















Year 3 Europe					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tribal Tales	Iron Man	Local History	Europe	Espana	Biomes: Plants of the World
Volcanoes and Earthquakes		Land Use: <b>How diverse are local and UK landscape?</b>	Europe: <b>How diverse are its landscapes and places?</b>	Spain Comparing London and Madrid	<b>Do the school grounds have enough plants to encourage wildlife?</b>
					
National Curriculum					
Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. (PG)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GSF)		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 (LK)  Describe and understand key aspects of human geography, including: land use(HG)	Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Describe and understand key aspects of physical geography, including climate zones (LK)	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 (LK)	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 (LK)
Sequence of Lessons					
<b>Lesson 1:</b> The structure of the Earth. <b>Lesson 2:</b> Plate boundaries. <b>Lesson 3:</b> Features of a volcano. <b>Lesson 4:</b> Famous volcanoes. Lesson 5: describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes. Lesson 6: describe and explain the forces at work when volcanoes erupt, and how these may alter the landscape and environment. <b>Lesson 7:</b> Famous earthquakes. <b>Lesson 8:</b> Effects of earthquakes. <b>Lesson 9:</b> Help after an earthquake.		L1: identify and describe the main human and physical features of the UK using atlases and maps. L2: identify some types of land use in the locality using maps and aerial imagery. L3: explain how different parts of the UK are used for different types of farming. L4: describe different types of land use in the UK. L5: use four figure grid references to identify different examples of	<b>Lesson 1:</b> Use atlas maps and a globe to locate the continent and countries of Europe. <b>Lesson 2:</b> Identify different climate zones in the world and describe the climate of different countries in Europe. <b>Lesson 3:</b> Locate a number of major cities in Europe and I understand why they are important. <b>Lesson 4:</b> Use digital and atlas maps to identify and locate key	<b>Lesson 1:</b> Compare and contrast Spain and the United Kingdom <b>Lesson 2:</b> Know about the physical geography of Spain <b>Lesson 3:</b> Know about the human geography of Spain <b>Lesson 4:</b> Find out about the climate of Spain <b>Lesson 5:</b> Understand the importance of tourism to London and Madrid	<b>Lesson 1:</b> Identify the location of plants around the world. <b>Lesson 2 and 3:</b> Explore what biomes are and identify major biomes around the world <b>Lesson 4:</b> Exploring how plants survive in extreme environments <b>Lesson 5:</b> Explore the role of plants in agriculture



	land use in my local area on a 1:25000 map. L6: explain how land use changes affects wildlife.	physical geographical features of Europe. <b>Lesson 5:</b> Describe key features of the human geography of Europe and use atlas maps to identify spatial patterns. <b>Lesson 6:</b> use different sources of information to choose and plan a holiday in a European country.	<b>Virtual Fieldwork</b> 	<b>Lesson 6:</b> Explore ways in which humans use plants  <b>Fieldwork School Grounds</b> <i>Do the school grounds have enough plants to encourage wildlife?</i>
<b>Vocabulary</b>				
Landform, Slope, Valley, Mantle, Core, Volcanoes, Magma, Ash, Lava Earthquake, Tectonic Plates 	Land use, Settlements Scale, Livestock, Agriculture Pasture, Variety, Diverse, grid reference, county	Continent, Location and position, Atlas map, Weather, Climate, Equator, Scale, Interpretation Physical feature, Human feature, Land use, Destination Tourism activities	Physical feature, Human feature Tourism activities, Tourist Continent, Country, Climate, Architecture, Land use Madrid, London	Biome, Habitat, Ecosystem, Wildlife, Plants, Animals, Pollination, Biodiversity, Environment, Climate, Survival, Agriculture, Sustainability, Species, Soil, Seeds, Growth, Adaptation, Conservation
<b>Cross – curricular links</b>				
<b>English</b> - Engage in creative and descriptive writing by composing a diary entry or fictional news report from the perspective of someone experiencing a volcanic eruption or an earthquake. Students will use sensory language to describe the event vividly, incorporating research on real historical disasters to make their writing realistic and engaging.	<b>Art</b> - Create a detailed landscape collage or diorama representing different types of land use in the UK. Students can use a variety of materials to illustrate urban areas, agricultural land, forests, and coastal regions. 	<b>History:</b> <b>Explore Historical Landmarks:</b> Students can research significant historical landmarks in Europe, such as the Colosseum in Rome or the Eiffel Tower in Paris, and present their findings. <b>Travel Brochure Writing:</b> Students can write and design travel brochures for a European country, focusing on its landscapes, culture, and attractions.	<b>Science: Weather and Climate</b> <b>Activity:</b> Study the weather patterns and climate of both London and Madrid. Create weather charts comparing the average temperatures and rainfall throughout the year. <b>English: Creative Writing</b> <b>Activity:</b> Write a travel brochure or a story from the perspective of a tourist visiting London and Madrid, highlighting attractions and experiences.	<b>Science: Plant Biology and Ecosystems</b> <b>Activity:</b> Conduct experiments to observe how plants grow in different conditions (light, soil type, water). <b>Art: Nature Illustrations</b> <b>Activity:</b> Create artistic representations of plants from different biomes, focusing on their unique adaptations.
<b>Knowledge: Mapwork, Fieldwork, Enquiries Progression</b>				
<b>Enquiries</b>	<b>Enquiries</b>	<b>Understanding Map Features:</b>	<b>Enquiries</b>	
<ol style="list-style-type: none"> <li>How are mountains formed and why are they so important?</li> <li>What is a 'natural disaster'?</li> <li>What causes an earthquake and why do some cause more damage than others?</li> <li>Why are some places more prone to natural disasters than others?</li> </ol> <p>How do communities protect themselves from natural disasters?</p>	<ol style="list-style-type: none"> <li>How is the land in the local area used?</li> <li>Can I locate my local area? How does it fit in with other places, near and far?</li> <li>Are all services important in our local area?</li> </ol>	<ul style="list-style-type: none"> <li><b>Key Vocabulary:</b> Continent, country, capital city, physical features, human features.</li> <li><b>Types of Maps:</b> <ul style="list-style-type: none"> <li><b>Physical Maps:</b> Understanding landforms, water bodies, and other natural features.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Where are London/Madrid located and how would we get there from where we are?</li> <li>What can we learn about places from where they are in the world? (i.e. climate, weather)</li> <li>What are the key physical (topographical) features of</li> </ol>	<ul style="list-style-type: none"> <li>Know that a symbol is a simpler version of a pictorial representation of a real-world object</li> <li>Know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with</li> <li>Know that a key provides the names of a symbol to</li> </ul>
<b>Mapwork</b>	<b>Mapwork</b>			





<ul style="list-style-type: none"> <li>Using a world map or digital mapping tools, students can identify and label the main tectonic plate boundaries</li> <li>On a world map, students will locate and label famous volcanoes, such as Mount Vesuvius, Mount St. Helens, and Mount Fuji. They can use symbols to differentiate between active, dormant, and extinct volcanoes and research which tectonic plate each volcano is on.</li> </ul> 	<ul style="list-style-type: none"> <li>Know that a map can show a small area of land or a large area of land</li> <li>Know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite</li> <li>Identify features using letter/number co-ordinates</li> <li>Use 4- figure coordinates to locate features.</li> </ul>	<ul style="list-style-type: none"> <li><b>Political Maps:</b> Identifying country borders, capitals, and major cities in Europe.</li> </ul> 	<p>London/Madrid and how do they differ?</p> <ol style="list-style-type: none"> <li>What attracts tourists to visit London/Madrid?</li> <li>What can we learn about the culture of Spain and the UK from these cities?</li> </ol> 	<p>avoid having to label each symbol on a map</p> <ul style="list-style-type: none"> <li>Know that when reading coordinates, you read across the x-axis and up/down the y-axis</li> <li>Know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feat</li> </ul>
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**Skills: Mapping, Fieldwork, Enquiries Progression**

<ul style="list-style-type: none"> <li>label a map of the Earth's plates and explain what happens at plate boundaries</li> <li>locate famous earthquakes on a blank world map</li> </ul> <p>locate famous volcanoes on a range of maps</p>	<p><b>Understanding Map Scale and Coverage</b> Skill: Know that a map can show a small area (e.g., a local neighborhood) or a large area (e.g., a whole country). Understand how different map scales are used for various purposes, such as detailed local studies versus a broader view of the UK.</p> <p><b>Using Grid References</b> Use letter/number coordinates to identify features on a map. Progress to using four-figure grid references to accurately locate specific examples of land use, such as a park, farm, or school, on a 1:25,000 scale Ordnance Survey map.</p> <p><b>Compass Directions and Positional Language</b> Use the four main compass points (North, South, East, West) and positional language such as "above," "below," "next to," "between," and "opposite" to describe the location of features on a map. For example, describe how a river flows "south of" a particular town or how a forested</p>	<p><b>Using Atlas Maps:</b></p> <p><b>Skill Development:</b> Students will use atlas maps to locate countries, cities, and physical features of Europe.</p> <p><b>Understanding Map Scales:</b> <b>Scale Calculation:</b> Students will learn how to interpret scales to understand distances between locations on a map.</p> <p><b>Comparing Different Types of Maps:</b> <b>Types of Maps:</b> Students will explore various types of maps, including political, physical, and thematic maps (e.g., climate maps).</p> <p><b>Using Digital Mapping Tools:</b> <b>Technology Skills:</b> Students will learn to navigate digital mapping tools (like Google Maps or Google Earth) to explore European locations and features.</p>	<p><b>Mapwork</b></p> <ul style="list-style-type: none"> <li>Develop map-reading skills by identifying and locating countries, cities, and physical features on various types of maps.</li> <li>Use different scales of maps to understand boundaries and geographical features.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Engage in virtual fieldwork to explore the geographical and cultural features of Madrid and London.</li> <li>Conduct inquiries about specific geographical questions related to the two cities.</li> </ul>	<ul style="list-style-type: none"> <li>Locating the seven continents on a world map.</li> <li>Identifying and locating various countries, including unfamiliar ones.</li> <li>Recognizing the features of maps, such as symbols and legends, to interpret information about different plants and their locations.</li> <li>Using maps to identify major biomes around the world and understanding how biomes relate to climate zones.</li> <li>Mapping Climate Zones</li> <li>Identifying different climate zones on a world map and understanding their impact on plant growth.</li> </ul>
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	<p>area is "between" two settlements.</p> <p><b>Using Atlases and Digital Maps</b> Identify and describe the main human and physical features of the UK using atlases, digital maps, or globes. This includes finding and naming counties, cities, rivers, hills, and coastal areas, as well as understanding their significance in terms of land use.</p>			
<p><b>A child who is exceeding expectations might:</b></p>				
<ul style="list-style-type: none"> <li>demonstrate good locational knowledge of volcanoes found either in Europe and the Americas or around the Pacific Ring of Fire</li> <li>be able to explain in some detail why and where earthquakes occur, using some or all of the following terms: <b>focus, epicentre, plate and energy</b></li> <li>demonstrate an understanding of the range of possible effects of a volcanic eruption</li> <li>write a thoughtful explanation of why some people live near active volcanoes, despite the risks.</li> <li>demonstrate a real empathy with the victims of earthquakes (and/or tsunami), describing the impact upon them in some detail</li> </ul>	<p><b>Make Complex Connections:</b></p> <ul style="list-style-type: none"> <li>Explain how physical features such as rivers, hills, and soil quality impact land use decisions, and analyze how human activities modify these features over time.</li> <li>Describe the interrelationship between land use and economic or environmental factors, such as how urban expansion can lead to loss of agricultural land and its effect on local biodiversity.</li> </ul>	<p><b>Advanced Map Interpretation:</b></p> <p><b>Skill:</b> Accurately interprets complex maps, including topographic and thematic maps, and explains the significance of various features.</p> <p><b>Example:</b> Can analyze a climate map of Europe and discuss how geography influences climate patterns in different regions.</p> <p><b>In-depth Research and Presentation:</b></p> <p><b>Skill:</b> Conducts thorough research on a European country, integrating multiple sources and perspectives, and presents findings confidently to the class.</p>	<ul style="list-style-type: none"> <li>Write a detailed report or presentation that includes maps, diagrams, and comparative analysis of both cities.</li> <li>Propose ideas for improving tourism in either city based on geographical and cultural insights.</li> <li>Create a project that explores the impact of climate on lifestyle and tourism in both cities.</li> </ul>	<ul style="list-style-type: none"> <li>use fieldwork to gather data about the local area and analyse this information in order to answer questions about change</li> <li>confidently create a map to present findings from local fieldwork</li> <li>provide plausible explanations, using geographical language, of how the local area has changed over time and may change in future</li> </ul>
<p><b>WHAT IF CHALLENGES...Higher Order Thinking Questions</b></p>				
<p>What if...the Earth's core was as cool as the surface?</p> <p>What if...people always knew when an earthquake was going to happen?</p> <p>What if...all the volcanoes we have looked at erupted at the same time?</p>	<p><b>What If Urban Areas Continued to Expand Rapidly?</b> <i>Challenge:</i> Imagine a future where cities and towns keep growing, taking over farmland and natural areas. What might this mean for food production, wildlife habitats, and people's quality of life?</p>	<p><b>What if</b> the climate in southern Europe becomes increasingly similar to that of northern Europe?</p> <p><b>What if</b> a major river in Europe were to dry up due to climate change? What impacts would this have on the surrounding communities and ecosystems?</p>	<p><b>What if</b> the climate in Madrid suddenly changed to that of London (more rain and cooler temperatures)? How would this affect the city's plants, animals, and tourism?</p>	<p><b>What if</b> humans could only grow plants in one specific climate zone? Which plants would we choose to grow, and how would our diets change?</p> <p><b>What if</b> a new biome was discovered that has plants we've never seen before?</p>