Badger Hill PRIMARY SCHOOL

Geography Long Term Plan Y3 2025-26

	Autumn Term		Spring Term		Summer Term	
Topic	**Coasts** **Do we like to be beside the seaside? Our Local Area -Yorkshire Coast**		**Our World** **Where on Earth are we?**		**Earthquakes and Volcanoes-Science Link** **How does the Earth shake, rattle and roll?**	
Sticky Knowledge	1. Know what a coastal place is 2. Talk about the North Yorkshire coastline 3. To know in simple terms what a tide is and describe what the beach would look like. 4. Know what natural features occur at the coast 5. Know what economic, tourism and built features are		1. Know the difference between a 2D map and a 3D globe 2. Know what an address is 3. Names lines of latitude, tropics, equator, poles and circles 4. Use grid references		1. Describe the structure of the earth. 2. Give some reasons why people choose to live in earthquake zones and close to active volcanoes 3. To know where the most active earthquake and volcanic areas are (Ring of Fire) 4. Name examples of volcanic eruptions and major earthquake disasters.	
Vocabulary	Sea, waves, seaside, coast, coastline, strandline, compass point, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism, Sand, rock, beach, cliff, industry, fishing, harbour, peninsula, Erosion, deposition, tides, storm, resistance, Port, dock, harbour, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, sea food, rock pool, shells, Climate change, rising sea level,	N, NE, E, SE, S, SW, W, NW, physical features, human features including settlement, economic activities, tourism, region, economic activity, trade,	Address, postcode, county, country, continent, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean	Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere,	Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, dormant, extinct, Richter Scale, magnitude	Hazard, risk, danger, tsunami, advantages, disadvantages, social, environmental, economic
Locational Knowledge	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.		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.		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. 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).	

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Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	
Human and Physical Geography	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, coasts, mountains, volcanoes and earthquakes, and the water cycle. 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.		Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.
Geography/Fieldwork skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Suggested Tasks	-Recap on children's knowledge of the seaside. Identify different coastal destinations and identify on a map. Create a postcard describing their interpretation of the coast/seaside -Use a map to identify the North Yorkshire coast line. Match images to different places. Introduce correct geographical vocabulary -Compare a coastline in another country e.g, Australia -Research natural features of the coastline (focus on local examples) -Talk about activities which they enjoy at the seaside. Focus on one element e.g. fish and chips. Where does the fish come from?	-Explore globes and maps and discuss the differences. Encourage correct use of vocabulary -Make luggage labels and identify key features of an address -Children use their own maps to add on key features-remind them of how the climate would be different for each feature -Share a video explaining the Earth's rotation -Look at cities across the world at the same time-what time of day is it ? - Play game using Google Earth which supports their learning of grid coordinates	-Model for the class an earthquake -can they research recent earthquakes -Use an interactive video to help explain how an earthquake works -Use Google maps to research different Earthquakes -Sorting activity of reasons why people live near volcanoes - Use a map to identify recent volcanoes- discuss other effects such as Tsunamis -Create a model volcano

	-Children choose a coastal place they would like to visit. Ensure there is a wide range from across the UK and further afield. Why is their chosen place attractive to others? Present to the class		
Assessment opportunities	When all presentations have been completed, provide each child with a second postcard-sized piece of cardboard (see Week 1) to make a new postcard. Ask them to draw a picture of one of the places they have just learned about in this lesson – the one they would most like to live in or visit. ***Which place have you chosen, and why?*** Get children to write their postcard to the Head teacher giving their reasons and using as much geographical vocabulary as they can. Use the unit quiz to support assessment and link back to the sticky knowledge.	Complete assessment of location co-ordinates and ask children to complete their world maps. Assess for their use of key features. Use for display Use the unit quiz to support assessment and link back to the sticky knowledge.	Complete assessment sheet linked to volcanoes Use the unit quiz to support assessment and link back to the sticky knowledge.
Previous and past Learning	**Prior Learning:** **Our local area Y1** **Next Steps Learning:** **Mountains Y5** **A European Study-A study of the BavariaYorkshire Comparison Y6**	**Prior learning:** **People and their Communities Y1** **Our Wonderful World Y2** **Next Steps Learning:** **The Americas Y4** **South America Y5**	**Prior Learning:** **Animals and their Habitats Y1** **Our Wonderful World Y2** **Next Steps Learning:** **Rivers and the Water Cycle Y4**