

**Curriculum Area: Geography**

**Year Group: 3 (2010 – 2011)**

### **An Introduction to Year 3**

The aims of Geography teaching at Eridge House are to instill in the children a knowledge of the physical world around them and the human interactions within it, to encourage them to explore our world and to foster in them a caring attitude towards it and its people and to develop an understanding of the problems our planet and people face. The scheme of work is geared towards the Creative Curriculum at Eridge House which also includes aspects of the National Curriculum. It is intended to present the highest quality of Geography teaching and to foster links to other areas of the curriculum.

In September 2010 the Creative Curriculum was introduced where each term a topic is studied across the whole curriculum, excluding Maths. Our main Creative Curriculum topic, for Geography, is in the summer where we focus upon the theme of water including the water cycle, conserving water and making less water waste. We will also focus on surviving on a desert island scenario surrounded by salt water. However, Geography is studied as an element within the main topics covered in the autumn and spring terms. The children begin to develop fundamental Geography skills in Year 3 and gain access to a range of text books, maps, DVDs and trips.

During key stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

### **Key Stage: 2**

#### ***Expected Level of Attainment:***

Pupils show their knowledge, skills and understanding in studies at a local scale. They describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features. They are aware that different places may have both similar and different characteristics. They offer reasons for some of their observations and for their views and judgments about places and environments. They recognise how people seek to improve and sustain environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.

## **Knowledge, skills and understanding**

Teaching should ensure that **geographical enquiry and skills** are used when developing **knowledge and understanding of places, patterns and processes**, and **environmental change and sustainable development**.

## **Geographical enquiry and skills**

- 1 In undertaking geographical enquiry, pupils should be taught to:
  - a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
  - b. collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]
  - c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
  - d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build an hotel in an overseas locality]
  - e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using e-mail to exchange information about the locality with another school].
  
- 2 In developing geographical skills, pupils should be taught:
  - a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
  - b. to use appropriate fieldwork techniques [for example, labeled field sketches] and instruments [for example, a rain gauge, a camera]
  - c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
  - d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
  - e. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
  - f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
  - g. decision-making skills (for example deciding what measures are needed to improve safety in a local street)

## **Knowledge and understanding of places**

- 3 Pupils should be taught:
  - a. to identify and describe what places are like [for example, in terms of weather, jobs]
  - b. the location of places and environments they study and other significant places and environments.
  - c. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
  - d. to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
  - e. to identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists] to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]

- f. to recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].

## **Knowledge and understanding of patterns and processes**

- 4 Pupils should be taught to:
  - a. recognise and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground, the distribution of hotels along a seafront]
  - b. recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments

## **Knowledge and understanding of environmental change and sustainable development**

- 5 Pupils should be taught to:
  - a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
  - b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

## **Breadth of study**

- 6 During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities and three themes:

### Localities

- a. a locality in the United Kingdom
- b. a locality in a country that is less economically developed

### Themes

- c. water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them
- d. how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]
- e. an environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

- 7 In their study of localities and themes, pupils should:

- a. study at a range of scales – local, regional and national
- b. study a range of places and environments in different parts of the world, including the United Kingdom and the European Union
- c. carry out fieldwork investigations outside the classroom.

## **Spring Term**

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### **Out of the Egg**

Look at different types of animals (born from eggs), which live in extreme physical geographical conditions and what those conditions are i.e. Arctic and Desert.

### **Surveying my neighbourhood**

Learn about the physical features of the local environment:

Use Google earth to zoom from the world into Fulham and look at the features of the area through different views i.e. Satellite, terrain etc.

Make maps of the local area – hand drawn and from streetfinder etc. Label geographical features of the area. Children to make map of their route to and from school

### **Below the surface**

Natural Disasters that are caused by movement underground and why?

Study under the surface of the water

Look at the surface of the ozone

## **Summer Term**

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### **Water, water everywhere**

Study how water is used in the world

Water cycle, how we use water in the home, water waste, where is water sourced. Who uses water? What do they use it for?

Land use patterns - water and its effects on landscapes and people, including the physical features of rivers [ for example, flood plain ] or coasts [for example, beach], and the processes of erosion and deposition that affect them.

Gain an understanding of the water cycle.

How is water used around the world activities:

Pupils could compile a list of the various uses of water. Divide the children into groups and ask them to sort the list into categories – home, farms, industry, leisure, others.

Ask the children to keep a diary of water use in the home for a few days. Explore the issue of wasting water and discuss what happens to water once it has been used.

Where can we find water locally? Where can we find water in the world? Activities:

Ask the pupils to note as many clues to the presence of water as possible, using a map of the area around the school. Then ask them to use an atlas to identify places with very high and very low rainfall.

Ask the pupils to walk around the school grounds and mark on a plan all signs of water movement, *e.g.* downpipes, gutters and, possibly with the assistance of a school keeper, investigate where water enters and leaves the school, and find out what a stopcock is.

Divide the children into small groups and ask them to work out how they would transport water from another tap in the school grounds to their classroom if their nearest tap were not working.

What is the Water Cycle? Activities:

Put up enlarged words describing the water cycle.

Show the children the web resource:

<http://www.kidzone.ws/water/>

Read through the page with the children.

Demonstrate to the children using various equipment, evaporation, condensation and precipitation.

Give the children copies of the stages of the water cycle, ask them to cut out and stick in their books and label appropriately.

### **Inventions and Inventions:**

Bridges: Look at famous bridges and study the rivers that they are built upon – look at similarities and differences between them.

Research the river the bridges are built on using maps, photos and the Internet.

Identify and explain physical features of the river.

Have an understanding of river processes and patterns.

Look at the local settlement that has been built around the river and the need for the bridge.

### **Excursions & Further Experiences**

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Thames walk

Our local environment

### **Assessment**

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This is carried out using Incerts Assessment Entry at the end of the first half of the term and then through written assessment at the end of the second half of the term.

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## **Reporting to Parents**

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Written reports at the end of every term, therefore three times a year.

Annual parents' open consultation coupled with the Geography department.

## **Schemes of Work, Texts and Equipment**

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Eridge House Geography Department works from its own Creative Curriculum, which is linked, loosely to the LCP scheme of work and the National Curriculum attainment requirements.

All tools, equipment and materials are provided by the department. In exceptional cases where specialist materials are needed parents may be charged. They will always be notified of this before it happens and will always be charged at cost.

### **SKILLS PRACTICED;**

Geographical **enquiry** and skills

Knowledge and understanding of patterns and processes

Knowledge and understanding of places

Knowledge and understanding of environmental change and sustainable development