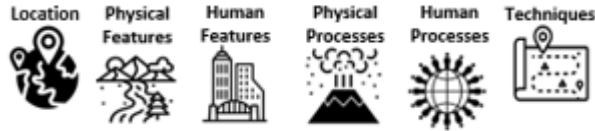


Year 3 and 4 Curriculum Plan – Geography



	Autumn	Spring	Summer
Y3	<p style="text-align: center;"><u>Egypt</u></p> <p>Name and locate countries of the UK using maps, atlases and globes Compare the location of the UK with Egypt Human and physical features</p>	<p style="text-align: center;"><u>India</u></p> <p>Human and physical features Contrasts between different regions of India Land use</p>	<p style="text-align: center;"><u>Italy</u></p> <p>Human and physical features Compare Naples and Ipswich Workings of volcanoes</p>
Y4	<p style="text-align: center;"><u>Revision (Flashbacks)</u></p> <p>Revision of continents, the equator and countries of the UK</p>	<p style="text-align: center;"><u>Rivers (link to China) – first weeks of term</u></p> <p>Water cycle UK rivers and rivers of the world Yangtze River China Three Gorges Dam</p> <p style="text-align: center;"><u>Mountains (link to China) – final weeks of term</u></p> <p>How mountains are formed UK mountains and mountains of the world Himalayas in Asia</p>	<p style="text-align: center;"><u>Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries Use the eight points of a compass, four and six-figure grid references, symbols and keys Use fieldwork to observe, the local area</p>

Geography National Curriculum Expectations LKS2	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locational knowledge						
<ul style="list-style-type: none"> To 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, key physical and human characteristics, countries, and major cities 						
<ul style="list-style-type: none"> To 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 						
<ul style="list-style-type: none"> To 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) 						
Place knowledge						
<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 						

Human and physical geography <ul style="list-style-type: none"> To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 						
<ul style="list-style-type: none"> To describe and understand key aspects of: 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 						
Geographical skills and fieldwork <ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 						
<ul style="list-style-type: none"> To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 						
<ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 						