






South Gosforth First School – Geography

Long Term Planning – Year 3

<u>Term:</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Geography Topic – Enquiry Question</u>	Local area  Why should you visit Newcastle?		Mountains  Why are the Alps awesome?		Earthquakes and volcanoes  What is the Pacific Ring of Fire?	
<u>Geography Curriculum Area</u>	Locational & Place Knowledge Geographical Skills and Fieldwork Geographical Enquiry		Human & Physical Geography Geographical Enquiry		Human & Physical Geography Geographical Skills and Fieldwork	
<u>National Curriculum Objectives</u>	<ul style="list-style-type: none"> 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have 		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe. Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers). Describe and understand key aspects of physical geography, including mountains, volcanoes 		<ul style="list-style-type: none"> Physical geography, including volcanoes and earthquakes. 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 	

	<p>changed over time - including: types of settlement and land use, economic activity.</p>	<p>and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>some of these aspects have changed over time.</p>
<p><u>Broken Down Objectives & Suggested Activities</u></p>	<ul style="list-style-type: none"> List and describe some features of tourism. Explain why people travel from one country to another for tourism. <i>Investigate what attracts people to Newcastle Upon Tyne – conduct a fieldwork study and analyse the data. Why do people visit Newcastle? Walk into community and interview residents/families.</i> Explain what is meant by ‘cultural attractions’. How many tourists visit Newcastle Upon Tyne each year? Human and physical characteristics of Newcastle and surrounding area including hills, mountains, coasts and rivers – <i>identifying and analysing the human and physical features of Newcastle – how might these features attract people to Newcastle?</i> 	<ul style="list-style-type: none"> Locate the world’s countries using maps to focus on Europe (inc Russia). Investigate how mountains are formed - describe what tectonic plates are. Locate and label on a world map the main tectonic plate boundaries. Investigate what happens when tectonic plates move <i>What is a fold mountain? What is a block mountain?</i> Use atlases, globes and digital mapping to identify environmental regions around Europe e.g., coastal and mountainous. Locate key mountains within the UK and Europe. <i>Compare and contrast the Alps with mountains in the UK (Reception – Lake District/Pennines-Local area).</i> What are the key human and physical features of the Alps? Including topographical features. <i>Observing and analysing maps – Google maps. Reading and researching tourism within the Alps.</i> 	<ul style="list-style-type: none"> Label and describe the Earth’s: core, outer core, mantle and crust. Explain the tectonic process that would lead to an earthquake. What are the similarities and differences in the physical features of a mountain and volcano? What are the similarities and differences between the physical processes that create earthquakes and those that create volcanoes? Describe and understand the key human features of volcanic regions. Using examples from around the world, explain the differences between active, dormant and extinct volcanoes. Describe the geographical location of the Pacific Ring of Fire. Describe some of its features and how plate tectonics give rise to the Pacific Ring of Fire.

	<ul style="list-style-type: none"> Investigate the key areas people like visiting in the local area – conduct a fieldwork study. Compile information about places to visit and events that are available in Newcastle Upon Tyne. What is iconic about the city? Use knowledge to make generalisations. <i>Present a persuasive presentation to encourage people to visit. Children could become travel agents/tourist/tour operators</i> 	<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols, OSmaps to investigate the Alps. 	<ul style="list-style-type: none"> Investigate how the world's continents have changed in appearance since the creation of the Earth? Use atlases, globes and digital mapping to identify volcanic regions. Make links to the local area – is there an environment near to our local area that used to be volcanic? What does the word 'magnitude' mean when it is used to describe earthquakes and volcanoes? <i>Describe the scale for measuring the intensity of volcanoes.</i> What is a tsunami? <i>Research and describe the impact of the: 2004 Boxing Day Tsunami, 1906 San Francisco earthquake and 79CE eruption of Vesuvius.</i>
<u>Prior Learning & Understanding – 'Why here, why now?'</u>	<p>Building on:</p> <ul style="list-style-type: none"> -Reception: Where I live -Year 1: What is our address? Where is my geographical location? -Year 2: What is it like to live beside the seaside? -Knowledge of different maps -Use of aerial photographs -Computing: use of Google Maps and safe search -Scale, distance and direction 	<p>Building on:</p> <ul style="list-style-type: none"> -Reception: Lake District -Year 2: Does land float on oceans? -Year 3: Why should you visit Newcastle? (Tourism aspect can be connected to Alps tourism) -Secondary sources -Use of aerial photographs 	<p>Building on:</p> <ul style="list-style-type: none"> -Reception: Lake District -Year 2: Does land float on oceans? -Year 3: Why are the Alps awesome? -Use of OS maps -Scale

<u>Key Skills</u>	<ul style="list-style-type: none"> Fieldwork Research methods Analysing geographic information Organising geographic information Presenting information 	<ul style="list-style-type: none"> Analysing secondary sources Using digital technology to support understanding 	<ul style="list-style-type: none"> Use of OS maps Scale Locational knowledge
<u>Opportunities for Field Work</u>	<ul style="list-style-type: none"> Local area visit – distributing questionnaires and interviews – why do people visit Newcastle? What does the community like about Newcastle? 		<ul style="list-style-type: none"> Research and describe the impact earthquakes have had on communities.
<u>Enhancements, Enrichment & 'Hooks' (Linked to 'Intent')</u>	<ul style="list-style-type: none"> Visit local area – Newcastle Present to an audience Fieldwork – Newcastle City Centre 	<ul style="list-style-type: none"> IT sessions – research opportunities and extra information and case studies. Create a model of the Alps. 	<ul style="list-style-type: none"> To observe sample volcanic rocks. To analyse photographs.
<u>Key Vocabulary</u>	<ul style="list-style-type: none"> Human and physical features, topography economic activity, industry tourism, trade, culture, leisure. 	<ul style="list-style-type: none"> Mountains, mountain ranges, peninsula, plateau, footfall, snow lines, formation Longitude and latitude, co-ordinates, physical, ordnance survey maps 	<ul style="list-style-type: none"> Plate tectonics, subduction crust, mantle, core, outer core, erupt, dormant, collision, earthquake, volcano, intensity, magnitude, tsunami
<u>Pupil Outcomes</u>	<ul style="list-style-type: none"> To understand different types of settlement and land use, economic activity. To be able to identify the human and physical features of Newcastle and how these may impact tourism e.g., River Tyne – Quayside. To name and locate key topographical features and how these may impact tourism e.g., the North-East coast. 	<ul style="list-style-type: none"> To understand the physical geography of mountains. To understand how mountains are formed. To identify and locate mountainous ranges. To understand the key features of mountains. 	<ul style="list-style-type: none"> To understand the physical geography of mountains, volcanoes and earthquakes. To compare topographical features to mountainous ranges of the local area and other parts of the UK. To understand how volcanoes are formed and how earthquakes occur. To understand the similarities and differences between the

	<ul style="list-style-type: none"> ■ To be able to conduct a fieldwork study which investigates why people may visit Newcastle. ■ To be able to present information. 		<p>formation and processes of mountains, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> • To be able to differentiate between active, dormant and extinct volcanoes. • To be able to locate and identify the Pacific Ring of Fire. • To understand how tsunamis are created and the historical/modern impact they have.
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