

Geography
Year 3 and 4

Big Idea	Why are rivers important?	How do volcanoes affect people?	What impact do earthquakes have?
National Curriculum	Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge - 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 - 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 - 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) 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 Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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		

	Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and 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 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.		
Unit Link	Rivers - Oddizzi	Amazon Basin - Oddizzi	Amazon Basin - Oddizzi/
Unit name	 Rivers	  Amazon Rainforest	  Amazon Rainforest
Focus Geographer	 Majory Sweeting	 Jane Goodall	 Margaret Mee
Concepts	Main Disciplinary Concepts Similarities & differences, research and enquiry, cause and consequence	Main Disciplinary Concepts map skills, fieldwork, similarities and differences, research and enquiry,	Main Disciplinary Concepts map skills, fieldwork, similarities and differences, research and enquiry,

		cause and consequence	cause and consequence
	Main Substantive Concepts – always Place Physical processes, environmental impact, sustainable development	Main Substantive Concepts – always Place Space. Scale, interdependence, physical processes, human processes, environmental Impact, sustainable development, cultural awareness and diversity	Main Substantive Concepts – always Place space. scale, interdependence, physical processes, human processes, environmental Impact, sustainable development, cultural awareness and diversity
Skills	Lesson 1: I can label major world rivers on a map. Lesson 2: I can collect data from a local river. Lesson 3: I can explain and illustrate the three stages of a river using diagrams and correct geographical vocabulary. Lesson 4: I can identify, label and explain key river features using correct geographical vocabulary. Lesson 5: I can categorise the main reasons why people use rivers.	Lesson 1: I can locate the Equator, South America and rainforest biomes on a world map using key lines of latitude. Lesson 2: I can map a route and use different map scales to describe a journey from London to the Ecuadorian rainforest. Lesson 3: I can identify everyday products exported from the rainforest and explain our personal connections to them. Lesson 4: I can use fieldwork techniques to observe, measure and compare natural features of the forest floor with my school grounds. Lesson 5: I can investigate plant transpiration and explain how selected rainforest plants are used as medicine.	Lesson 1: I can record animal biodiversity using tally charts and graphic sound scores from daytime and nighttime observations. Lesson 2: I can collect field data to compare and contrast daily life in an Achuar village with my own home area. Lesson 3: I can map data in sequence using a journey stick and write a postcard describing a visit to an Achuar village. Lesson 4: I can explain the causes and effects of deforestation using key geographical terms like sustainability. Lesson 5: I can identify ethical logos and write a persuasive letter proposing sustainable product choices to protect the rainforest.
Knowledge	Lesson 1: I know that a river is a natural stream of flowing water that moves from higher land to lower land and usually flows into a sea, lake, or another river. Lesson 2: I know the information you can find out about a river and how to measure a river's depth. Lesson 3: I know that a river has three main stages called the upper course, middle course and lower course, and that a river changes as it flows from source to mouth.	Lesson 1: I know that a biome is a large natural community of plants and animals, and that tropical rainforests are located near the Equator and the Tropics. Lesson 2: I know how to track a route using global, national and local maps, and that ecotourism provides responsible travel in the rainforest. Lesson 3: I know that products such as palm oil and wood are exported from the	Lesson 1: I know that the Ecuadorian rainforest has rich animal biodiversity and that different animals are active during the day and night. Lesson 2: I know how the Achuar people live in Napurak village and how their homes, routines and energy use compare to mine. Lesson 3: I know the features of Tsekuntsa village and how a journey stick can be used as a linear map to record a sequence of events.

	Lesson 4: I know the main features of a river and where they are found along a river's course. Lesson 5: I know that people can use rivers for survival, food, energy, transport and fun.	Amazon, connecting our everyday lives to the rainforest. Lesson 4: I know the physical features, structure and scale of rainforest plants, including the kapok tree and the layers of the forest. Lesson 5: I know that rainforest leaves give off water vapour through transpiration and that many rainforest plants have important medicinal uses.	Lesson 4: I know that the Amazon rainforest is changing due to deforestation and why this change matters to Indigenous communities. Lesson 5: I know what ethical logos like Fairtrade and Rainforest Alliance mean and how school purchasing choices can help protect the rainforest.
Vocabulary	flow mouth channel numerical data quantitative river course source tributary meander hydro-electric power Year 3 Vocabulary: flow source mouth tributary meander river course precipitation OS map land use	biome equator tropics map scale ecotourism export canopy understory fieldwork transpiration Year 3 Vocabulary biome equator tropics export canopy understory lines of latitude lines of longitude climate zones (tropical, equatorial) hemisphere trade	biodiversity nocturnal Achuar indigenous journey stick deforestation sustainable unsustainable fairtrade rainforest Alliance Year 3 vocabulary indigenous Achuar nocturnal deforestation sustainable fair trade population culture

Career Links



Hydrologist



Conservation scientist



Ecotourism manager