

Year: 3/4 Subject: Geography		Topic Question/Title: Where is my packed lunch from?	Term - Aut 2	Curriculum - B
PoS: Trade - food				
Prior Knowledge Use our fieldwork and map skills to find out about the school area including what we can see from school. Identify seasonal and daily weather patterns. Use simple fieldwork and observational skills to study the geography of and the key human and physical features of its surrounding environment. Use large scale maps and aerial photos of the school and surrounding area. Use and construct a basic map with symbols in a key. Use simple compass directions - North, South, East and West Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. <u>In addition, Y4s</u> Describe and understand key aspects of geography, including climate zones, types of settlement, land use and economic activity including trade links. In field work, draw labelled sketches, and sketch maps Describe and understand key aspects of physical geography, including rivers and the water cycle and human geography including the distribution of water.		Key Vocabulary Trade, business, export, import, produce, counties, climate, rainfall, temperature, land use, landscape, relief map, steep.	Outcome Annotated Map	
Future Learning 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. Use 8 points of the compass. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics		Stimulus Look at a meal (e.g., breakfast) and guess where the food comes from. First hand experiences (enrichment) Visit to a farming area.	World of Work Farmer	
National Curriculum PoS <u>Locational Knowledge</u> Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. <u>Human and Physical Geography</u> Describe and understand key aspects: land use, economic activity, trade links, and the distribution of natural resources (food). Mapping and Fieldwork Use the four figure grid references, symbols and a key on an OS map (to locate a farm in Lancashire). Use labelled sketches (to record the features of a local farm). Communication Use geographical language relating to the physical and human processes studied. Enquiry and Investigation Ask more searching questions including ‘what’, ‘where’, ‘why’ and ‘how’. When investigating places and processes.	Key Knowledge The focus is why is food produced in different areas (climate and topography) and how is it traded. Name and locate Lancashire, Costa Rica and Devon. Be able to describe key aspects of each area’s climate and/or topography. Be able to explain that farmers sell produce, describe how the produce is moved and explain that it is then sold. Explain what import and export means. Locate a place on an OS map, using the key to help them. Describe where the place is and understand how grid references can help us. Make labelled sketches.		Possible evidence Children to investigate where their food (packed lunch, breakfast?) comes from. Use photographs, videos, first hand observations, data and maps to ask and answer questions such: Where does our dairy come from? Why does it come from Devon? Who is it sold to? How does it get there? Where do our fruit and vegetables come from? Why do they come from Devon? Who is it sold to? How does it get there? Why do bananas come from Costa Rica? Who are they sold to? How do they get there? What are farms like in Lancashire? What can we grow in Lancashire? Upland area.	
	Concepts		Possible evidence	
	Place – What does the farm feel like (including feelings)? Space – Different types of spaces in farmland – buildings, fields Scale – Compare distances Interdependence – we are dependent on the farmers. Farmers are dependent on us.		Record feelings, smells, sights, sounds. What does open space feel like? What is in the space? What boundaries are there? How far is it to Briercliffe? How far is it to Devon? How far is it to Costa Rica? Can they draw this be illustrated? (Work out the distances to scale and show the children on the playground)	

Year: 3/4 Subject: Geography PoS: Earthquakes and Volcanoes	Topic Question/Title: Are earthquakes and volcanoes terrible?		Term - Sum 1 Curriculum - B 	
Prior Knowledge Y4 - Name and locate the geographical region of the lake District and its identifying human and physical characteristics, key topographical features, (including hills, coasts and rivers,) cities, and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of geography, including mountains, types of settlement, land use and economic activity including trade links. Y3 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to key human and physical features, including river, cliff, beach, town, house, office, port, harbour and shop.		Key Vocabulary Natural disaster, earthquake, volcano, eruption, lava, Earth's plates, fault line, Earth's crust, crater, extinct, active, tremor.	Outcome Information poster	
Future Learning Y3 - Name and locate the geographical region of the lake District and its identifying human and physical characteristics, key topographical features, (including hills, coasts and rivers,) cities, and land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of geography, including mountains, types of settlement, land use and economic activity including trade links. Y4 - Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics. Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand the key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including minerals.		Stimulus Video of erupting Volcano First hand experiences (enrichment) Topical news reports		World of Work Vulcanologist, seismologist
National Curriculum PoS <u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (In relation to where volcanoes and earthquakes are located). <u>Human and physical geography</u> Describe and understand volcanoes and earthquakes <u>Mapping and Fieldwork</u> Recognise patterns on maps and begin to explain what they show.	Key Knowledge		Possible evidence	
	Locate countries where there is seismic activity – Pacific ring of fire, Italy, Iceland, Locate places with seismic activity, recognising patterns e.g. the Pacific ring of fire, Mount St Helens, USA, Italy, Iceland. Use the vocabulary - eruption, lava, Earth's plates, fault line, Earth's crust, crater, extinct, active, tremor, to describe the features/processes. Learn some of the effects on land use and settlement. E.g. fertile soils produced so soil is good for farming. Find information from news stories.		Use maps, photographs, videos and data to ask and answer questions. - What can you see? Think about features, people, work, buildings and environment. - Where are these places? How do you know? (Use names of countries and continents.) - What is going on? - Who lives there? Who works there? - Would you like to go there? Why? Why not? - How could you find out more? - What questions could they ask?	
	Concepts		Possible evidence	
	Space Environmental impact interdependence		What is the space around volcanoes like? What are the effects of volcanoes and earthquakes? Why do people live and work here?	

Year: 3/4 Subject: Geography		Topic Question/Title: Could we improve Casterton Avenue?	Term - Sum2	Curriculum - B 
Prior Knowledge Use symbols and a key on an OS map (to locate a farm in Lancashire). Use labelled sketches (to record the features of a local farm) Investigate our school and its immediate area (Thames Avenue). Know we live in Burnley and that Burnley is a town with lots of primary and high schools. Know the school's address. Use our fieldwork and map skills to find out about the school area including what we can see from school.		Key Vocabulary OS map, sketch map, northwest, southwest, southeast, northeast.	Outcome Presentation to an audience	
Future Learning Y4 - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 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. Use six figure grid references to build their knowledge of the UK and the wider world. Y3 - Children will investigate land use and settlement in the Lake District. They will identify and find main features. Is the Lake District like Burnley? Where are the settlements? Are they all the same as Burnley? Identify the main settlements and any patterns they find. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of geography, including mountains types of settlement, land use and economic activity including trade links.		Stimulus Sound recording/Video of Casterton Avenue – where is this? First hand experiences (enrichment) Field work on Casterton Avenue	World of Work Planner	
National Curriculum Describe and understand human geography land use. Mapping and Fieldwork 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. Use 8 points of the compass. Use symbols and key on Ordnance Survey maps to build their knowledge of the local area.	Key Knowledge		Possible evidence	
	Use OS maps (Digimap) to make observations of Casterton Avenue, using symbols and the key. Casterton Avenue is an important road in Burnley. It links Eastern Avenue with Colne Road and gives access to Burnley General and 2 primary schools. It has a fuel station with a small Tesco supermarket. It is to the NW of Burnley town centre. Draw sketch maps. Make measurements of an aspect of Casterton Avenue, e.g. numbers of cars, amount of litter, crossing places, noise, plants (trees and grass areas). Decide on the best way to record observations and make accurate records. Present their findings.		Use maps, first hand observations and data to ask and answer questions. - What can you see? - What things happen here? Think about people, work, buildings and environment. Who lives there? Who works there? - Where is Casterton Avenue? - What grows here? - How could you find out more? - What questions could they ask?	
	Concepts		Possible evidence	
	Place Scale Space		What does Casterton Avenue feel like? Could we fit Casterton Avenue in our playground? How is the space used?	