



St Andrew's Church of England Junior School – Scheme of Work: [Geography](#)



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

Autumn Term – Volcanoes

Year 3	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To understand what a volcano is and where they are in the world.	Volcanoes, Maps, keys, eruption	Children are to find facts and answers to questions. About Volcanoes and where they can be found	• Can children recognise what a volcano is? • Can children explain where some famous volcanoes are in the world? • Can children read and interpret a range of information types (tables, maps, written)?
Session 2	To explore what happens when a volcano erupts.	Volcanoes, Maps, keys, eruption, Magma, lava	Children are to work together to create a survival guide poster on how to survive a volcanic eruption.	• Can children explain and describe what happens when a volcano erupts? • Can children explain why a volcano erupts? • Do children understand that volcanic eruptions impact the surrounding areas?
Session 3	To explore the features of volcanoes.	Volcanoes, Maps, keys, eruption, Magma, lava, Vent, crust, Mantle	Children need to look at the diagrams and images and write about what they know about the types of volcanoes and their existence.	• Do children understand the parts of a volcano? • Can children explain the three main types of volcanoes? • Can children understand and interpret cross-section

				• diagrams of volcanoes?
Session 4	To understand what tectonic plates are and what the 'ring of fire' is.	Volcanoes: Shield volcano, composite volcano, Earth's crust, magma, mantle, eruption, tectonic plates, main vent, secondary vent, lava, crater, ash, particles. Maps, keys	Ask children to get in to small groups and hand them the Tectonic Plate Map. Ask them to discuss which plate boundaries are which.	• Do children understand the world's countries sit on large tectonic plates? • Can children name the tectonic plates and countries that lie on them? • Do children understand there are three types of plate boundaries?
Session 5	To explore life in volcanic areas.	Volcanoes: Shield volcano, composite volcano, Earth's crust, magma, mantle, eruption, tectonic plates, main vent, secondary vent, lava, crater, ash, particles. Earthquakes: Plate boundaries, aftershock, drill, tsunami, tectonic plates. Maps, keys	Children need to look at the images and write about why they attract people to live near volcanoes.	• Can children explain why some people and animals live near volcanoes? • Do children understand that not all volcanic regions are hostile? • Can children explain how people, plants and animals adapt to a volcanic environment?
Session 6	To compare a volcanic area to a non-volcanic area.	Volcanoes: Shield volcano, composite volcano, Earth's crust, magma, mantle, eruption, tectonic plates, main vent, secondary vent, lava, crater, ash, particles. Earthquakes: Plate boundaries, aftershock, drill, tsunami, tectonic plates. Maps, keys, settlement	Children are to choose an area they would prefer to live. They explain their reasons why to a partner. They need to write these reasons out giving 6 reason why?	• Do children understand the similarities and differences between a volcanic area and a non-volcanic area? • Can children explain how their life differs to others? • Do children understand why people choose to settle in certain areas?
Session 7	To be able to show what you have learnt about volcanoes.		Children can then use the internet to research a volcano and make a poster, speech or booklet about it.	• Can children use research skills to find information? • Can children plan and present a presentation on a chosen volcano?

				Do children know how to work in small groups?
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Spring term - Our European Neighbours

Year 3	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To be able to locate Europe on a world map and find out about its features.	Continents, World, Europe, Maps, annotate, key,	Children will identify the seven continents of the world before looking more closely at a map of Europe. They will compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Children will use facts they have learnt to answer questions and annotate maps.	- Can children locate Europe on a world map? - Do children know that the UK is a country in Europe? - Can children describe some of the geographical features of Europe?
Session 2	To be able to identify and locate countries in Europe.	Continents, World, Europe, Maps, annotate, key, UK, Location	Children will identify Europe on a world map before locating the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries.	- Can children locate Europe on a world map? - Can children identify European countries? - Can children use a map to identify European countries?
Session 3	To be able to identify European countries according to their features.	Continents, World, Europe, Maps, annotate, key, UK, Location, human features, flags, currencies, government	Children will recap the location of a variety of European countries. They will then explore some human features of different European countries, including flags, currencies and governments. Children can then identify a country from given clues, complete information in a table or match	- Can children match European flags to their countries? - Do children know that there are a variety of currencies in Europe, including the euro? - Can children describe ways in which European countries are different from each other?

			countries to their flags.	
Session 4	To be able to identify the major capital cities of Europe.	Continents, World, Europe, Maps, annotate, key, UK, Location, human features, flags, currencies, government	Children will identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. They will use maps to locate capital cities and start to explore features of some major cities.	• Can children describe what a capital city is? • Can children identify the capital cities of some European countries? • Can children locate European capital cities on a map?
Session 5	To be able to compare two European capital cities.	Continents, World, Europe, Maps, annotate, key, UK, Location, human features, flags, currencies, government, capital, Cities, Landmarks, geographical features, physical features	Children will recap some major capital cities in Europe before choosing two to compare. They will generate questions to help them compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves	• Can children identify landmarks belonging to different European cities? • Can children use a variety of sources to find out about the geographical features of cities? • Can children compare and contrast two different European cities?
Session 6	To find out about the human and physical features of a European country.	Continents, World, Europe, Maps, annotate, key, UK, Location, human features, flags, currencies, government, capital, Cities, Landmarks, geographical features, physical features	Children will choose one European country to research in detail. They will generate questions they can ask to help them find out information, and use a variety of sources of information to find answers. Children will consider both the human and physical geography of their chosen country, presenting the information in a variety of ways. End of Unit QUIZ!	• Do children understand the difference between human and physical geography? • Can children use a variety of sources of information to find out about a particular country? • Can children present the information they have found out appropriately?

Year 3	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To explore India and where it is in the world.		Children will locate India on a world map and identify some of its surrounding countries. They will find out some facts about India, such as population and capital city, before exploring the climate of India. They will identify the different climate regions and describe some of the features of these climates	• Can children locate countries on a world map? • Do children understand countries have different climate regions? • Can children create a climate region map and describe the weather?
Session 2	To explore the mountain ranges found in India.		Children will investigate how mountains and mountain ranges are formed. They will identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical vocabulary.	• Can children read information and use it to answer questions? • Can children explain how mountains are formed? • Do children understand that all mountain ranges have different features and formations?
Session 3	To explore some of the major rivers in India.		Children will understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features.	• Can children name some major rivers in India? • Do children understand what rivers do? • Can children explain how rivers are used by people and how they can harm people?
Session 4	To explore the human and physical features of cities in India.		Children will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in different Indian cities. They will describe and compare these features.	• Do children understand that major cities have a range of human and physical features? • Can children identify some important buildings in the cities of India? • Can children explain the physical environments of different cities?

Session 5	To explore India's culture and its influence on other countries.		Children will explore various aspects of Indian culture, including clothing, religion, food and architecture. They will consider how Indian culture has influenced other cultures, and identify other areas in the world where there are large numbers of Indian communities.	• Can children explain where Indian cultures are around the world? • Do children understand that culture is an important part of a country? • Can children explain some aspects of the Indian culture?
Session 6	To be able to compare India to the United Kingdom.		Children will identify similarities and differences in the human and physical features of India and the United Kingdom. They will consider why the two countries are so different drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India.	• Can children compare two areas of the world? • Can children use direct facts to record similarities and differences of two places? • Do children know that different places around the world offer different experiences?