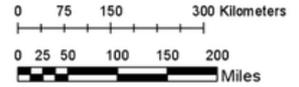


# Class 3 Geography Learning Pathway



Year A  
Spring

## Investigating Our World

- Continue to study Ordnance Survey maps using key, compass directions and scale to write a description of our local area.
- Revisit topography and contour lines, building on the learning within the project 'Misty Mountain, Winding River' in Class 2, extending to recognising peaks and gradual slopes
- Revise knowledge of six-figure grid references and use this understanding to interpret a 1km grid square
- Introduction to the Prime, or Greenwich, Meridian and learning that Greenwich Mean Time (GMT) is taken from the Prime Meridian.
- Discover that the Earth is split into 24 time zones and use knowledge of GMT to calculate the time in places around the world
- Recap and deepen understanding and awareness of climate zones, and vegetation belts and biomes
- Building on the learning from the project 'Misty Mountain, Winding River', understanding that the climate and vegetation in an area will determine its plants and animals
- Learn more about the human geography of the continents and locate capital cities around the world
- Learn about sustainability and how manufacturing processes can be more environmentally friendly
- Deepen understanding of location by identifying relative locations and using the scale bar on maps to find the distance between places
- Learn about the UK's motorway network, how these fast roads connect towns, cities and transport links
- Further develop understanding of settlements by studying settlement hierarchy, including relative size, significance and settlement's population
- Carry out fieldwork to discover which settlement types are in our local area



Year A  
Autumn



## Globe Trotters

- Locate the world's countries, using maps to focus on Europe and North and South America
- use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- To revisit and extend knowledge of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- To explore and understand geographical similarities and differences by studying the human and physical geography of our local area and a contrasting area in South America
- Use subject specific vocabulary to identify different locations around the world



## Eat the Seasons

- In this Design & Technology project we will explore local agricultural land use and use local seasonal produce to design and make seasonal soup



Year B  
Autumn



- Opportunities to revisit, revise and recall key knowledge from previous projects.
- Retrieval activities linked to other areas of the curriculum.

Year A  
Summer

## Our Changing World

- Revise features of the Earth, including lines of latitude and longitude, the equator and the Tropics of Cancer and Capricorn
- Introduction to the Arctic and Antarctic Circles
- Consolidate knowledge of time zones by calculating differences in time between places around the world
- Measure distances on a map and revisit grid references, contour lines and map symbols.
- Learn about global warming and climate change and begin to understand how these changes affect biomes
- Study data from the Global Climate Risk Index and identify how the effects of climate change and extreme weather on people, especially in developing countries
- Learn about trade worldwide and study countries whose manufactured goods, food, or natural resources are exported across the globe
- Learn about natural resource management and the importance of sustainability
- Analyse data and make conclusions
- Carry out fieldwork to collect data about the safety of a local road and use their findings to suggest positive changes
- Study the pattern of human settlements using terms such as 'linear', 'circular', 'rural', 'urban', 'compact' and 'dispersed'.
- Conduct fieldwork investigations using maps, photographs and primary data to analyse and describe settlement patterns in our local area



Year B  
Spring



Year B  
Summer

- Opportunities to revisit, revise and recall key knowledge from previous projects.
- Retrieval activities linked to other areas of the curriculum.

## Frozen Kingdoms

- Revise learning about lines of latitude and longitude, the equator and the Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Prime Meridian, Arctic and Antarctic Circle and discover their exact locations in degrees
- Extend learning about the Arctic and Antarctic regions using geographical information texts, maps and data
- Use this knowledge to identify similarities and differences between the two areas and make observations about the location of the two polar zones
- Build on learning about daylight hours in the project 'Investigating Our World' to investigate the phenomenon of day and night in the polar zones
- Introduction to the terms 'polar day', 'Midnight Sun' and 'polar night'
- Continue to learn about climate change by considering causes and effects. Revisit the idea of Earth as a source of natural resources by finding out about the natural resources of the polar regions, including fish, oil, natural gas, minerals and wood, and find out about the problems and challenges of human demands on these resources
- Introduction to the indigenous peoples of the regions and learn about how these communities have successfully adapted to the climatic conditions
- Revisit the term 'tourism' from projects in previous years such as 'Coastline' and 'Misty Mountain, Winding River'. Find out about the positive and negative effects of tourism on the regions.
- Analyse data to draw conclusions about the impact of tourism on Antarctica and use this knowledge to write an article for a fictional publication