlases/maps/google maps to locate which UK country the region of Snowdonia is in. Ask the children to label on a blank map of Wales the Snowdonia region. They can use atlases, other maps or Ipads to zoom in using google maps. Atlas P.21, P.22-23</p><p><u>To know that Snowdon is a physical feature of this region.</u></p><p>Recap- what is a physical feature? Explain we are going to find a physical feature in the region Snowdonia. Give the children some pictures of mountains to look at (do not need to just be Snowdon). Are mountains physical features? Why? Explain we are going to find the mountain in the Snowdonia region. Ask the children to label Snowdon on the same blank map of Wales in the Snowdonia region. They can use atlases, other maps or Ipads to zoom in using google maps- introduce the children to the mountain symbol on google maps. Atlas P.21, P.22-23</p><p>https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-mountains/zjvwwx</p><p><u>To know that Snowdon Mountain Rail is a human feature of this region.</u></p><p>Recap- what is a human feature? Explain we are going to find a human feature in the region Snowdonia. A human feature of Snowdonia is Snowdon Mountain Rail. Ask the children to find out what this is? Can they do some research?</p><p>https://www.visitwales.com/attraction/train/snowdon-mountain-railway-516165</p><p>Ask the children to write a Travel Guide. If they went to the region Snowdonia what human and physical feature would they find there. Can print pictures off to help them.</p></div></div>

Learning Sequence

2.

Canada (British Columbia) – North America The Canadian Rockies The Rocky Mountaineer Railway

Prior learning: Which region have we learnt about in the UK? What is a physical feature of that region? What is a human feature of that region?

To know that Canada is a region in North America.

Recap- what is a region? Label North America as the title of the map. See if the children can use the atlases/maps/google maps to locate the country Canada (North America). Ask the children to label on a blank map of North America Canada. They can use atlases, other maps or Ipads to zoom in using google maps.

To know that The Canadian Rockies are a physical feature of this region.

Recap- what is a physical feature? Explain we are going to find a physical feature in the region of Canada (North America). What physical feature did we find in Snowdonia? Might there also be a mountain range in Canada?

Explain we are going to find The Canadian Rockies in the Canada region. Children might notice that The Canadian Rockies are predominantly in British Columbia (a smaller region of Canada)

Ask the children to label the Canadian Rockies on the same blank map of North America in the British Columbia region. They can use atlases, other maps or Ipads to zoom in using google maps.

Atlas: P.39, P40-41

To know that The Rocky Mountaineer Railway is a human feature of this region.

Recap- what is a human feature? Explain we are going to find a human feature in the region British Columbia (Canada).

A human feature of North America is the Rocky Mountaineer Railway. Ask the children to find out what this is? Can they do some research.

Can they add this new information to there Travel Guide. . If they went to the region Canada what human and physical feature would they find there. Can print pictures off to help them.

<https://www.rockymountaineer.com/>

Learning Sequence

3.

The Andes – South America Worlds Largest Mountain Range The Trans-Andean Railway

Prior learning: Which region have we learnt about in the UK? What are the physical and human features of that region? What region have we learnt about in North America? What are the physical and human features of that region?

To know that The Andes is a region in South America.

Recap- what is a region? Label South America as the title of the map.
See if the children can use the atlases/maps/google maps to locate The Andes region in South America. Ask the children to label on a blank map of South America where The Andes are. They might notice that The Andes are across many countries including Chile and Peru. They can use atlases, other maps or Ipads to zoom in using google maps.
Atlas: P.47, P48-49.

To know that The Andes are a Mountain Range and are a physical feature of this region.

Recap- what is a physical feature?
The Andes are The Worlds Largest Mountain range.
Mountain Range: A series of mountains or hills ranged in a line and connected by high ground.
The Andes are a region due to the characteristics of the mountainous area.

<https://www.bbc.co.uk/bitesize/clips/z27tfq8>

To know that The Trans-Andean Railway is a human feature of this region.

Recap- what is a human feature?
Do you think the Andes region has a railway?
A human feature of South America is The Trans-Andean Railway. Can they use the atlases to spot the railway going across the Andes. Can they do some research.
Can they add this new information to there Travel Guide. If they went to the Andes region what human and physical feature would they find there. Can print pictures off to help them.

<https://www.ice.org.uk/what-is-civil-engineering/what-do-civil-engineers-do/transandine-railway>

Learning Sequence		
4.	Compare Similarities	<p><u>Prior learning: Which region have we learnt about in the UK? What are the physical and human features of that region? What region have we learnt about in North America? What are the physical and human features of that region? What region have we learnt about in South America? What are the physical and human features of that region?</u></p> <p><u>To know the similarities between the different regions.</u></p> <p>Using the information the children have learnt from the last three sessions fill in the Carroll diagram with the similarities e.g. Name the mountain in each box under similarities and name the railway transport in each box under similarities.</p> <p>Keep revisiting the known facts. Before competing the above recap with the children the different regions and what physical and human geography you would find there.</p>

Learning Sequence		
5.	Compare Differences	<p><u>Prior learning: What regions have we learnt about? What physical and human geography would you find there?</u></p> <p><u>To know the differences between the different regions.</u></p> <p>Explain to the children we know some similarities between the regions but there are some differences. What is the railway in The Andes region? Explain the Trans-Andean Railway is no longer in service due to natural disasters destroying parts of the rail track. (Earthquakes, landslides, avalanches). Children might suggest earthquakes as they have learnt about it in previous geography topics.</p> <p>The Andes and Canadian Rockies mountain ranges span across several countries whereas Snowdon and the Snowdonia region are purely based in Wales. Use the atlases to prove they span across multiple countries: The Andes: P.46-47. The Canadian Rockies: P.38-39</p> <p>Snowdonia: P.20-21 (only in Wales).</p> <p>Ask the children to add these differences in to the boxes in the Carroll diagram from the previous lesson.</p>

Learning Sequence		
6.	Assessment	

Year 3 Summer Term

Place – Knowledge Organiser

Vocabulary

Locate
North America
South America

hemisphere
equator

Knowledge

- Know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North and South America.

Skills

- Use maps, Globes and Atlases.

Subject Specific Vocabulary

North America

North America is a continent in the Northern Hemisphere

South America

South America mostly in the Southern Hemisphere

Hemisphere

A half of the earth, usually as divided into northern and southern halves by the equator.

Mountain Range

A series of mountains or hills ranged in a line and connected by high ground.



Resources

- <https://www.visitwales.com/attraction/train/snowdon-mountain-railway-516165>
- <https://www.rockymountaineer.com/>
- <https://www.ice.org.uk/what-is-civil-engineering/what-do-civil-engineers-do/transandine-railway> (Good video about the railway and how it was built to reinforce human feature)
- Collins Primary Atlas 7+
- <https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-mountains/zjjvwx> (might only want the first minute or so)
- <https://www.bbc.co.uk/bitesize/clips/z27tfg8> (only Andes and Rockies- don't need info on Himalayas)

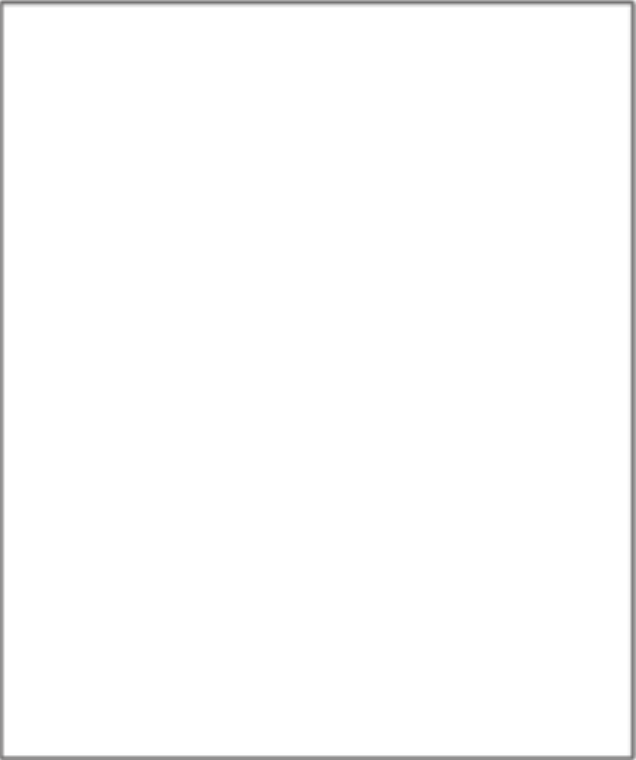
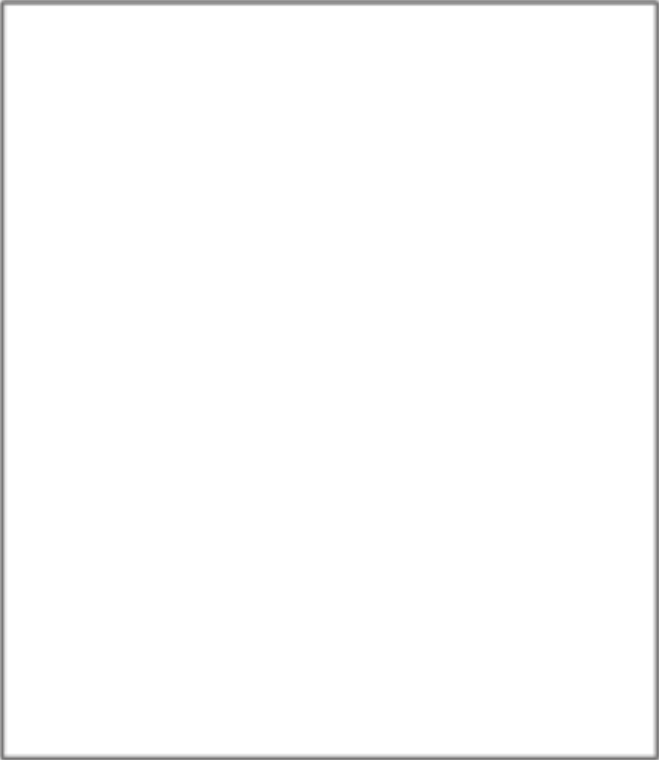


Blank Map of Wales to locate Snowdonia and Snowdon



Snowdonia





Travel Guide

Canada

Map to use to help locate

Use Atlas: P.39, P40-41



Blank map of North America (Canada)



British Columbia Canada



Map to use to help locate Andes

Use Atlas P47, P.48-49



Blank map of South America

The Andes





Travel Guide

	Similarities	Differences
Snowdonia		
Canada		
The Andes		

Assessment

Match the country to the region:

United Kingdom

South America

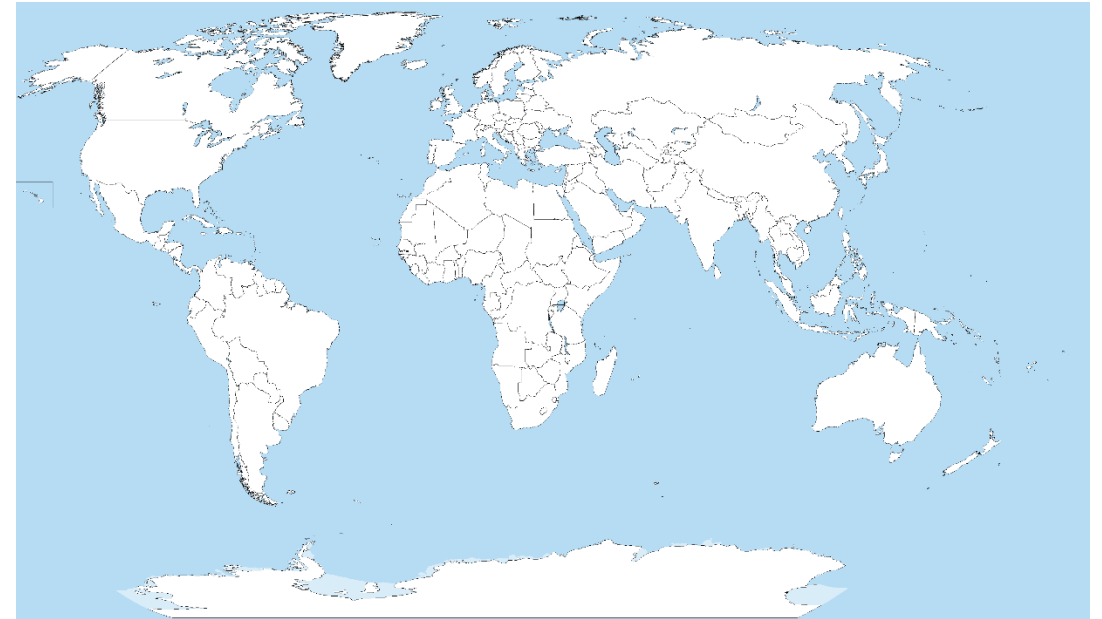
North America

Canada

The Andes

Snowdonia

Label the 3 regions: Snowdonia, British Columbia (Canada) and The Andes:



What is a human feature of Snowdonia?

What is a physical feature of British Columbia in Canada?
